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Teaching English through
literature:
A Unit of Work on Enid Blyton

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1. Introduction and Rationale

The following unit of work arises from the necessity to continue presenting creative and innovative proposals that effectively address the educational reality, aligning with the current legislation and the needs and best interests of students. Defined as a statement of intents, it has been organised for a specific number of sessions and adapted to a particular context. Its goal is to guide the teaching staff in the treatment of competences and contents; with its objectives, methodology, differentiation, and evaluation/assessment criteria, considering the current and most updated didactical knowledge about the teaching/learning process. Units of work are also usually framed within a higher order document, the syllabus. In this case, the chosen topic would be Enid Blyton and her production, as part of a syllabus based on components related to British culture, with themes such as literature, history, politics, art, cinema and television, and music.

This master's dissertation centres then on a literature-based unit designed from a communicative perspective. Along with the idea of the suitability of literature for teaching language skills (reading, listening, writing, and speaking) and other areas (vocabulary, pronunciation, grammar), Hişmanoğlu (2005, pp. 55-57) collects the ideas of several authors (Collie and Slater, 1990; Maley, 1989) and presents a comprehensive number of reasons for using literary texts in the English class. To begin with, this topic gives professionals access to a wide range of authentic and valuable materials that are not purposely created for learning English as foreign language. Moreover, they enhance the student's linguistic enrichment, offering "many different linguistic forms, communicative functions and meanings", that raise awareness about "the richness and diversity" of the foreign language (2005, pp. 54-55). The cultural contribution that these resources provide is considerable as well, since it contextualises the language and give access to the reality of it, allowing learners to familiarise themselves with verbal/non-verbal elements, codes and visions that promote a better understanding of the target language. Personal involvement on the part of the learner is also a crucial aspect to consider, as literary texts have the power to engage students on a personal level, tapping into their interests and emotions. This involvement fosters a genuine eagerness to comprehend the target language and delve deeper into the texts, while also encouraging active participation in the proposed activities. The author also underscores (pp. 55-56) the importance of the

universality of literature, where a large number of shared themes are explored from diverse and unique perspectives. Additionally, the variety of texts could be seen as one means of providing “a short-cut to the extensive experience of linguist items in context that native speakers acquire by direct exposure” (Elliot, 1991, p.65, as quoted in Enkvist et al, 1964). Fundamental to mention is as well the interest that these texts can arouse, along with their economy and suggestive power to prompt reflection and discussion. Reinforced by their ambiguity, they pave the way for endless possibilities and interpretations.

To conclude with this point and concerning the context where this proposal is to be implemented, it is essential to mention that literature (addressed from a communicative view) feels as an attractive alternative to traditional approaches that are frequently employed in schools. Alas, they have more often than not contributed to giving shape to the learners’ generalized disinterest in the foreign language subjects (Gurpegui, 1989, p.71). In this case, the setting for this unit has been thought for a class of the third year of Compulsory Secondary Education, with learners of 14-15 years old and a level of A2-B1.

Regarding the selection of the most suitable literary texts, teachers should at all times choose those that consider “needs, motivation, interests, cultural background and language level” of their pupils. A fitting option that this dissertation proposes, as aforementioned, is Enid Blyton and her work. This choice is grounded in her literary impact, her popularity and reception, the richness of her writing, and the controversies and criticisms surrounding her figure.

Enid Blyton¹ (1897-1968) was a prolific and well-known British writer born during the Victorian period, whose influence endures to the point that even today, in the United Kingdom alone, she sells more than one book every minute. Regarded as one of the most cherished and top-selling children’s authors globally, her sales surpass 500 million copies, and her writing has been translated into over 40 languages. In total, she wrote approximately 700 books along with roughly 2,000 short stories, as well as poems, and numerous magazine articles, providing readers with an incredible array of work to choose from. Her writing offers a crisp image of characteristic elements of the British culture. Indeed, many of her readers have grown up dreaming about “potted meat”, “clotted

¹ Source available in: <https://www.enidblyton.co.uk/landing-page/enid-blyton/enid-blyton-about-the-author/>

creams” and “spotted dick” (Roy, 2021). Moreover, she included references from the Greek, the Roman, Nordic mythologies and the Bible, what contribute to a transversal learning. The different addressed genres (adventure, mystery, fantasy...) offer scope also for a unique and creative educational application, along with the multiple adaptations of her work across the globe, including highly successful stage productions, television series, films and even games. Another aspect that deserves to be mentioned is the potential of her contentious figure and writing. Her contradictory attitude towards her own children and matters such as race and gender may be used in class as an excuse for reflection, debate, and the subsequent development of learners critical thinking².

Although she is an author of children's literature and this unit is designed for a class of learners aged between fourteen and fifteen, there are several aspects that justify her selection. Firstly, as mentioned before, the striking figure of the writer, an excuse to discuss and debate about social and cultural matters; secondly, the immense teaching possibilities offered by her writing, readily adaptable to the needs and interests of the learners; and finally, the simplicity of the language employed in her work, easily accessible to the students' level of proficiency.

Given that the work of this author is so extensive, this proposal includes a lessons' planification of ten sessions. The first part, which encompasses four, has been dedicated to the author herself and her writing. These lessons revolve around the performance of a second-generation task conceived as a debate. The intention is to work on her biography, her most important titles, and use the outcomes of these preparation activities to finally debate. The second one, with number of six sessions, focuses on her popular series “The Famous Five” and has been designed in the form of another second-generation task, a project with the goal of creating a play.

² According to her website: “Enid Blyton (...) expressed attitudes towards race that cannot be condoned and for this reason, some of her work is no longer in print and other books have been edited to ensure they cannot cause hurt or offense to readers.” <https://www.enidblyton.co.uk/landing-page/enid-blyton/enid-blyton-about-the-author/>

The firm in charge of her webpage, Hodder & Stoughton Limited, states that they “work to ensure that there are no offensive terms in the books – changing words where the definition is unclear in context and therefore the usage is confusing, and where words have been used in an inappropriate or offensive sense – while retaining the original language as far as is possible. This enables a very wide international audience of children to enjoy the books, while also understanding that they were written and set in the past”. <https://www.enidblyton.co.uk/landing-page/enid-blyton/enid-blyton-about-the-author/>

2. Spanish legal framework and the Common European Framework of Reference

The unit of work presented here has been thoroughly designed after considering several essential documents. Firstly, to ensure alignment with the European legislation, this proposal follows the Common European Framework of Reference – Companion Volume (2020), henceforth referred to as the CEFR.

The consulted document is the latest revised version of the first online publication of 2018, which was at the same time, a modified version of the thorough edition of 2001. That first attempt, despite the need of adjustments and additions, proved its success for encompassing “educational values, a clear model of language-related competences and language use, and practical tools, in the form of illustrative descriptors, to facilitate the development of curricula and orientation of teaching and learning” (2020, p. 21) This document is the result of the endeavours of the Council of Europe to achieve the goal of providing the right of “quality inclusive education” to “all citizens”, with the view of language as “a vehicle for opportunity and success in social, educational and professional domains” (p.27). Its view of language education conceives the user/learner as a social agent, implies the idea of the co-construction of meaning in interaction and the notion of mediation and plurilingual/pluricultural competences.

The CEFR advocates for a perspective on learners, which portrays them as active participants of the society and capable executors of their agency (Chapter 7). The CEFR’s descriptive scheme includes general competences (*savoir, savoir faire, savoir être* and *savoir apprendre*) and specific communicative language competences (linguistic, sociolinguistic, and pragmatic). The focus is laid on what learners are supposed to be able to do in the language rather than on the mere acquisition of linguistic knowledge (Chapters 4 and 5). This view encourages them to take ownership of their learning journey, fostering both their engagement and autonomy. Its philosophy is action-oriented and task-based, which has its underpinnings in the communicative language approach. The interaction promoted in tasks is likewise conditioned by learners’ plurilingual and pluricultural repertoires (Chapter 8). This document is therefore committed to the creation of “syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions” (p. 28).

Regarding the traditional four skills, a new model that captures the reality of communication more adequately is provided. The framework presents communicative language activities and strategies and classifies them in four new categories: reception (oral, audiovisual and reading comprehension), production (oral and written), interaction (oral, written and online), and mediation (of texts, concepts and communication), all of them with their corresponding strategies.

As aforementioned, the CEFR establishes the progress of proficiency in these categories through the common reference levels. The students of this unit of work would be between an A2 and B1 (advanced basic user and initial independent user) (p. 36). In general, in these categories, their descriptors state that learners should be able to understand the main points of all the information that is received, what gives them access to “much of everyday conversation and discussion” as long as it is presented in a “standard language or in a familiar variety” and is interesting for them (p. 48). The importance of visual support and the addressal of familiar topics is also highlighted.

Since the unit is based on literature, it appeared necessary to provide fundamental information about the category of reception. In this respect, in the matter of the reading comprehension, learners need to face the fact that they read “texts of particular genres with specific functions” (p. 54) and always with a purpose, which may be reading for orientation, for information and argument and as leisure activity. What refers to overall reading comprehension the descriptors state that B1 learners should be able to “read straightforward factual texts on subjects related to their field of interest with a satisfactory level” (p. 54). The A2 level emphasizes the short length of texts and high frequency of use. Concerning the matter of strategies, the combination of bottom-up (decoding-based) and top-down (meaning and prior knowledge-based) processing is pointed out.

The category of mediation is also fundamental in this unit (pp. 90-122). It is in this category where creative texts are addressed, along with other important aspects such as how collaborative and individual work should be organised, roles, socio-cultural matters, etc.

In the process of collaborative research, texts cannot be successfully mediated without relaying specific information, explaining data, processing or note taking³. In the A2-B1 levels, this can be decently achieved, despite the presence of hesitation (linguistic

³ The activity of “translating a written text” has been omitted here.

insecurity due to the lack of advanced familiarity with the target language) and imprecise formulation due to occasional lexical limitations in the output. The production, (if based on familiar contents) may be a recollection of the main points and presented in a clear, well-structured way.

Regarding creative texts, which are especially poignant in this unit, these insist in the importance of expressing a personal response, analysing and criticizing them. They represent one of the primary sources for “reading as a leisure activity”. The most fundamental aspect to highlight is the necessity of a reaction, achieved on the one hand through engagement and interpretation, and on the other hand through analysis and evaluation. Regarding the first two types, learners’ answers should cover key aspects such as the explanation of their likes and dislikes, descriptions accompanied by reasons for self-identification, allusions to their own experience, feelings and emotions, and interpretations. Concerning the last two, learners should be able to compare different works, provide an opinion and evaluate their main characteristics.

In respect of learners’ collaboration, the meanings of concepts are expected to be constructed in group, through the facilitation of interaction and under the leadership of one member. To finish, the mediation of communication should take place within a pluricultural environment, involving intermediaries and always considering the possibility of complications arising from discords or misunderstandings. As for strategies in the category of mediation, they are divided into two purposes: for the explanation of new concepts and for the simplifying of texts.

In relation to pluricultural/plurilingual competences, the idea of multilingualism is abandoned and substituted by the notion of plurilingualism, which captures the holistic nature of language learners linguistic and cultural repertoires:

The plurilingual approach emphasises the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. (CEFR, 2020, p. 123)

Secondly, in order to provide an appropriate didactical implementation, it is also necessary to take as reference the most updated national and regional law of Spain. This document is the Organic Law 3/2020, a repeal of the LOMCE (2013) and a partial modification of the Organic Law 2/2006, 3rd May (LOMLOE).

This law stresses the importance of education as an indispensable resource for the advancement of society and justifies the need for its renewal in order to adapt to the new times and the new objectives of the European Union and UNESCO for the current decade. This tool is thought to guarantee social welfare, equal opportunities, democratic citizenship and economic prosperity, thus providing the possibility of an equitable, quality education system that develops the ability to learn “to know”, “to be”, “to live together” and “to do”.

With regard to the new social demands, it is intended that the educational administration promotes sustainability, research and innovation, and the adoption of equality measures, both in the training of teachers and learners. A subject of Education in civic and ethical values has also been added at Primary and Secondary level along with the inclusion of themes such as women's rights, democracy and its values, and the recognition of ethnic minorities. It also seeks to incorporate the digital competence and topics of social and business entrepreneurship, critical and scientific spirit, as well as the values of respect and cooperation.

As far as the principles of the Spanish education system are concerned (Article 1), the law includes the obligation to fulfil the rights of the child (1989), the guarantee of a non-discriminatory quality education together with a commitment to equity and equality, the transmission of values, lifelong learning, flexibility with regard to social changes, educational and professional guidance, the promotion of the culture of effort and motivation, the recognition of the role of all members of the educational community (as well as the freedom of parents and legal guardians to choose the type of education and school) and their active participation in it, with special emphasis on the role of teachers, the autonomy of school competences, research, evaluation of the system, cooperation and the ecological transition.

In the respect of the aims (Article 2), the main objectives to mention would be focused on the full development of the personality and abilities of learners, including learning self-regulation, as well as training for professional practice, preparation for

participation in economic, social, cultural, and digital life, control of the official, co-official and foreign languages. This last aspect is what could be considered of most relevance for this unit of work. It is also understood as part of the goals, respect for rights, freedoms, the welfare of animals and the environment, for values of tolerance and freedom, individual responsibility, merit and personal effort.

The implementation of this law, together with all its modifications, has been carried out gradually from 2021 to the current year, 2024. The changes have affected the educational stages (Pre-school, Primary, Secondary, Bachillerato, Vocational Training, Artistic Education, and access and admission to university), students with special educational needs, the approach to equity and the rejection of all types of segregation, the schools themselves, the evaluation and inspection of the system, and the plans and commitments of the system.

In relation to changes in the curriculum, a specific department has been created in the Ministry of Education and Vocational Training to review and update it. In general terms, it can be said that the curriculum is designed with a view to the development of competences. Assessable learning standards have been removed, as well as the classification of materials into core, specialized and optional, and the final exams for Primary, Obligatory Secondary Education (ESO) and Post-Obligatory Secondary Education (Bachillerato). Inclusive education takes on fundamental importance and takes its basis from the Universal Design for Learning (UDL). To finish, the coordination between stages has been reinforced and the articulation and complementarity of formal and non-formal education promoted to achieve a comprehensive development of learners' competences.

The reference document (specific for the autonomous community of Andalusia) used to design this unit is the Royal Decree 102/2023, of 9 May, which establishes the organization and the minimum teaching of Compulsory Secondary Education (BOJA, no.90, of 15th May 2023) and the Order of Order of 30 May 2023, which develops the curriculum corresponding to the Compulsory Secondary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity and individual differences, establishes the organisation of the assessment of the student learning process and determines the process of transition between the different educational stages.

3. Contextualization of the school

3.1. The school

The present unit has been designed to be implemented in a semi-private school located in the Albayzín, a neighbourhood in Granada. This centre is based on the one where I did my teaching practice, the *Jesús-María Cristo de la Yedra* school. It was founded in 1818 in France, by Sister Claudina Thévenet and is therefore rooted in religious principles. The congregation owns other additional schools all over the country, that include the educational levels of Nursery, Primary and Compulsory Secondary Education for students from varied socio-economic backgrounds, living in the north part of the city.

An important aspect to mention is that these schools pride themselves on their commitment to inclusivity and diversity. The one in Granada was approved by the State as an official integration centre for students with special educational needs on the 28th of July 1986. Currently, the LOMLOE, requires all schools to accept students of all types; nevertheless, because of its history, this institution continues to enrol a higher number of these pupils compared to others.

Regarding the facilities, the school has three buildings of great architectural quality, with an assembly hall, a dining room, a library, an audiovisual room, a laboratory, technology and robotics room, etc. Students also enjoy spacious playgrounds with several sports courts. There are three classes per year, with the letters A, B and C.

3.2. School plans

The school offers several programmes for its learners. Next to the Primary's playground, there is a garden where students plant their own vegetables and learn about agriculture and the soil. There are workshops for reading, writing and psychomotor skills, also for emotional management and for families. Concerning the learning of foreign languages, linguistic exchanges and immersion journeys are organised as well. There are also end-of-year trips in Spain and abroad. Cultural and academical events such as the science week and the theatre and culture week are held as well. Regarding sport activities, the school holds Olympic Games, in which all students of all classes participate.

Regardless of this, during the school year, there are basketball, volleyball and football championships.

3.3. Student profile

The ideal profile of learners that begins compulsory education as defined in the legislation, corresponds to the learner's outbought profile⁴ at the end of basic education. This is characterised by the acquisition of the knowledge, skills and attitudes that form part of the key competences defined for the primary level. We speak of a student who is prepared to develop a satisfactory personal, social, and professional life project. However, this is an instrument and not a reality. As far as reality is concerned, reference can be made to the student body on which this unit focuses, and which is aimed to the achievement of the outbought profile established for the next stage.

The profile of learners that attend this school is highly diverse. Their backgrounds are mainly humble, with a few exceptions. Many of their families are dysfunctional, with children living in communities with legal tutors/juvenile facilities or with parents with criminal records, absent or unwilling to participate in their children's education. There are also learners with different religions, whose families are immigrants and need translators to communicate with the school, and war refugees from Ukraine or other countries that do not speak the official language (Spanish) well or have not learnt English at all before. The multiculturalism is there and needs to be taken into account when implementing the unit with themes that might be sensitive or difficult to understand for the pupils. Students with different cognitive capacities can also be found in this school. As previously mentioned, this school has a high number of learners with special needs, so there is a ratio of minimum one or two of this type per class. In general, these mentioned factors determine the needs and difficulties in every class, which requires differentiation.

Regarding the level, these mentioned differences and circumstances affect pupils' level in different subjects, with an emphasis in English. This results in a varied proficiency of the

⁴ Source available in: <https://educagob.educacionfpydeportes.gob.es/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-secundaria-obligatoria/perfil-salida.html>

foreign language, with drastic differences of level. We can find students not able to say a single word and students who may reach a B1-B2.

3.4.Contextualization of the teaching unit in the year programme

The present unit of work is expected to be addressed during the first term, as third or fourth unit. Learners are already familiar with this type of teaching and understand the mechanics of the lessons. As previously mentioned, it forms part of a larger syllabus focus on topics related to the British culture.

4. Curricular design

The National Government is responsible for stating, in relation to the objectives, the key competences, contents and assessment criteria, which are the basic aspects of the curriculum. The Education Administrations, in turn, are responsible for establishing the corresponding curriculum for their territorial areas.

In this case, the reference used to design this unit is the Royal Decree 102/2023, of 9 May, for Andalusia, which issues the guidelines for the organization and the minimum teaching of Compulsory Secondary Education (BOJA, no.90, of 30th May 2023, the last version created within the framework of Organic Law 3/2020 of 29 December and Royal Decree 217/2022 of 29 March. This document is the realization of that shared competence owned by the Autonomous Community of Andalusia for the establishment of study plans. The curricular planning, that is a fundamental part of it, is established in accordance with what it is stated in the Article 52.2 of the Statute of Autonomy for Andalusia, without prejudice to the provisions of Article 149.1.30 of the Spanish Constitution.

4.1. State objectives

According to this document, in the second chapter and fifth article of the decree, it is established that this stage contributes to the development of abilities that will enable learners to do the following:

- To assume their duties with responsibility, to understand and exercise their rights while maintaining respect for other people, to practise tolerance, cooperation and solidarity, to engage in dialogue by strengthening human rights as common values of a plural society and to prepare for the exercise of democratic citizenship.
- To develop and consolidate habits of discipline, studying and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.
- To know and accept their bodies and those of other people, to respect diversity, to strengthen body care and health habits. To value and respect the difference between sexes, the equality of rights and opportunities between them.
- To strengthen their affective capacities in all areas of their personality and in their relationships with others, as well as to reject violence of any kind by solving conflicts peacefully.
- To develop basic skills in the use of information sources to learn with a critical sense. To develop basic technological competences. To conceive scientific knowledge as an integrated knowledge, as well as to know and apply the methods to identify the problems in the different fields.
- To develop entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative, and the ability to learn to learn.
- To understand and express themselves correctly in the Spanish language, along with the initiation in the reading and study of literature.
- To be able to use one or more foreign languages in an appropriate manner.
- To know, value and respect the basic aspects of the culture and history of themselves and others, appreciating the specific elements of Andalusian history, culture, and its languages in all its varieties.
- To appreciate artistic creation and understand the language of its manifestations.

4.2. Competences

As previously stated, the curriculum, customized according to the characteristics, circumstances, and needs of students, encompasses the key competences for an enduring learning that learners are supposed to attain during the corresponding educational stage. These competences are an adaptation of the ones included in the Council Recommendation of 22 May 2018 to the Spanish system. This reference document is the result of several projects such as the European Pillar of Social Rights, surveys of international reach such as the Organisation for Economic Cooperation and Development (OECD), the Programme for International Student Assessment (PISA), the OECD Programme for the International Assessment of Adult Competencies (PIAAC), the New Skills Agenda for Europe, the Sustainable Development Goals established by the UNESCO for 2030, the CEFR and other Council of Europe's frameworks.

The eight key competences that result, further developed below, are described as a combination of “knowledge, skills and attitudes” (European Council, 2018, p. 7). It appears essential to highlight the importance of the sense of transversality that rules out the existence of a hierarchy within them. They are all equally important and their individual acquisition contributes to the acquisition of the others.

These eight key competences that are part of the curriculum are the following:

1. Literacy competence. This is the ability to communicate with others appropriately and creatively, by the production of an oral and written speech that adapts to different contexts.
2. Plurilingual competence. This competence substitutes the multilingual, which “considers languages and cultures as separate and somehow static entities that co-exist in societies or individuals”. The plurilingual competence however addresses “the holistic nature of individual language users/learners linguistic and cultural repertoires”⁵. It implies using different languages, appropriately and effectively for learning and communication, while recognising and respecting individual linguistic profiles and allowing one's own experiences to be used for mediation.

⁵ Source available in: <https://www.coe.int/en/web/common-european-framework-reference-languages/plurilingualism-and-pluriculturalism>

3. Mathematical competence and competence in science, technology, and engineering (STEM). It involves the understanding the world by using scientific-based methods. The aim is to find solutions for various problems in different contexts, as well as to be able to understand and explain the natural and social world.
4. Digital competence. This competence refers to the ability to manage digital technologies appropriately and effectively for learning, work and participation in society.
5. Personal, social and learning to learn competence. This is the ability to reflect to know and accept oneself and thus promote constant personal growth, to carry out an effective management of time and information, to collaborate with others constructively and to achieve lifelong learning.
6. Citizenship competence. It contributes to the exercise of responsible citizenship and full participation in social and civic life, based on an understanding of social, economic, legal, and political concepts and structures, as well as the awareness of world events and active engagement in sustainability and democracy.
7. Entrepreneurship competence. It involves learning to act on opportunities and ideas, using strategies and the specific knowledge needed to generate outcomes of value to others.
8. Cultural awareness and expression competence. This competence refers to the ability of understanding and respecting the diversity of other cultures and one's own, especially regarding artistic manifestations, as well as opening one's mind to an infinite world of possibilities.

The unit of work presented in this dissertation works with most of the competences of this section, with the exception of the mathematical one. The literacy, plurilingual and cultural competences are a clear part of it. The digital competence is fostered during the first part, when learners search for their own information with the objective of presenting and defending their ideas in a debate, activity that, at the same time, encourages them to participate in a discussion concerning the understanding of social matters, and thus contributing to the exercise of their responsibility as citizens. The employment of strategies to proceed with this task, to understand others' texts and create their own, along with the monitoring and the corresponding self-reflection contribute to the development

of their personal, social, and learning to learn abilities. Finally, the entrepreneur competence is addressed in the creation of their own theatre piece at the end of the unit, thought as the result of a little project carried out in groups of work.

4.3. Specific competences

The following information corresponds with the guidelines expressed in the Order of 30 May 2023. According to this document, every subject has its own specific competences, adapted to the corresponding academic year where they are expected to be implemented. These competences are understood as the learners' expected performance in activities and situations that require the implementation of the basic knowledge corresponding to each subject or field.

The specific competences of the Foreign Language subject build on and expand those learned in primary education, establishing the foundation for a following new stage and will develop from learners' existing knowledge and experiences. This implies a further development of the communicative activities and strategies in the four categories of comprehension, production, interaction, and mediation, where diversity is addressed, understanding issues are resolved and there is a focus on critical reflection regarding language functioning, relationships, and intercultural situations.

Regarding the learning of a foreign language, the rapid evolution of today's societies and their multiple interconnections call for the development of those competences that help individuals to practise an independent, active, and committed citizenship in the frame of a democratic society and an increasingly global, intercultural, and multilingual reality. The peaceful coexistence of all this requires an intercultural dialogue, and for this to develop, communication in different languages operates as a key element. In line with this approach, the subject of Foreign Language becomes the most appropriate tool to prepare learners for this scenario.

The specific competences covered in this unit of work are the following (pp. 223- 227):

- Specific competence 1. To understand and interpret the general meaning of oral, written and multimodal texts expressed clearly and in the standard language, by

resorting to all kind of reliable sources, and employing strategies such as the inference of meaning, in order to respond to specific communicative needs.

- Specific competence 2. To produce original oral, written and multimodal texts of medium length, with a simple and clear organization, searching reliable sources and making use of strategies such as planning, compensation or self-repair, to express relevant messages with creativity, appropriateness and coherence, and to accomplish specific communicative purposes.
- Specific competence 3. To interact with others orally and in writing with increasing autonomy, using cooperative strategies, and employing analogue and digital resources, to respond to specific communicative purposes in respectful exchanges.
- Specific competence 4. To mediate in daily situations between different languages, in oral and written contexts, implementing simple strategies and knowledge aimed at explaining concepts or simplifying messages, to convey information efficiently, clearly and responsibly.
- Specific competence 5. To extend and use personal linguistic repertoires between languages, analysing their similarities and differences, reflecting critically on how they work and becoming aware of one's own strategies and knowledge, to enhance the response to specific communicative needs and extend learning strategies in different languages.
- Specific competence 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, using the foreign language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations and to foster a peaceful coexistence.

4.4.Evaluation criteria

The evaluation criteria is the tool employed to evaluate the students' learning process. They specify what is expected to be achieved by the learners in the subject. They allow the measuring of the degree of development of these specific competences. These guidelines have been designed taking into account the CEFR and constitute an adaption to the profile of students enrolled in the third year of Secondary Compulsory Education.

The criteria considered for this unit and stipulated for every specific competence are the following:

- Specific competence 1:

- 1.1. To extract and analyse the overall meaning and main ideas, and begin to select key information from oral, written, and multimodal texts on daily topics, of personal relevance and of public interest close to their life and cultural experience, expressed clearly and in standard language through varied analogue and digital media.
- 1.2. To interpret and assess the content and discursive features of oral, written and multimodal texts, from the fields of interpersonal relationships, social media and learning, as well as literary texts appropriate to the learners' maturity level.
- 1.3. To select, organise and apply, in a gradually autonomous way, the most appropriate strategies and knowledge in each specific communicative situation to understand the general meaning, the essential information and the most relevant details of oral and written texts; to infer meanings based on the context and interpret non-verbal elements; and to select and validate truthful information by searching in reliable sources.

- Specific competence 2:

- 2.1. To express texts of medium length, orally, in a structured, understandable, coherent way and appropriate to the communicative situation on daily matters, of personal relevance and public interest close to their life and cultural experience, in order to describe, narrate, explain, argue and inform, in different analogue and digital media, employing verbal and non-verbal resources, in a gradually autonomous manner as well as strategies of planning, control, compensation, cooperation and self-repair.
- 2.2. To create and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communicative situation, to the textual typology and to the analogue and digital tools used, on matters of several types, of personal relevance and of public interest close to their experience, with the goal to describe, narrate, explain, argue and inform, respecting intellectual property and avoiding plagiarism.

2.3.To select, organise and apply knowledge and strategies in an autonomous manner to plan, produce, revise and cooperate in the production of coherent, cohesive and multimodal oral, written and multimodal texts which are coherent, cohesive and appropriate to the specific communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, making use with appropriateness of the most suitable physical or digital resources according to the task and the needs of the potential interlocutor to whom the text is addressed.

- Specific competence 3:

3.1.To plan, participate and collaborate actively, through different analogue and digital media, in interactive situations, on everyday topics of personal relevance and public interest close to their experience, adapting to different genres and environments, showing initiative, empathy and respect for linguistic politeness and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors, establishing a responsible communication.

3.2.To select, organise, and develop appropriate strategies in a gradually autonomous way to initiate, maintain and finish communication, take and give the floor, ask for and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage different situations.

- Specific competence 4:

4.1.To infer, analyse and explain texts, concepts, and short and simple communications in different situations in which diversity is rightfully addressed, showing respect and empathy for the interlocutors and languages used, and trying to participate in the solution of problems of intercomprehension and understanding in their immediate environment, relying on varied analogue and digital resources and media.

4.2.To apply strategies autonomously which help to build bridges, facilitate communication, and explain and simplify texts, concepts, and messages, and which are appropriate to the communicative intentions, contextual

characteristics and textual typology, employing physical or digital resources and supports depending on the needs.

- Specific competence 5:

5.1.To compare and argue the similarities and differences between different languages, based on personal linguistic repertoires of medium complexity, reflecting with progressive autonomy on their functioning.

5.2.To use strategies and knowledge creatively to improve the ability to communicate and learn the foreign language in real situations with the support of other participants and analogue and digital tools adapted to an intermediate level of complexity for comprehension, production and oral and written co-production.

- Specific competence 6:

6.1.To act appropriately, empathetically, and respectfully in common intercultural situations, creating connections between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts, considering ways of solving those sociocultural factors that obstruct communication and coexistence.

6.2.To apply strategies to defend and value linguistic, cultural, and artistic diversity, contrasting one's own with that of the countries where the foreign language is spoken and respecting cultural diversity and the principles of justice, equity and equality.

4.5. Basic knowledge

Basic knowledge combines the knowledge (to know), skills (to know how to do) and attitudes (to know how to be) that are necessary to acquire the abovementioned specific competences of, in this case, the English subject and favours the assessment of learning through the criteria. They are divided into three main blocks: communication, plurilingualism and interculturality.

Firstly, the area of communication covers the knowledge that needs to be mobilised for the development of communicative activities of comprehension, production, interaction and mediation, including those related to the search for sources of information and the management of the sources consulted.

LEX.4.A.1. Self-confidence. Use of the mistake as a tool for improvement. Self-repair strategies as a means of progress in foreign language learning.

LEX.4.A.2. Basic strategies for planning, executing, monitoring, and repairing the production, co-production, and comprehension of oral, written and multimodal texts, as well as applying techniques for extracting and interpreting the primary and secondary ideas of these texts.

LEX.4.A.3. Knowledge, skills, and attitudes enabling mediation activities to be undertaken in daily situations.

LEX.4.A.4. Communicative functions of common usage that are appropriate to the communicative domain and context: greeting and saying goodbye, introducing and introducing oneself; describing people, objects, places, phenomena and events; placing events in time; placing objects, people and places in space; asking for and exchanging information on everyday matters; giving and asking for instructions, advice and orders; offering, accepting and refusing help, propositions or suggestions; partially express liking or interest and emotions; narrate past events, describe present situations, and state future events; express opinion, possibility, ability, obligation and prohibition; express simple arguments; make hypotheses and assumptions; express uncertainty and doubt; reformulate and summarise.

LEX.4.A.5. Commonly used contextual models and discourse genres in the comprehension, production and co-production of short and simple literary and non-literary oral, written and multimodal texts: characteristics and recognition of context (participants and situation), expectations generated by context; organisation and structuring according to genre, textual function and structure.

LEX.4.A.6. Commonly used linguistic units and meanings associated with these units such as expression of entity and its properties, quantity and quality, space and spatial relations, time and temporal relations, affirmation, negation, interrogation and exclamation, usual logical relations.

LEX.4.A.7. Commonly used vocabulary of interest to learners related to their personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, information and communication technologies, school system and education.

LEX.4.A.8. Common patterns of sound, stress, rhythm and intonation, and the general communicative meanings and intentions associated with them.

LEX.4.A.9. Commonly used spelling conventions and communicative meanings and intentions associated with formats, patterns, and graphic elements.

LEX.4.A.10. Commonly used conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining, and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, rephrasing, comparing and contrasting, summarising, collaborating, debating, etc.

LEX.4.A.11. Learning resources and basic information-seeking strategies such as dictionaries, reference books, libraries, digital and computer resources, use of basic analogue and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for educational interaction, cooperation and collaboration, such as virtual classrooms, videoconferencing and collaborative digital tools for learning, communication and project development with speakers or learners of the foreign language.

Secondly, the area of plurilingualism integrates knowledge related to the ability to reflect on the functioning of languages, with the objective of contributing to the learning of the foreign language and improving the ones that make up the pupils' linguistic repertoire.

LEX.4.B.1. Strategies and techniques for responding effectively and with increasing levels of fluency, appropriateness and correctness to a particular communicative need despite the constraints due to the level of competence in the foreign language and other languages in one's own linguistic repertoire.

LEX.4.B.2. Commonly used strategies for identifying, organising, retaining, retrieving and using creativity linguistic units, lexis, morphosyntax, sound patterns,

orthography, based on a comparison of the languages and varieties which make up one's personal linguistic repertoire.

LEX.4.B.3. Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative.

LEX.4.B.4. Specific expressions and lexis commonly used to exchange ideas about communication, language, learning and the tools of communication and learning (Metalanguage).

LEX.4.B.5. Comparison between languages by considering the base of the elements of the foreign language and other languages: origin and kinship.

Thirdly and finally, the interculturality block puts together knowledge about the cultures linked with the foreign language and its values as an opportunity for enrichment, along with the knowledge aimed at developing attitudes of interest in understanding and appreciating other languages, linguistic varieties and cultures.

LEX.4.C.1. The foreign language as a means of interpersonal and international communication, a source of information and a tool for social participation and personal enrichment.

LEX.4.C.3. Commonly used cultural patterns of the foreign language and commonly used sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relations.

LEX.4.C.4. Social conventions in common usage; non-verbal language, linguistic politeness and digital etiquette; culture, norms, attitudes, customs and values specific to countries where the foreign language is spoken.

LEX.4.C.5. Commonly used strategies for understanding and valuing linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

LEX.4.C.6. Commonly used strategies for detecting and acting against discriminatory uses of verbal and non-verbal language on grounds of gender or origin.

5. Methodology

Initially, with the Grammar-translation method, literary texts were the employed resources to teach other languages. As a matter of fact, the fundamental purpose of the teaching was “to read and appreciate foreign language literature” (Larsen-Freeman & Anderson, 2011, p.32) and therefore, the manner of acquiring knowledge was through the translation of texts. The focus was on understanding and writing. This approach to language learning fostered the belief that this was the only possible option for incorporating literature in the TEFL classroom. The later outright rejection of this method and its association with literature might have much to do with all the misconceptions regarding its didactical implementation.

With the evolution of methodologies, one aspect that was also rejected was that these texts were usually built with obsolete language “which had no place in the world of audiolingualism, where linguists believed in the primacy of speech, thus considering the written form somewhat static” (1991, Elliot, p. 65).⁶

Currently, as already mentioned at the beginning of this work, the most advocated and popular option in the aspect of methodological application is the communicative language approach. This is somehow related to the still widespread rejection of literature in teaching. The matter here would be the priorities of the current market (Parchler and Allford, 2000, p. 2). The utilitarian rationale of it demands mainly excellent communicative skills, with the highlight of the speaking skill. Considering the above-mentioned misconceptions, this raises certain scepticism about the practical linguistic usefulness of literature in teaching. Nevertheless, this approach supports the idea that “literature could also be used as a stimulus for discussion and genuine communication” (1991, Elliot, p. 65), addressed in many of its forms (in poetry and theatre for instance, which allow the training of the speaking, working with rhythm, intonation, and pronunciation. It is also important to note that literature may also be the perfect excuse to resort to other types of genres and texts.

⁶ Against this idea, Elliot quotes Collie and Slater (1987, p. 3) to state that “a literary work can transcend both time and culture to speak directly to a reader in another country or a different period of history”. It may, additionally, be a manner to discuss historical and social aspects, with comparisons of the past and present times at more advanced levels for instance. With beginners, texts adaptations or fragments can be used.

This one, linked with the also communicative task-based approach, have been the methodological options selected for the design of this unit. From them derives important aspects to be developed in the pupils such as the role of the autonomy in their learning process.

5.1. Communicative Language Approach

The communicative language approach (henceforth CLT) dates to the late 1960s. According to Richards and Rodgers (2001, p. 153), there were two factors that made its emergence possible. Firstly, the authors' questioning of whether the goal to teach students how to communicate effectively in English was being achieved effectively. Secondly, the situation of the ever-changing educational landscape of Europe, where the growing interdependence of the European countries and the necessity of acquiring the primary languages of European Common Market had turned the teaching of second languages into a priority.

This approach focuses on acquiring a communicative competence, which subdivides into six: linguistic, lexical, pragmatic, discourse, strategic and procedural. Its goal is for learners to interact with others successfully in a social setting, and to manage this, a performance of social functions is necessary. Halliday (1970, p. 145, as quoted in Richards and Rodgers, 2001, pp.159-160) develops a functional theory that addresses the existence of seven categories of functions: instrumental (to get things), regulatory (to control others' behaviours), interactional, personal (to express feelings and meanings), heuristic (to learn and discover), imaginative and representational (to communicate information). Taking into consideration all that has been mentioned, it can be said that this approach is learner centred and experience based, referred to as "learning by doing", that is exactly what the CEFR supports (p. 158).

Going back to the present unit, it may be added that within this approach, literature presents itself as potential resource for communication that adjusts itself perfectly to all of the principles and characteristics listed above. The writing of Enid Blyton provides authentic samples of language that provide instances of coherent and consistent texts with contextualised vocabulary and grammar. They can also be used with the intention of

developing learners' critical thinking, imagination and promoting the interaction and communication.

5.2.Task-based approach

Task-based language teaching (henceforth TBLT) is an approach that structures the teaching practice around tasks, the “central unit of planning and teaching” (Richards and Rodgers, 2001, p. 224). It has its origin in CLT, sharing much of its principles. Tasks may be of many types but coincide in the definition of “activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy” (p. 224).

According to these authors, tasks are based on learners' needs and motivational. Ellis (quoted in Jiménez Raya, 2009, p. 14) identifies four characteristics: an emphasis on meaning, the presence of a gap, the use of resources of their own and the reach of an outcome beyond merely demonstrating linguistic correctness.

Concerning the matter of their complexity, tasks are sequenced considering it. Difficulty can be negotiated and adapted to pedagogical purposes. It also depends on factors such as learners' previous experience (related to confidence, level of motivation, learning styles), the task complexity, the required language to carry it out and the available support, time allotted, etc.

Regarding the classification of tasks, Richards and Rodgers mention a few (p. 234). Nunan (1989) talks of two types: real-world or pedagogical. Getting into more complex classifications, the one of Willis (1996) can be mentioned. He proposes six categories: listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative tasks. Pica, Kanagy, and Falodun (1993) categorise them on terms of interaction's types: jigsaw, information-gap, problem-solving, decision-making and opinion exchange tasks. There are also other features that tasks present such as if they are one-way or two-way, designed to achieve a common goal or several, collaborative or competitive, etc.

Ribé and Vidal (1993) address a division of tasks in base of their complexity. There would first generation tasks, meant to simply develop the communicative skill; then the second-generation tasks, a bit more challenging since they require the manipulation of language along with the employment of cognitive abilities and finally, the third-generation tasks, more complex tasks that additionally cover an educational goal. These two lasts are considered “projects”.

In this unit, there are two main second-generation tasks. According to the authors:

Second-generation tasks focus primarily on content, procedure and language. The learner is challenged mentally in these areas and the tasks aim at developing not only language skills, but also general cognitive strategies of handling and organising information... Language becomes a vehicle for doing a 'real' piece of work. This implies using not one, but a range of structures, functions and lexical sets. Language is then approached globally, not sequentially. (Ribé & Vidal, 1993, p. 2)

These second-generation tasks follow the design proposed by Ellis (2002). This author addresses lesson design and structures tasks in three differentiated phases (pp. 81-97): pre-task, during task and post-task.

Getting into more detail, the purpose is of the pre-task stage is to prepare pupils for the task, a presentation of it. This frame should be motivational for learners, include explanations regarding its purpose and utility and involve the presentation of strategies to help learners' performance. In this phase, Skehan (1996, as quoted in Ellis, p. 81) states the necessity of addressing the cognitive demands of the task along with the linguistic factors. Among the possible alternatives to tackle these, the author suggests that in the pre-task phase learners carry out a similar task, to ask them to observe an example of it (a model), to engage in non-task preparation activities or to carry out strategic planning of the main task. In the during-task phase, two types of methodological options are proposed. The first one would be the “task-performance options”, prior to the actual performance of the task and planned by the teacher (time-pressure, access to input or the inclusion of a surprise element), and the second one, the “process options”, that entails a joint teacher-students decision making based on the teacher's view of language teaching and learners' beliefs. And finally, in the post-task stage, three different possibilities are presented: to repeat the task, to reflect on it or/and to focus on forms.

5.3. Pedagogy for autonomy

CLT and TLBT are closely related to the notion of autonomy. According to Jiménez Raya and Lamb (2008, p. 58):

Autonomy is usually considered to be a fundamental idea in moral and political philosophy, and this has also transferred to education with many countries adopting the development of learner autonomy as one of the most educational goals.

Included among the “key competences for lifelong learning” (pp. 60, as quoted in the European Commission, 2006), it is also linked to other concepts such as agency, motivation, awareness, and cooperation (Manzano Vázquez, 2016, pp. 91) and encourages the main idea that learners should assume the responsibility of taking charge of their learning process (pp. 92). Authors understand it as a capacity, and pedagogy’s role is to facilitate its acquisition. During the learning stage, pupils are expected then to establish their own learning objectives and procedures, monitor their progress, and self-evaluate their work. This gives students a sense of self-direction, making them “enter into learner more purposefully and with greater motivation” (Knowles, 1975, p. 14, as quoted in Jiménez Raya and Lamb, 2008, p. 59).

Going beyond the individual work of every learner, autonomy also finds its place in the cooperation with peers, another related and already mentioned concept. In this respect, it is essential to mention the “Bergen definition”, which supports the idea of interdependence (shared responsibility). This focuses on the significance of students helping each other to learn, to solve problems constructively, to participate in the group decision making and to work together towards the achievement of objectives (Manzano Vázquez, 2016, pp. 93).

Concerning teachers’ role in achieving autonomy in learners, Jiménez Raya et al (2015, pp. 61) proposes the following principles:

1. Encouraging responsibility, choice, and flexible control. This principle is related to the negotiation between teacher and learners.

2. Providing opportunities for learning to learn and self-regulation. This refers to the teaching of strategies.
3. Creating opportunities for cognitive autonomy support.
4. Creating opportunities for integration and explicitness. Related to the communicative and learning competences and activities to raise pupils' awareness.
5. Developing intrinsic motivation. Engagement (with the teacher as a model) is seen here as a first step towards a continuum of self-motivation.
6. Accepting and providing for learner differentiation. This refers to the necessity of attention to diversity so that students are treated fairly and are able thus to reach their potential.
7. Encouraging action-orientedness. This is understood as the students' action of exercising their own agency.
8. Fostering conversational interaction.
9. Promoting reflective inquiry.

The second principle, as explained, refers to the teaching of strategies. The methods students use to learn. In this unit, part of the task is interrupted by their pre-teaching, with the objective that they operate in a more efficient way, becoming aware of the steps that they follow during the process and learning how to appreciate them in order to reach success.

In order to address this pre-teaching, the Beau Fly Jones et al. (1985) propose the following steps. The first one would be to assess students' strategies in order to know how they proceed with their learning and work from that point. The second one would imply the explanation of the strategy to be employed in class, including in the instruction declarative and procedural information). The third one would be to model the strategy, that is to go over the strategy, explaining the thinking process, and finally, the fourth and last one, that would be to scaffold its implementation, giving them time and space to practice, along with the corresponding support, that will be gradually removed, depending on the students' increase of competence.

In the respect of strategies in the treatment of reading, it is important to teach students how to become successful strategic readers. For that, the teaching of strategies for comprehension are necessary (Grabe, 2004, p. 51). To address intensive reading, a few

can be mentioned: the activation of prior knowledge, the use of imagery, the indication of graphic organizers, text structure awareness, comprehension monitoring, question answering, question generating, mnemonic support practice and summarization of the content. Several readings will be promoted, beginning with a silent one to circumvent anxiety or distraction, and another out loud to check pronunciation and rhythm. It has been proved that reading the same text more than once and, in this way, contributes to a better understanding (Gorsuch & Taguchi, 2008, as quoted in Macalister, p. 391).

The reading skill in this unit is mainly promoted through intensive reading, although it could also be understood as a bit extensive, since they find their own texts, usually large amounts of material, in order to achieve an overall understanding of it, but with the goal of confirming their initial assumptions about a previous provided text (an image) and generating an outcome out of that investigation. The goal is also to generate interest in students and encourage them to attempt their best and read more. In just one case, pure intensive reading is included, and that is at the beginning of the second learning situation, with the provided summary of *The Famous Five* first book.

The acquisition of vocabulary is promoted in this unit through the preparation non-task activities. In the respect of strategies, Penny Ur (2024, pp. 60) mentions some important aspects that teachers should draw attention to in their instruction: form (pronunciation and spelling), grammar (context around how that item is used), collocations, aspects of meaning (denotation, connotation, appropriateness, meaning relationships) and word formation. Concerning the different manners of presenting this new vocabulary, the author recommends resorting to concise definitions, using detailed descriptions, examples, illustrations, demonstrations, context, synonyms or antonyms, translation, associated ideas, or collocations. The suitability of these techniques will depend on the situation and learners. In the respect of memorization (pp. 67), Ur concludes that better results are obtained by presenting items using strategies, always with “clear, easily comprehensible meanings”, in a way that they are emotionally connected to them and to other items (linguistically), through meaning and sound-association, in a gradual way and fostering encounters for review.

Regarding the speaking skill, interaction is promoted through the whole unit. A few simple strategies to encourage the oral use of the target language include the pre-teaching

of ways of opening a conversation, asking for repetition, requesting a reduction of speaking pace or clarification, checking understanding, obtaining information or keeping the conversation going (Hedge, 2011, p. 271). All of these foster the increase in their confidence and contributes to the needed motivation for the building of their autonomy.

And finally, to what writing is concerned, students are asked to write a written report. The most important section in this regard is the learning diary, where they will express their ideas and share their reflections. The three phases of writing would include planning, writing, and revising (pp. 305-307). In this case, students will be encouraged to plan their writing by answering a series of questions. Their responses will form the text, which will be organized into an introduction (a brief explanation of the work done in class), the main body sections (the carried out activities), and a conclusion (a summary combined with the learners' opinions).

5.4. Techniques in the exploitation of literature as part of the subject of English

5.4.1. Teaching through debate

Using literature as the basis of this unit, two techniques has been used for the completion of the proposed tasks. The first one is the debate, understood as the discussion of opposing views between two or more people. As previously stated, literature can serve a communicative purpose, acting as a catalyst for discussion rather than merely being a resource for study.

The debate (Regueiro Rodríguez, 2016, pp. 40-42) is an argumentative activity where participants defend a particular position and refute the contrary one. The mastery of textual argumentation implies a level of depth in the relationship between inner and outer language far superior to that of dialogue: solidity of the presented reasoning and evidence; private systematization to refute the arguments of the opponent, provision of possible objections and how to refute them, as well as understanding of the implicit aspects of argumentative discourse.

The enunciation of the topic in a debate is argumentative and is usually presented through a question that invites controversy, with each team selecting an option (affirmative or negative) to defend. The topic should be current, encourage motivation, and generate interest. Each group must beforehand select evidence and arguments in

favour of their position, as well as refutations of the opposing position. The spatial arrangement should involve opposing teams positioned facing each other. In the debate, there is a moderator (usually the teacher) and two secretaries (one per team). The moderator's role is to guide the debate, establish the order of participation, prevent straying from the topic, wasting time on irrelevant issues, potential conflicts, lack of participation, or verbal imposition. The secretaries keep record of the arguments discussed, a collection that will later determine the winning position.

5.4.2. Teaching through theatre

Regarding the dramatization technique, according to Danzi (2020, p. 294), theatre, as it is proposed in this unit, allows to approach the categories specified in the CEFR, (reception, production, interaction, and mediation) while contributing to the development of intercultural competence, part of the communicative competence and of the basic knowledge included in the law.

To understand and fully exploit the potential of theatre in developing this competence in learners, Danzi draws on the ideas of Deardorff (2006) and emphasizes the importance of identifying the specific aspects that need to be enhanced. These aspects would be the knowledge (cultural self-awareness, specific knowledge of the target language culture and socio-linguistic knowledge), abilities (to listen, observe and learn how to look at the world from different perspectives) and attitudes (respect, curiosity, and mental-openness).

In drama, there are a few concepts that are clearly promoted. Those are observation, active reflection and comprehension, empathy, and distance. Regarding the first one, learners need to pay attention, listen actively and understand what is happening. Once this is achieved, it is necessary for pupils to reflect on their own reality as well as the one they have to simulate. Concerning the factor of empathy, theatre is also an excuse to explore their own and others' emotions. When acting, learners need to identify themselves with their characters, to relate to them. For that, they must understand what is happening to them, imagine what and how they feel, along with the reasons that led them to behave in a certain way. In the respect of distance, since students portray characters, stories, and situations that are far from reality, it is also essential to raise their awareness of the fictional nature of all of it, while remaining anchored to a real world they must learn to

relativise. This allows them to gain perspective and better prepare themselves for the cultural realities of the foreign language.

According to Danzi (2020, p. 295), theatre promotes the ability to accept the diversity of others by fostering an understanding of circumstances and situations outside one's culture of origin. Additionally, it helps develop a cross-cultural perspective that highlights universal elements common to all human beings, regardless of their language, country, religion, or way of thinking.

To conclude, this information can assist in guiding pupils through the performance of tasks, by providing appropriate instructions that integrate the relevant strategies, essential for the success of the learning process.

5.5.The teacher's role and the learners' role

Teachers' and learners' roles presented in this unit follow the principles of CLT. The classroom is no longer a traditional "controlled learning environment" (Tudor, 2001, pp. 105-111) where teachers act as controlling pedagogical experts with a central position and learners limit themselves to follow their instructions.

According to Richards and Rodgers (2001, p. 167), teachers, on one hand, assume two main roles: as communication facilitators and as independent participants within the learners' group. A third one would be as researchers and learners, responsible for their work and its effectiveness in the class. Others apart from these are the need analyst (of uttermost importance for the success the learning/teaching process), counsellor (models of effective communicators) and group process managers (with a less teacher-centred classroom management performance). Learners, on the other hand, become active occupants of the classroom as a space of communication as well as negotiators between three elements: their self, the learning process, and the target language. They gain independence and engage in a process of cooperative learning where failures in communication constitute a joint responsibility.

In this unit of work, the teacher provides the instructions of what it should be done, and learners act autonomously performing tasks in pairs or groups. They work in

cooperation, making use of their resources along with the ones provided and the ones found by themselves in other available resources through their own research.

5.6.Affective factors

The purpose of this unit is also to foster learners' motivation. This is expected to be attained through several ways. The nature of tasks, which are the centre of this unit is already contributing to this purpose. Other factors are the use of interesting content for students, in this case, the social matters arisen by the author and her writing, the imaginative potential of her stories and the series of "The Famous Five" (which depict a group of friends that young learners can easily identify themselves with) and the teaching of learning to learn strategies that help them to learn the target language in the most effective possible manner.

5.7.Error/mistake treatment

In this section, the role of corrective feedback (henceforth CF) is addressed. Rod Ellis describes it as a manner to signal "in one way or another, that the learner's utterance lacks veracity or is linguistically deviant" (2009, p. 3). According to this author, CF presents a number of issues: whether CF contributes to L2 acquisition (related to the most adequate timing), which errors should be corrected, who should correct, which type is more effective.

In CLT, the supported manner of addressing this aspect is the delayed feedback, where teachers do not correct learners immediately but take notes with the objective of returning to them later. As previously mentioned, withing this approach, this decision is made to favour of two prevailing factors: fluency and the comprehension. In this unit, nevertheless, depending on the type (error or mistake), a delayed or immediate feedback will take place. To begin with, following Corders' distinction (1967), errors are considered a consequence of lack of knowledge, while mistakes are understood as the result of misuse of knowledge that have been already acquired. In this unit, in the case of oral feedback, it has been

decided that whereas errors will be noted and addressed later⁷, mistakes will always be addressed immediately, following the idea of Hammer, that states that CF “works best when it occurs in context at the time the learner makes the mistake”, since it is a “contextual rather than as a monolithic phenomenon”. Since immediate corrections might change drastically the focus of the teaching/learning process from meaning to form or as Krashen states (1982, as quoted in Ellis, 2011, p. 4) and trigger a defensive attitude or demotivation, a mixture of implicit and explicit corrective feedback is recommended depending on the type of mistake, beginning with the first and ending with the second if the learner seems incapable of seeing it (Doughty and Varela, 1998, as quoted in Ellis, 2011, p. 7). Implicit corrections depend on the learners and can be made through strategies such as recast, repetition, clarification request, etc. (pp. 8-9).

A focus on form/forms is also expected to compensate for the possible restricted variety of communication that tasks might present, thereby circumventing that fluency is developed “at the expense of accuracy” (2002, Ellis, p. 90). According to Long (1991, as quoted in Ellis, 2002, p. 95), in tasks, a focus on “forms” (isolated, pre-selected) may take place during the pre-task and post-task phases (if appropriate), and on “form” (occasional, in connection with meaning) in the during-task phase. In this unit, a focus on forms have taken place in the first part of the second learning situation and the end of both.

Regarding of the role of who should be in charge of the corrections, in this respect, the role of the teacher has been left clear. Concerning the aspect of learners correcting each other, it is not required or expected at the level of this unit, but not refused either and encouraged if appropriately.

In the case of the writing tasks, assignments are accordingly not corrected in a traditional way. Adhering to the principles of autonomy, the type of mistakes and errors are indicated following a marking scheme, so learners attempt to identify the problem and solve it themselves.

⁷ Since errors might require further explanations, they will be treated as CLT recommends, at a later point and if possible, with contextualization.

WF	wrong form:	the ^{WF} <u>best</u> will be its achievements
WW	wrong word:	patient, funny and <u>kindly</u> ^{WW}
T	wrong tense:	in the last few weeks you <u>didn't have</u> much fun
∧	something is missing:	You arrived in Brighton <u>∧</u> the 1st
Sp	wrong spelling:	<u>confortable</u> ^{Sp}
WO	wrong word order:	You haven't <u>seen</u> [yet] London
P	wrong punctuation:	Look out. ^P
√	wrong verb form:	The Titanic <u>sunk</u> very quickly
//	new paragraph needed:	
∅	not necessary:	John came in and he sat down
∪	You don't need a new sentence. Join up the ideas	
?	I don't understand what you're trying to say.	
~~~~~	This isn't quite right: it needs clearer expression (usually the teacher provides an alternative)	
[ ]	This part needs to be re-arranged or reworded.	

Figure 1. An example of coding system for correcting written work (Hedge, 2011, p. 316)

## 5.8. Types of activities

The type of activities presented in this unit are in line with CLT and TLBT. According to Richards and Rodgers (2001, p. 165), communicative activities are unlimited and the principles they follow allow learners to engage in communication while simultaneously achieving the objectives of the curriculum. Morrow states (1981, as quoted in Larsen Freeman and Anderson, 2011, p. 10) that for activities to be truly communicative three features must be present: an information gap, the possibility of choice and the existence of feedback (p. 161). Language games, for instance, are usually part of the lessons, since they are enjoyable for learners and fulfil these mentioned requirements. The materials must also be samples of authentic language (or realistic at least) and allow the work with properties such as coherence and cohesion (p. 158). They are often designed in the form of tasks. According to Littlewood (1981, as quoted in Richards and Rodgers, p. 166) there are two main divisions: functional communication activities (where they perform functions such as to make comparisons, to guess and propose sequences, to discover, to give instructions, etc.) and social interaction activities (conversations and discussions, dialogues, role plays, etc.). Enid Blyton's work renders

the possibility of using language games, picture strip stories and role-plays, which are clearly communicative activities. In this unit, non-task activities are thought as part of the pre-task to prepare students or the post-task to focus on form or reflection.

### **5.9. Grouping**

Activities and tasks will be completed individually, in pairs or small groups. Concerning this matter, TLBT promotes mainly group work, since “the greater symmetry of social roles this affords leads naturally to the kinds of risk-taking behaviour required” (2002, Ellis, p. 88) withing this approach. Nevertheless, following the first principle on autonomy (responsibility, choice and flexible control) (Jiménez Raya, 2015) it has been decided that the type of learners’ distribution will depend on learners’ and activities/tasks’ characteristics and be the result of a negotiation. The intention is to create a safe space where diversity is catted for. Thereby pupils have freedom of choice, provided that these decisions are made responsibly and lead to balanced processes. Since teachers act as need analysts, counsellors and facilitators of successful learning and communication, it is important that they also provide the relevant guidance regarding the number of students per group and the selection of members that belong to each one based on factors of level, behaviour, etc. In this respect, a certain level of intervention is necessary since pupils do not always know (or want) to act in favour of work efficiency and group themselves moved for personal interests.

### **5.10. Aids and materials**

The selection of material and resources for this unit of work revolves around the possibilities offered by the topic chosen: literature. They should be useful and task oriented. We would be taking into consideration reference works such as dictionaries of all types, a board to note instructions, unknown or key words, etc., computers with internet access, a projector, and other school materials such as colour pens, paper and A4-sized cardboard sheets. Printed materials will also be distributed such as texts, cards... Regarding the spaces, the lessons take place in the class or the computers’ room, depending on the lesson. Access to the library will also be allowed.

## **6. Evaluation**

Evaluation is understood as the process of assessing learners' progress over a given period of time. It is also based on the assessment criteria of the curricular subject of the corresponding academic year, which will serve to measure the degree of achievement of specific competences.

To design this part, the reference documents taken into consideration to establish the organization of the assessment of students' learning process include the Royal Decree 102/2023 of May 9 (chapter IV, article 13) and the Order of May 30, 2023 (chapter III, article 10).

### **6.1.Types of evaluation**

Evaluation serves as an instrument for the improvement of both teaching and learning processes. According to the legislation, it must be continuous (immersed in the teaching/learning process and considering the progress of pupils), competency-based, formative (providing information that improve both the processes and the outcomes of educational intervention), integrative (considering the totality of the elements that make up the curriculum), differentiated (taking into account diversity) and objective.

The evaluation in this unit will be mainly formative. Six key elements are highlighted by the Centre for Educational Research and Innovation (2008, p. 7):

1. Employment of several approaches to assess student understanding.
2. Provision of feedback and adapted instruction.
3. Active involvement of students in the learning process.
4. Establishment of learning goals and tracking of individual student progress towards those goals.
5. Following of varied instruction methods to meet diverse student needs.
6. Establishment of a classroom culture that fosters interaction and the implementation of assessment tools.



Summative evaluation takes place at the end of every learning situation but conducted formatively in order to encourage reflection on the process and general achievements. Regarding self-, and peer- assessment, both are included in this unit through questionnaires and assessment sheets. These tools aim to help students monitor and reflect on their process, as well as to learn from their peer's successes and mistakes. The objective is to foster critical thinking (accomplished through the provision of feedback) and collaboration, ultimately leading them to improved outcomes in their work.

## **6.2.Grading criteria**

Throughout the unit, the assessable work consists in the set of post-task preparatory activities, the main task and the report, an individual assignment where all the learning acquired through the activities and homework is “demonstrated”. Since the completion of the work mentioned entails already learners’ active participation, this factor has been omitted as part of the assessable criteria.

### 1st learning situation

- 25 %. Temporal line based on the biography of Enid Blyton.
- 25 %. Books’ covers mind-maps and summaries of the authors’ controversies.
- 25 %. Role-play sheet (group work, preparation sheets and delivery).
- 25 %. Written report (first part of the learning situation).

### 2nd learning situation

- 50 %. The play (the building of characters, the story, the script, and the performance of the play).
- 50 %. Written report (second part of the learning situation).

## **6.3.Assessment tools**

The assessment tools employed for this unit are the following:

- Rubrics. There will be two, one to evaluate the debate and one for the play.

- Peer-assessment sheets. This material is based on the rubrics and include the criteria from them. They are a tool thought for students and will be provided to them during the pre-task phase where the strategic planning of the task takes place.
- Report. This written assignment works as a brief portfolio, a narrative device defined as “a purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas” (Paulson et al.,1991, p. 60, as quoted in Pérez and Ruiz Cecilia, 2012, p. 69). This will include a learning diary and samples of students’ work. The criteria followed to correct it will be the one indicated in the section of mistake/error treatment.

	Excellent	Proficient	Average	Poor
Preparation	Broad scope of information. Deep critical analysis of the topic. Wide range of sources. Effective development of arguments.	Satisfactory preparation of information and analysis of the topic. Issues relating to topic are well covered.	Preparation for basic information but little evidence of analysis.	Failed to prepare only basic and essential information.
Organisation and Presentation	Logical flow in presentation. Organised in coherent manner. Powerful and persuasive presentation.	Generally clear flow of arguments. Presentation is persuasive but minor problem.	Able to give the basic framework of the presented ideas. Lacked persuasive power.	Lack of logical flow. Lack of focus. Information not appropriately digested.
Use of Arguments	Plenty of very strong and persuasive arguments.	Many fairly strong arguments, but some not persuasive.	Arguments are generally on the right track but not convincing enough.	Arguments are not significant or persuasive to the topic.
Rebuttal	Excellent defence and attack against opposite side. Able to identify weaknesses.	Satisfactory defence and attack. Attempted to find out weaknesses.	Failure to defend some issues. Some successful attacks against opposite side.	Failure to defend issues. Unable to attack opposite side in most issues.

Figure 2. Debate assessment rubric (Doody & Condon, 2012)

	<b>Excellent</b>	<b>Proficient</b>	<b>Average</b>	<b>Poor</b>
<b>Preparation (Pronunciation, memorization, coordination with peers)</b>	Pronunciation is correct. The script was well-memorised. The student was coordinated with the other participants of the play.	Pronunciation is correct, but with small few mistakes. The script was almost memorised. There might be an occasional discoordination with the other participants of the play, but nothing serious.	The pronunciation allows understanding, but there are several mistakes. The student had a few lines memorised but held the script. There were a few difficulties with coordination.	Difficult/ impossible to understand due to high number of pronunciation mistakes. The student needed to read the script. No or almost no coordination with the other participants of the play.
<b>Stage presence</b>	The student stands up straight, looks relaxed and confident, establishes eye contact with everyone in the room.	The student stands up straight, but does not always look as relaxed and confident, and may not establish eye contact with everyone in the room.	The student lacks eye contact, may stand up straight some of the time, sometimes tries to use the script to inhibit performance.	The student lacks eye contact, is tense, shows no confidence, may use the script to inhibit performance.
<b>Physical expression</b>	Facial expressions and body language fit the theme and show the student's efforts.	Some effort shows for facial expressions and body language, which somewhat helps the performance.	Facial expressions and body language seem forced.	Very few facial expressions. Little excitement and effort.

<b>Voice/diction and projection</b>	The student communicates effectively, using diction, enunciating, using a variety of rate, pitch, tone and volume.	The student enunciates clearly, using rate, pitch and volume to show character.	The student attempts to enunciate, using vocal variety and volume, but the execution is weak.	The student uses limited or inappropriate enunciation, vocal variety, and low volume.
<b>Concentration</b>	Performer and character are completely integrated.	Performer consistently stays in character.	Performer establishes character but frequently looks unfocused.	The performance is unsuccessful since the performer fails in establishing character.

Figure 3. Play rubric.⁸

## PLAY RUBRIC

	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
PREPARATION					
STAGE PRESENCE					
PHYSICAL EXPRESSION					
VOICE					
CONCENTRATION					

➤ Needs improvement = meh 😞  
 ➤ Average = 😐  
 ➤ Proficient = it's okay 😊  
 ➤ Excellent = fantastic!

• **Further comments:**

Figure 4. Assessment sheet adapted for learners.

⁸ Adapted from: <https://www.teacherspayteachers.com/Product/Drama-School-Play-Audition-Rubric-3970708?st=814c8ef3c71d60d9f992dca8e661eed9>

#### 6.4.Evaluation of the own teaching process

In order to improve and provide the best performance in class, it is advisable that teachers also carry out their own assessment. In this task, teachers need to check if the goals have been accomplished and the students have learnt. To receive feedback from students is essential for the avoidance of repeating mistakes and for the anticipation of other difficulties or conflicts.

To achieve this, a survey has been created to allow the teacher to know about the learners' opinions about the entire unit and to help students write their own reports.

<b>Complete with the following table.</b> <b>(1) Strongly disagree</b> <b>(2) Somewhat disagree</b> <b>(3) Neither agree nor disagree</b> <b>(4) Somewhat agree</b> <b>(5) Strongly agree</b>	1	2	3	4	5
I found the debate interesting and enjoyable.					
I found that the debate was useful for my learning.					
I found the play was a fun and interesting activity.					
I found that the play was useful for my learning.					
I think that the debate was stressful.					
I think that the play was stressful.					
I have learnt about the British history, culture, language and values.					
I have enjoyed learning about the British history, culture, language and values.					
I feel I have developed my critical thinking by reflecting on the social issues touched in this unit and that has been positive for me.					
I have enjoyed learning about Enid Blyton and her work.					
I have enjoyed using literature to learn English and I would like to repeat the experience in the future.					
I am now more interested in reading some of Enid Blyton's books or other types of English literature/ literature in English.					
I am now interested in watching the BBC series of the Famous Five or any other adaptation of Blyton's work.					
I feel I have learnt plenty of vocabulary.					
I found that the debate was too hard, and I did not know how to approach it.					
I found that the play was too hard, and I did not know how to approach it.					
I have enjoyed working in pairs/groups.					
I learnt how to work in pairs/groups.					
I feel that I have got to know better my peers and more integrated in the class.					
I feel that I have improved my communicative skills.					
I felt pressured in general because of time.					
Now I feel more comfortable and confident speaking in English, I acquired more fluency.					
I feel that my pronunciation has improved.					

I feel that the written assignment has contributed to my writing skills and my learning.					
I feel that the lessons have helped to improve my autonomy.					
I felt supported and guided by the teacher.					
Activities were clear and well-explained.					
Preparation activities were useful for the completion of the task.					
Activities were helpful for my learning.					
The activity I liked the most and why:					
The activity I liked the least and why:					
Any other opinions:					

Figure 5. Students' survey on their opinions about the unit.

## 7. Differentiation

Spain has a comprehensive school system that shows high levels of heterogeneity in its classrooms. According to Chapter IV, Article 30 of the Order of 30 May and Article 21 of Decree 102/2023 of 9 May, the management of differentiation/attention to diversity in Compulsory Secondary Education classrooms will be aimed at guaranteeing a quality education in favour of equity and inclusion, thus compensating for the effects that inequalities of cultural, social, and economic origin may have on learning. The measures adopted to achieve this are based on the principles of Universal Design for Learning (UDL), which advocates inclusive education and the universal access to it. This system offers facilitating measures to learners appropriate to their characteristics, allowing multiple forms of action and expression, considering their capacities for expression, and understanding and ensuring motivation for engagement and cooperation. In this respect, schools are required and expected to give priority to the organisation of measures to cater for diversity and individual differences for the design of teaching.

### **7.1.Diversity in my class**

As previously mentioned, this present unit has been designed for a third course of Secondary Compulsory Education. This level has three classrooms: A, B and C. The selected group is A, composed of 25 students:

- One gifted learner who gets bored easily.
- Two students with almost a B2 level and a majority with an intermediate level (a group of hard-working girls and a group of highly distracted boys).
- Six from dysfunctional families and problems at home that follow the lessons (four that live in communities and two with immigrant origins, one from Ukraine that speaks little Spanish and the other one that speaks fluent Spanish but has an Arabic-speaking family that do not encourage the student to learn). All of them show a low level of English expected from very beginners.
- There is also a girl that usually works with an adapted curriculum, who has been operated from a brain tumour at an early age and usually works with simpler activities.

### **7.2.Measures to deal with diversity in my class**

As far as specific measures are concerned, three main options can be mentioned: the adjustments of elements of the curriculum to adapt them to the needs of the pupils, the educational intervention provided by specialist teachers and complementary staff, or the implementation of modalities other than the ordinary one.

With regard to the target class, a number of measures will be implemented. To begin with, there are two children with special educational needs in the class. According to the law, curricular adaptations are intended to facilitate their maximum educational development, ensuring their comprehensive education and the development of key competences. These pupils usually work with specialised teachers, who collaborate with subject teachers and follow the advice of the guidance department. Concerning the gifted pupil, in accordance with Article 51 of the Order of 30th May, in these cases, curricular adaptations focus on extension proposals. In our unit, this consists of, in the first case, the encouragement (not imposition) of the oral use of the target language, the elimination of

time pressure, the use of visual resources and the graduation of activities; in the second, the inclusion of additional activities, texts of greater complexity or the proposal of more challenging outcomes. Likewise, both pupils will be integrated into the pairs of groups, since the selected option in this unit, as previously mentioned, is the encouragement of cooperative learning. According to Jiménez Raya (2003, p.16):

In cooperative classrooms, students are placed together in groups to work interdependently on language learning tasks. In cooperative learning heterogeneity is regarded as desirable. According to Johnson and Johnson (1989) individual differences can be accommodated with an undifferentiated curriculum in the organization of the classroom encourages learners to help each other. When students work in such groups they can work at different levels and at their own pace, but they can share a common sense of overall achievement.

As stated, this grouping helps to overcome the barrier of differing levels. The mix of hard-working pupils with easily distracted ones contribute to balance. Also, students with the higher level would be separated, keeping one with the gifted kid, so he feels he is not the only one who stands out in the group. The Ukrainian girl would go with the student with immigrant parents; the possibility of bonding might take place due to their common backgrounds and sometimes students need peers with similarities with them to feel understood. The other four pupils with difficult backgrounds will be also separated in different groups.

Concerning the individual and more specific differences, there are plenty of strategies to achieve differentiation that should be mentioned. Convery and Coyle (1999, as quoted in Jiménez Raya, 2003, p. 18) present the following ones where students:

- work on the same topic but with different texts.
- perform graded tasks while using the same text.
- work on the same task but with different outcomes.
- are provided with different kinds of support.
- are grouped in different ways for different purposes.
- are provided with different approaches, teaching styles and activities.
- are allowed to pursue something that is of their own interest.



All of them have been implemented in the different activities so every student can reach his/her potential and thus learn.

## **8. Unit of work**

### **8.1.Introduction**

In the present unit there are two main learning situations. The structure that they follow is the one proposed by Ellis (2002), with the three phases: pre-task, main task and post-task. The first one revolves around the task of a debate and the second one around the creation of a play. Both will be evaluated with the writing of a report. They will be informed about this assignment in advance because it will include their daily work and reflections.

In the first learning situation, students will work with preparation activities that centre in the reduction of cognitive and linguistic demands. The focus is on vocabulary rather than grammar, more helpful for the performance of tasks (Ellis, 2002, p. 83). Quoting a Newton (2001), the activities are based on a mixture of predictions and cooperative dictionary/news search. The teaching of pre-selected words is avoided. These activities are also combined with the teaching of strategies to search for information on the internet and manage vocabulary in an efficient manner.

In the case of the first task, activities are focused on providing the necessary vocabulary and information for the debate. There are three main preparation activities about Enid Blyton's life, her work, and her controversies. This implies some research for the creation of a time-line diagram of the author's life, mind-maps for vocabulary based on books covers and summaries/lists of information obtained from articles' newspapers' headlines or fragments. All of this will be preceded by the teaching of strategies that will follow the steps of assessing, explaining, modelling, and scaffolding the instruction. Before the debate, there is also a fourth activity of strategic planning. In this unit we opted for a mix of undetailed/detailed guidance in what to plan, to channel learners' attention to the aspects of form and content (Foster and Skehan, 1996, as quoted in Ellis, 2002, p. 84). The importance of the task lies in fluency and that should be pointed out explicitly. In this part, the class is divided into groups and the roles are assigned. In the next lesson, the main task is addressed, with a little post-task activity with a focus on form.

In the second learning situation, the creation of a play is proposed. A warm-up activity (a preparation non-task activity) with a photograph of the TV-series of “The Famous Five” is shown to make pupils predict what the Famous Five is about. The goal of this is to provide some background knowledge, to later continue with a written summary to allow them to make cognitive connections and check their assumptions as well as a focus on vocabulary. The last activity will be a mediation one, where learners will have to compare the author’s work with a Spanish one. The following sessions correspond to the main task, where students will have to prepare their characters, create the story, write the script, memorise it, rehearse the play and present it. This part will be monitored by the teacher, but more autonomous than the others. Assessment sheets will be handed out for peer-assessment. In the post-task, depending on students’ performance, an activity to improve language accuracy will be carried out (a brief review of errors, a consciousness-raising to a task/noticing activity). Finally, learners will be asked to submit their final report for next week.

## 8.2.Lesson plans

<b>Lesson 1</b>	
Frame	The lesson serves as an introduction to the unit. This is the first session of the pre-task cycle. The intention is also that they learn about Enid Blyton’s life, get familiar with the search of information and the language the need, and select the key points of the collected data.
Specific Criteria	<p>SC. 1. To understand and interpret the general meaning of texts, by resorting to all kind of reliable sources, and employing strategies.</p> <p>SC. 2. To produce original texts, with a simple and clear organization, searching reliable sources and making use of strategies to express relevant messages.</p> <p>S.C.3. To interact with others orally and in writing with increasing autonomy.</p> <p>S.C.4. To mediate in daily situations between different languages, in oral and written contexts.</p>

Basic Knowledge	<p>LEX.4.A.2. Basic strategies for the production, co-production, and comprehension of texts, as well as applying techniques for extracting and interpreting the primary and secondary ideas of these texts.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (making descriptions, making hypotheses and assumptions).</p> <p>LEX.4.A.5. Commonly used contextual models and discourse genres (biographies).</p> <p>LEX.4.A.11. Learning resources and basic information-seeking strategies..</p> <p>LEX.4.B.2. Commonly used strategies for identifying, organising, retaining, retrieving, and using language with creativity.</p> <p>LEX.4.B.3. Commonly used strategies and tools for self-assessment.</p> <p>LEX.4.C.5. Commonly used strategies for understanding and valuing diversity.</p>	
Main activities	Description	Time: 60'
	The first five minutes will be employed in providing some introduction into the topic and explanations about the task of the learning situation and the final assignment (the written report) that they have to write during the whole two weeks and submit at the end of the unit. The sections and structures of the learning diary will we detailed.	5-10'
	There is a warm-up activity with questions that encourages pupils to brainstorm, make predictions and share their guesses based on a photograph of Enid Blyton.	10'
	Then, they will be asked to conduct some research to confirm their first thoughts and create this timeline. This will be preceded by some instruction (pre-teaching of strategies).	10'

	The collection of information will serve them to create a timeline, (they will have to find their own models/examples), what will help them organise the information and know the most important facts of authors' life.	30'
Attention to diversity	The teacher will give pupils time to respond the initial questions individually or in pairs in order to avoid anxiety. Answers will be written on the board in the form of a list, so learners have a fix visual aid to resort to during the collection of data. The research will be carried out in pairs or groups of three of their election (flexible control will take place to circumvent the grouping of students of the same level). The timeline can be more or less detailed depending on their level, so different outcomes will be expected. All the activities will be combined with the pre-teaching of learning to learn strategies.	
Resources	The lesson will take place in the computers' room. A computer and a projector will be needed to project the power point presentation. Then, students will have to use computers with access to internet to carry out their research, and then paper, cardboard, and colour pens to create their timelines.	
Assessment	Evaluation Criteria: To extract and analyse the overall meaning and main ideas, interpreting and assessing the content, and begin to select key information from texts about Enid Blyton's life to create the timeline. Students will collaborate with their peers to select, using strategies to improve their ability to communicate and learn the foreign language, organising and applying autonomously the most appropriate strategies to compose and disseminate the text with clarity, coherence, cohesion, correctness and appropriateness, following the textual typology, respecting diversity, employing physical and digital resources, showing empathy, intellectual property and avoiding plagiarism (sources will be indicated).	

Homework	Students will be allowed to finish the activity at home. They will also have to begin collecting samples of their work and completing a learning diary to add it to the report about the activities completed in class.
Observations	

<b>Lesson 2</b>	
Frame	This session will be the second, still part of the pre-task phase. In this lesson, two main preparation activities will take place so students get familiar with the content that will be discussed during the debate, that is, the author's work and her controversies.
Specific Criteria	<p>S. C. 1. To understand and interpret the general meaning of texts by resorting to all kind of reliable sources and employing strategies.</p> <p>S. C. 2. To produce original texts (recollection of ideas), with a simple and clear organization, searching reliable sources and making use of strategies to express relevant messages.</p> <p>S. C. 3. To interact with others orally and in writing with increasing autonomy, using cooperative strategies.</p> <p>S. C. 4. To mediate in daily situations between different languages.</p> <p>S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity.</p>
Basic Knowledge	<p>LEX.4.A.2. Basic strategies for production, co-production, and comprehension of written texts, as well as applying techniques for extracting and interpreting the primary and secondary ideas of these texts.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (describing situations, people, objects, places; making suggestions, reformulate, summarise).</p> <p>LEX.4.A.5. Commonly used contextual models and discourse genres in the comprehension, production and co-production of short and simple texts.</p>

	<p>LEX.4.A.11. Learning resources and basic information-seeking strategies.</p> <p>LEX.4.B.2. Commonly used strategies for identifying, organising, retaining, retrieving and using language with creativity.</p> <p>LEX.4.B.3. Commonly used strategies and tools for self-assessment, co-assessment and self-repair cooperatively.</p>	
Main activities	Description	Time: 60'
	<p>The first activity is oriented to the promotion of creativity and the recollection of vocabulary through the employment of books covers. In groups of five, they will have to base on the titles and pictures and create mind-maps. The goal is to use them then to create cooperative stories with their partner. They will be allowed and encouraged to look up words in the dictionary to enrich their output. All of them have to go through all the covers, so every group contributes a bit to the information collected and learn words written by their peers. There will be two rounds, one to guess and the other one to confirm (by conducting some research about the books).</p>	40' (20' for the first round, and 20' for the second)
	<p>The second one will involve the use of newspapers', images, and headlines of Enid Blyton's controversies, that will be distributed among the pupils. In groups of five, they will have to read the papers, write down the key points and even do some research if necessary to explain every controversy of the author. To finish, there will be a recollection of ideas that will be displayed on the board, in the form of a table/mind map.</p>	20'
Attention to diversity	<p>In the first activity, advanced or intermediate students will use bilingual and monolingual dictionaries to create mind-maps in the reverse with the collected vocabulary. Low-level pupils will be</p>	

	<p>provided with words and be encouraged to find their owns in monolingual and visual dictionaries. They will write them down on the given pictures.</p> <p>In the second activity, depending on the level, pupils will be asked to write summaries or lists and will be provided with shorter/longer fragments and images.</p>
Resources	<p>Seven printed photos of books' covers and pieces of paper with headlines of sentences from the news. Only five will be handed out, and the two lefts will be for the groups that finish early.</p> <p>Monolingual, bilingual, and visual dictionaries will be available, along with computers or phones.</p>
Assessment	<p>Evaluation Criteria</p> <p>Using the book covers, to express texts of medium length, orally, in a structured, understandable, coherent and appropriate way.</p> <p>To interpret and assess the content and discursive features, inferring meanings based on the context; and to select and validate truthful information about the given headlines and fragments, by searching in reliable sources.</p> <p>To autonomously plan, participate and collaborate to compose and disseminate summaries/lists based on the headlines, selecting and organising to favour clarity, coherence, cohesion, correctness, and appropriateness, while adhering to the textual typology, showing initiative, respecting intellectual property and avoiding plagiarism (indicating the consulted sources). Students will act appropriately, empathetically, acting respectfully.</p>
Homework	<p>Completion of the activity if not finished.</p> <p>Learning diary. Collecting of work.</p>
Observations	<p>Computer or phones will be used depending on the circumstances.</p> <p>The session will extend to the next one if necessary.</p>

Lesson 3
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Frame	<p>This session will be the last of the pre-task phase. This class will be for the strategic planning. The teacher will provide undetailed/detailed guidance for students to know what to plan. This could also be considered part of the main task since some preparation is always required to any debate.</p>
Specific Criteria	<p>S. C. 1. To understand and interpret the general meaning of texts by employing strategies.</p> <p>S. C. 2. To produce original written texts of medium length, with a simple and clear organization, searching reliable sources and making use of strategies (planning).</p> <p>S. C. 3. To interact with others orally and in writing with increasing autonomy.</p> <p>S. C. 4. To mediate in daily situations between different languages, in oral and written contexts.</p> <p>S. C. 5. To extend personal linguistic repertoires between languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge.</p> <p>S. C. 6. To act in an empathetic and respectful way in intercultural situations and to foster a peaceful coexistence.</p>
Basic Knowledge	<p>LEX.4.A.1. Self-confidence.</p> <p>LEX.4.A.2. Basic strategies for planning.</p> <p>LEX.4.A.3. Knowledge, skills and attitudes enabling mediation activities to be undertaken.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (asking for and exchanging information, offering, accepting and refusing help, propositions or suggestions, express opinions, make hypotheses and assumptions, express uncertainty and doubt, reformulate).</p> <p>LEX.4.A.5. Commonly used discourse genres.</p> <p>LEX.4.A.6. Commonly used linguistic units and meanings associated with these units.</p>



	<p>LEX.4.A.11. Learning resources and basic information-seeking strategies.</p> <p>LEX.4.B.4. Specific expressions and lexis commonly used to exchange ideas.</p> <p>LEX.4.C.6. Commonly used strategies for detecting and acting against discriminatory uses of language.</p>	
Main activities	<p>Description</p> <p>The teacher's goal is to provide the necessary instruction to channel learners' attention to the aspects of form and content. The teacher will negotiate the formation of the groups (they will be different from other sessions) for the debate and their responsibilities (secretaries or debaters) and hand out the roles' sheets. The question of the debate will be: <i>Should Enid Blyton's work be published nowadays?</i></p> <p>The groups will be five, formed by five members: Enid Blyton's family, parents, fans, haters and the publisher.</p> <p>Students will be the ones in charge of preparing their case, resorting to the outcomes of the previous activities, and searching for more information (linguistic and content). The rubric will also be provided in advance, so they know the evaluation criteria. Work in this part is autonomous and guided and monitored by the teacher.</p>	Time: 60'
Attention to diversity	<p>They will work in groups and will be required to play different roles: to come up with ideas, to write down their arguments, to do some further research, etc. They will be in charge of organising themselves and their own work. The teacher will mediate to help</p>	

	them do it in a balanced and fair way. More scaffolding and general support will be required to groups with less level, and or less detailed instructions will be provided according to their capacities and their observed performance.
Resources	Roles' pieces of paper, rubric, and work collected from the first and the second sessions: timelines, mind-maps, summaries, and notes. Computer or phones.
Assessment	Evaluation Criteria To actively participate in the planning of the debate by collaboratively selecting key information from the previously created texts and others to plan, showing initiative, empathy and respect for diversity, linguistic politeness, and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of their peers, establishing a responsible communication.
Homework	Individual preparation of the debate. Learning diary. Collecting of work.
Observations	

Lesson 4	
Frame	In this fourth session, the last of the week, the debate will take place. There will be time for it and for a little post-task activity focused on forms.
Specific Criteria	S. C. 2. To produce original oral (debate) and written (the collection of the debate ideas) texts, with a simple and clear organization, to express relevant messages with creativity, appropriateness and coherence, and to accomplish specific communicative purposes. S. C. 3. To interact with others orally and in writing with increasing autonomy, to respond to specific communicative purposes in respectful exchanges. S. C. 5. To use personal linguistic repertoires between languages.

	S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, using the foreign language, acting in an empathetic and respectful way, and fostering a peaceful coexistence.	
Basic Knowledge	<p>LEX.4.A.1. Self-confidence. Use of the mistake as a tool for improvement.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (describe situations, express opinions, possibility, arguments, reformulate, summarise).</p> <p>LEX.4.A.5. Commonly used discourse genres in the comprehension and production.</p> <p>LEX.4.A.6. Commonly used linguistic units and meanings associated with these units.</p> <p>LEX.4.A.8. Common patterns of sound, stress, rhythm and intonation.</p> <p>LEX.4.B.1. Strategies and techniques for responding effectively and with increasing levels of fluency, appropriateness and correctness.</p> <p>LEX.4.B.3. Commonly used strategies and tools for self-assessment, co-assessment and self-repair.</p> <p>LEX.4.C.1. The foreign language as a means of interpersonal communication.</p> <p>LEX.4.C.4. Social conventions in common usage; non-verbal language, linguistic politeness and digital etiquette.</p> <p>LEX.4.C.5. Commonly used strategies for understanding and valuing linguistic, cultural and artistic diversity.</p> <p>LEX.4.C.6. Commonly used strategies for detecting and acting against discriminatory uses of language.</p>	
Main activities	Description	Time: 60'
	Students will be distributed in the last sessions' groups. The teacher will act as moderator and will provide some instruction reminding the evaluation	40'

	criteria at the beginning of the class. Secretaries will have their notes and will use it as an aid when keeping track of the arguments presented by their team. There will be several groups but only two postures.	
	The teacher will revise the notes taken by the secretary and declare the winner position.	5'
	A post-task activity of focus on forms (a review of learners' mistakes) will be done at the end of the class. The teacher will write the mistakes on the board and will ask students to reflect on them. Some time will be provided for them to check them in pairs (or individually) and then they will be corrected all together.	15'
Attention to diversity	Students will be able to use their notes and read them if necessary. No one will be forced to participate if undesired, but extra points will be rewarded to encourage them to do it. They will be evaluated as a team.	
Resources	The board, notes, paper, and pens.	
Assessment	Evaluation Criteria To apply autonomously the most appropriate strategies and knowledge in the debate to understand, interpret and assess the meaning of the language used, while also responding to it (through collaboration with peers or directly speaking), in a structured, understandable, coherent and appropriate way, facilitating communication, arguing, all in an empathetic respectful way.	
Homework	Collecting of work. Learning diary.	
Observations	If there is no time left for the last part, it will be sent as homework.	

<b>Lesson 5</b>	
Frame	This is the first session of the second learning situation. In this lesson some preparation non-task activities will take place to frame the rest of the lessons.

Specific Criteria	<p>S. C. 1. To understand and interpret the general meaning of texts, by resorting to all kind of reliable sources, and employing strategies.</p> <p>S. C. 3. To interact with others orally with increasing autonomy.</p> <p>S. C. 4. To mediate in daily situations between different languages, to convey information efficiently, clearly, and responsibly.</p> <p>S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, using the foreign language, identifying, and sharing similarities and differences between languages and cultures.</p>	
Basic Knowledge	<p>LEX.4.A.3. Knowledge, skills and attitudes enabling mediation activities.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (making descriptions, making hypotheses and assumptions, comparisons).</p> <p>LEX.4.A.5. Commonly used contextual models and discourse genres in texts: characteristics and recognition of context (participants and situation), expectations generated by context; organisation and structuring according to genre, textual function and structure.</p> <p>LEX.4.A.10. Commonly used conversational conventions and strategies.</p> <p>LEX.4.C.5. Commonly used strategies for understanding and valuing linguistic, cultural and artistic diversity</p>	
Main activities	Description	Time: 60'
	The lesson will begin with a warm-up activity where a photograph will be shown. Again, in groups of three, pairs, or individually, students will have to make predictions about it and write them down.	15'
	Learners will be provided with a text, a summary of the book. They will have to read it to confirm their initial thoughts and then answer some questions to	30'

	focus on vocabulary and its use and write another summary of the one given with their own words.	
	The last activity will be of mediation. Learners will be shown a few copies of “The Famous Five” books and the book “Seis amigos y el secreto de la Alhambra”, written by Andrea Latorre Viñes. They will have to look at them and, in pairs or individually, comment on the similarities and differences with “The Famous Five” books. This could be understood as a simple task, but as part of a global one, considered as a preparation activity where students familiarise themselves with real materials while also relating them to Spanish books that found its inspiration in this series.	10’
	The task will be briefly advanced in this first lesson. Students will be asked to group themselves.	5’
Attention to diversity	Two different texts will be provided to students depending on their level, with their corresponding activities. Also, for lower-level students, the summary can be supported with the graphic novel of the same book or the game cards (Available in the appendix).	
Resources	A computer, a projector, a power point presentation, printed sheets with the text, a few copies of “The Famous Five” books and a printed copy of the Spanish novel “Seis amigos y el secreto de la Alhambra”.	
Assessment	<p>Evaluation Criteria</p> <p>To express orally about the photograph of <i>The Famous Five: the series</i> and compose a list of predictions about it, through collaborative or individual work.</p> <p>To extract and analyse the meaning and main ideas of the summary, interpreting and assessing the content, using the most appropriate strategies to understand and respond the questions.</p>	

	To compare and argue the similarities and differences between works, always acting appropriately, empathetically, and respectfully.
Homework	Optional: They will have to find another sample of the influence of Enid Blyton in Andalusian or Spanish authors. A few model videos ⁹ will be provided (not shown) so they can start thinking about the type of play (a scene, a dramatized trailer, an interview, etc.) they want to represent. They will be able to use this input or other to decide what type of dramatization they want to perform. Learning diary. Collecting of sample of work.
Observations	If there is no time left for the last activity, the comments will be directly discussed all together.

<b>Lesson 6</b>	
Frame	The second session of the learning situation is the first of the main task. It will focus on the preparation of characters.
Specific criteria	S. C. 2. To produce original texts of medium length, with a simple and clear organization, searching reliable sources. S. C. 3. To interact with others orally and in writing with increasing autonomy. S. C. 4. To mediate in daily situations between different languages, to convey information efficiently, clearly and responsibly. S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, acting in an empathetic and respectful way in intercultural situations and to foster a peaceful coexistence.
Basic Knowledge	LEX.4.A.1. Self-confidence. LEX.4.A.2. Basic strategies for planning.

⁹ Sources of the videos:

[https://www.youtube.com/watch?v=esb551n4c7s&t=6s&ab_channel=CBBC](https://www.youtube.com/watch?v=esb551n4c7s&t=6s&ab_channel=CBBC)

[https://www.youtube.com/watch?v=Tc5aaXcFwq4&ab_channel=BBCNewsround](https://www.youtube.com/watch?v=Tc5aaXcFwq4&ab_channel=BBCNewsround)

[https://www.youtube.com/watch?v=t0pB65MSkWI&ab_channel=CBBC](https://www.youtube.com/watch?v=t0pB65MSkWI&ab_channel=CBBC)

[https://www.youtube.com/watch?v=AKulJXtXeIE&ab_channel=Hulu](https://www.youtube.com/watch?v=AKulJXtXeIE&ab_channel=Hulu)

	<p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (describing people, asking for and exchanging information, asking for instructions and advice).</p> <p>LEX.4.A.7. Commonly used vocabulary of interest to learners related to their personal identification, interpersonal relationships, places and environments...</p> <p>LEX.4.A.11. Learning resources and basic information-seeking strategies.</p> <p>LEX.4.B.5. Comparison between languages.</p> <p>LEX.4.C.3. Commonly used sociocultural and sociolinguistic aspects.</p> <p>LEX.4.C.5. Commonly used strategies for understanding and valuing diversity.</p> <p>LEX.4.C.6. Commonly used strategies for detecting and acting against discriminatory uses of verbal and non-verbal language on grounds of gender or origin.</p>	
Main activities	Description	Time: 60'
	<p>Every member of the group will choose a character of the five (Julian, Dick, Anne, George or Timmy the dog). They will have to investigate about their selected characters, looking for information about them and then share it with the other members of the group. The teacher will provide strategies for a successful information management (characters' sheet). Students will be free to use it or resort to their own methods to compile the data. They will also be encouraged to change their character to make it more similar to them or to adapt it according to their interests/preferences.</p>	
Attention to diversity	<p>The teacher will check and implement flexible control in the formed groups, seeking for balance. Students will be encouraged</p>	



	to help each other. Even if the work is more individualised in this part, all the roles must be defined in order to consider the group work done.
Resources	Phones, dictionaries, the board, dictionaries, printed sheets.
Assessment	Evaluation Criteria Students will have to extract, analyse and select key information about their characters. They will have the option to express their findings orally and optionally (recommended) compose a text that shows acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communicative situation, making use of the most suitable physical or digital resources according to the task and needs, while being respectful with diversity and against any form of discrimination.
Homework	Learning diary. Collecting of sample of work.
Observations	The will be allowed to keep advancing with the preparation of their play if they finish early with this part.

<b>Lesson 7</b>	
Frame	This session will be dedicated to the creation of the story and the corresponding dialogues.
Specific Criteria	S. C. 2. To produce original written and multimodal texts of medium length, with a simple and clear organization, searching reliable sources and making use of strategies. S. C. 3. To interact with others orally and in writing with increasing autonomy. S. C. 4. To mediate in daily situations between different languages, in oral and written contexts, implementing simple strategies and knowledge aimed at explaining concepts or simplifying messages to convey information. S. C. 5. To extend and use personal linguistic repertoires between languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge.

	<p>S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, using the foreign language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations and to foster a peaceful coexistence.</p>	
Basic Knowledge	<p>LEX.4.A.1. Self-confidence.</p> <p>LEX.4.A.2. Basic strategies for planning, applying techniques for extracting and interpreting the primary and secondary ideas of texts.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (describing situations, giving and asking for instructions, expressing opinion, reformulate, making proposals...).</p> <p>LEX.4.A.5. Commonly used contextual models and discourse genres in the comprehension, production and co-production of texts.</p> <p>LEX.4.A.7. Commonly used vocabulary of interest to learners.</p> <p>LEX.4.A.11. Learning resources and basic information-seeking.</p> <p>LEX.4.B.4. Specific expressions and lexis commonly used to exchange ideas.</p> <p>LEX.4.C.1. The foreign language as a tool for social participation and personal enrichment.</p> <p>LEX.4.C.4. Social conventions in common usage.</p> <p>LEX.4.C.5. Commonly used strategies for understanding and valuing linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.</p> <p>LEX.4.C.6. Commonly used strategies for detecting and acting against discriminatory uses of language.</p>	
Main activities	Description	Time: 60'
	<p>Some pictures that belong to a card game created by the author will be handed out to give learners ideas (during task). They will have to write a summary that collects the main ideas of the plot. Then they will</p>	

	write down the dialogues for their play. They will work autonomously, looking for their own models of scripts.	
Attention to diversity	The writing will be collective and monitored by the teacher.	
Resources	Dictionaries, paper, pens.	
Assessment	<p>Evaluation Criteria</p> <p>Students will have to plan collaboratively and autonomously, to compose and disseminate the text of the script with acceptable clarity, coherence, cohesion, correctness, and appropriateness, showing respect and understanding for languages and cultures' diversity, rejecting discrimination, prejudice, and stereotyping.</p>	
Homework	<p>Learning diary.</p> <p>Collecting of sample of work.</p>	
Observations	If they do not have enough time, they will be able to continue the next day.	

<b>Lesson 8</b>	
Frame	This lesson will focus on the creation of the script, the dialogue, and its correction.
Specific Criteria	<p>S. C. 2. To produce original written and multimodal texts of medium length, with a simple and clear organization, searching reliable sources and making use of strategies.</p> <p>S. C. 3. To interact with others orally and in writing with increasing autonomy.</p> <p>S. C. 4. To mediate in daily situations between different languages, in oral and written contexts, implementing simple strategies and knowledge aimed at explaining concepts or simplifying messages to convey information.</p>

	<p>S. C. 5. To extend and use personal linguistic repertoires between languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge.</p> <p>S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, using the foreign language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations and to foster a peaceful coexistence.</p>
Basic Knowledge	<p>LEX.4.A.1. Self-confidence.</p> <p>LEX.4.A.2. Basic strategies for planning, applying techniques for extracting and interpreting the primary and secondary ideas of texts.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (describing situations, giving and asking for instructions, expressing opinion, reformulate, making proposals...).</p> <p>LEX.4.A.5. Commonly used contextual models and discourse genres in the comprehension, production and co-production of texts.</p> <p>LEX.4.A.7. Commonly used vocabulary of interest to learners.</p> <p>LEX.4.A.11. Learning resources and basic information-seeking.</p> <p>LEX.4.B.4. Specific expressions and lexis commonly used to exchange ideas.</p> <p>LEX.4.C.1. The foreign language as a tool for social participation and personal enrichment.</p> <p>LEX.4.C.4. Social conventions in common usage.</p> <p>LEX.4.C.5. Commonly used strategies for understanding and valuing linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.</p> <p>LEX.4.C.6. Commonly used strategies for detecting and acting against discriminatory uses of language.</p>

Main activities	Description	Time: 60'
	<p>The teacher will return the marked text so they can improve it. Students will have to work cooperatively to improve the text.</p> <p>When they are finished with this part of the task, they will be handed out the rubric that will be used for their evaluation, for them to see what will be considered and adapt the preparation of their performance to it.</p> <p>They will be encouraged to watch videos and look up words in order to pay attention to pronunciation, intonation and rhythm.</p>	
Attention to diversity	The rubric will be explained, so students read the detailed criteria established in it only if it is their desire.	
Resources	Paper, dictionaries, the rubric, phones, computers.	
Assessment	<p>Evaluation Criteria</p> <p>Students will have to plan collaboratively and autonomously, to compose and disseminate the text of the script with acceptable clarity, coherence, cohesion, correctness, and appropriateness, showing respect and understanding for languages and cultures' diversity, rejecting discrimination, prejudice and stereotyping.</p>	
Homework	<p>Learning diary.</p> <p>Collecting of sample of work.</p> <p>Learning of the script. Rehearsal.</p>	
Observations		

### Lesson 9

Frame	This session and the next one will be for the representation of the play. Since it takes place on a Monday, students had the whole weekend to prepare for the play.
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Specific criteria	<p>S. C. 2. To produce original oral texts, with a simple and clear organization.</p> <p>S. C. 3. To interact with others orally and in writing with increasing autonomy to respond to specific communicative purposes in respectful exchanges.</p> <p>S. C. 6. To critically assess and adapt to linguistic, cultural, and artistic diversity, using the foreign language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations and to foster a peaceful coexistence.</p>	
Basic Knowledge	<p>LEX.4.A.1. Self-confidence.</p> <p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (expressing opinion, making propositions, suggestions, advice, simple arguments).</p> <p>LEX.4.A.8. Common patterns of sound, stress, rhythm and intonation, and the general communicative meanings and intentions associated with them.</p> <p>LEX.4.B.1. Strategies and techniques for responding effectively and with increasing levels of fluency, appropriateness and correctness.</p> <p>LEX.4.B.3. Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative.</p> <p>LEX.4.C.1. The foreign language as a source of information and a tool for social participation and personal enrichment.</p> <p>LEX.4.C.4. Social conventions in common usage.</p> <p>LEX.4.C.5. Commonly used strategies in favour of diversity.</p> <p>LEX.4.C.6. Commonly used strategies against discrimination.</p>	
Main activities	Description	Time:60'
	Students will have some time to rehearse a bit before the performance.	15'

	Students will perform their play while their peers evaluate their work with the provided assessment sheets.	45'
Attention to diversity	An adapted rubric will be provided. Students may evaluate their peers with emojis and add comments if they want. Students with special needs will be allowed to hold their script if necessary. The assessment will take place according to their characteristics and level.	
Resources	Rubric (one for everyone). Scripts, pens.	
Assessment	Evaluation Criteria Students will have to perform the play, presenting their text in an understandable, coherent and appropriate way. The specific criteria will be listed in the previously given rubric.	
Homework	Learning diary. Collecting of sample of work.	
Observations	Some feedback will be provided after the performance by the teacher and students based on the assessment sheets.	

<b>Lesson 10</b>	
Frame	This will be the last session, focused on the last representations and a post-task phase activity.
Specific Criteria	<p>S. C. 2. To produce original written and multimodal texts of medium length, with a simple and clear organization, searching reliable sources and making use of strategies to accomplish specific communicative purposes.</p> <p>S. C. 3. To interact with others orally and in writing with increasing autonomy.</p> <p>S. C. 4. To mediate in daily situations between different languages, in oral and written contexts.</p> <p>S. C. 5. To extend and use personal linguistic repertoires between languages.</p>
Basic Knowledge	LEX.4.A.1. Self-confidence.

	<p>LEX.4.A.4. Communicative functions of common usage appropriate to the communicative domain and context (expressing opinion, making propositions, suggestions, advice, simple arguments).</p> <p>LEX.4.A.8. Common patterns of sound, stress, rhythm and intonation.</p> <p>LEX.4.B.1. Strategies and techniques for responding effectively.</p> <p>LEX.4.B.3. Commonly used strategies and tools for self-assessment, co-assessment and self-repair.</p> <p>LEX.4.C.1. The foreign language as a source of information and a tool for social participation and personal enrichment.</p> <p>LEX.4.C.4. Social conventions in common usage.</p> <p>LEX.4.C.5. Commonly used strategies for respect of diversity.</p> <p>LEX.4.C.6. Commonly used strategies against discrimination.</p>	
Main activities	Description	Time: 60'
	Representation of the plays.	40'
	<p>Post-task activity. This activity will depend on the mistakes seen by the teacher during the preparation of the play and the actual performance. This could be from a review of errors, a consciousness-raising to a task/noticing activity.</p> <p>Taking into account the task, this could focus on pronunciation¹⁰ (specific sounds), the treatment of emotions when speaking (the teacher will use some sentences extracted from their scripts and will provide a list of emotions, so they have to pronounce while expressing them).</p>	20'
Attention to diversity	Students will be evaluated according to their characteristics and level. Students with special needs will be allowed to hold their	

¹⁰ Activities obtained from the following resource: Bowler, B. (2000). New Headway Pronunciation Upper-Intermediate. Course Book. Oxford University Press.



	script if necessary; lower-level pupils will be allowed to have notes.
Resources	Assessment sheets, board, paper.
Assessment	Evaluation Criteria Students will have to perform their play, presenting their text in an understandable, coherent and appropriate way. The specific criteria will be listed in the previously given rubric.
Homework	Learning diary. Collecting of sample of work. Completion of the report (portfolio). The deadline will be set for next week.
Observations	Some feedback will be provided after the performance by the teacher and students based on the assessment sheets.

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Tudor, I. (2001). Visions of the classroom, in *The Dynamics of the Language Classroom*. (pp. 104-131). Cambridge University Press.

Ur, P. (2012). Teaching vocabulary, in *A course in English Language teaching* (2nd ed., pp. 60-75). Cambridge University Press.

# REDISCOVERING LITERATURE: ENID BLYTON AND HER WORK



## REPORT

### PARTS:

- Learning diary (daily, every few days, weekly)
  - Structure:
    - introduction (brief explanation of work done in class)
    - main body (explanation of the activities)
    - conclusions (a summary of the lesson and your opinion about it).
- Sample of work
  - (texts, drawings, outlines, vocabulary lists or mindmaps...)



## BRAINSTORMING

Make your predictions.



Who do you think this person is and why?  
Give all the information you can.

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## ENID BLYTON

Sexist?

Elitist?

Homophobe?



Racist?

Bad mother?

Unfaithful?

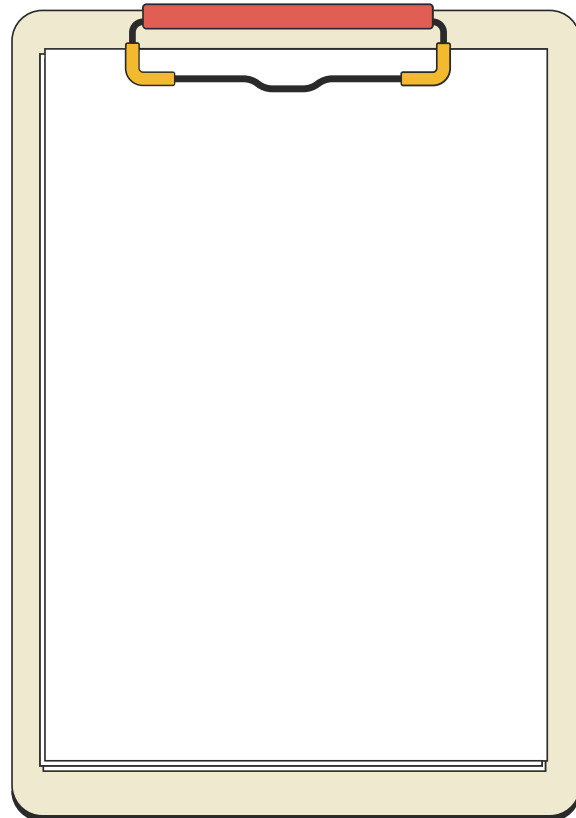
# THE FAMOUS FIVE



# REDISCOVERING LITERATURE: ENID BLYTON AND HER WORK



1. Look at the picture and make your predictions. Do you know this woman? Who do you think this person is and why?



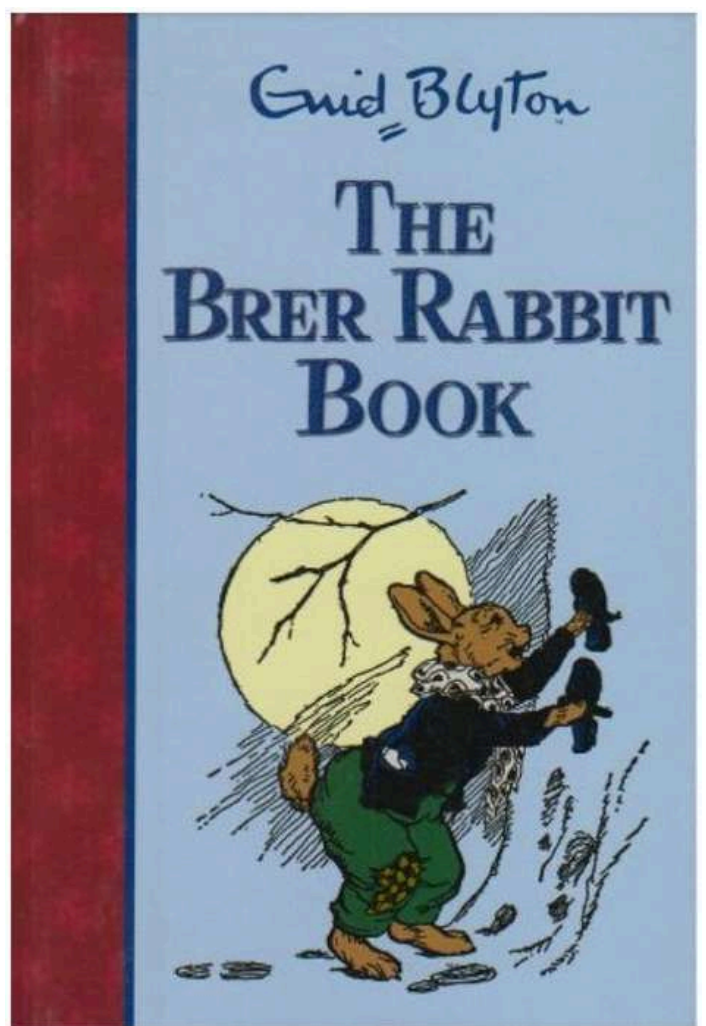
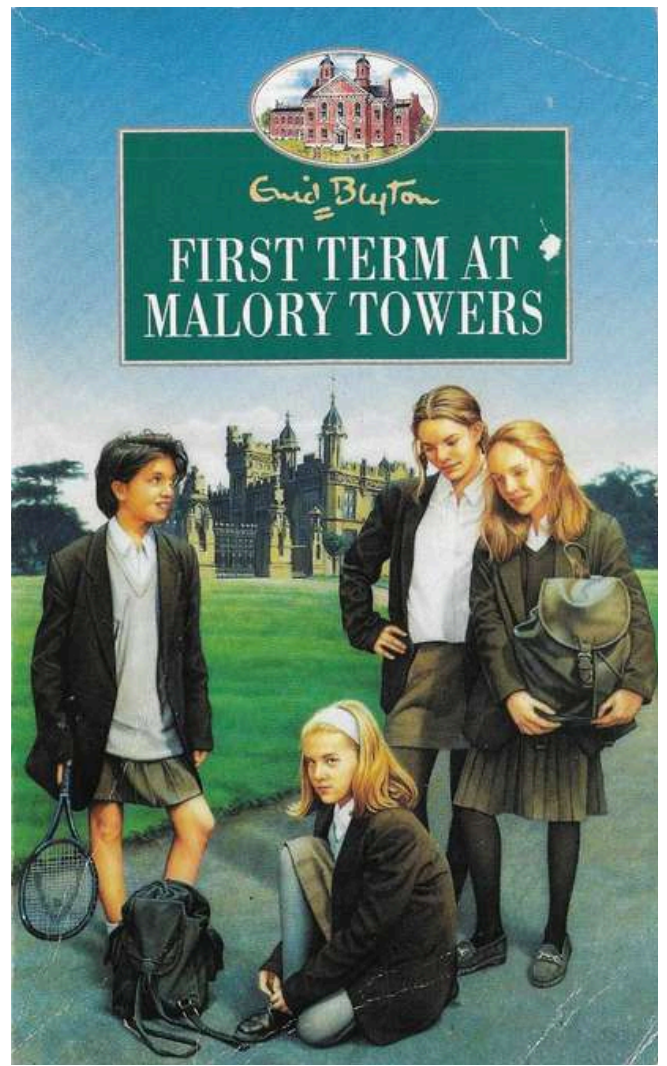
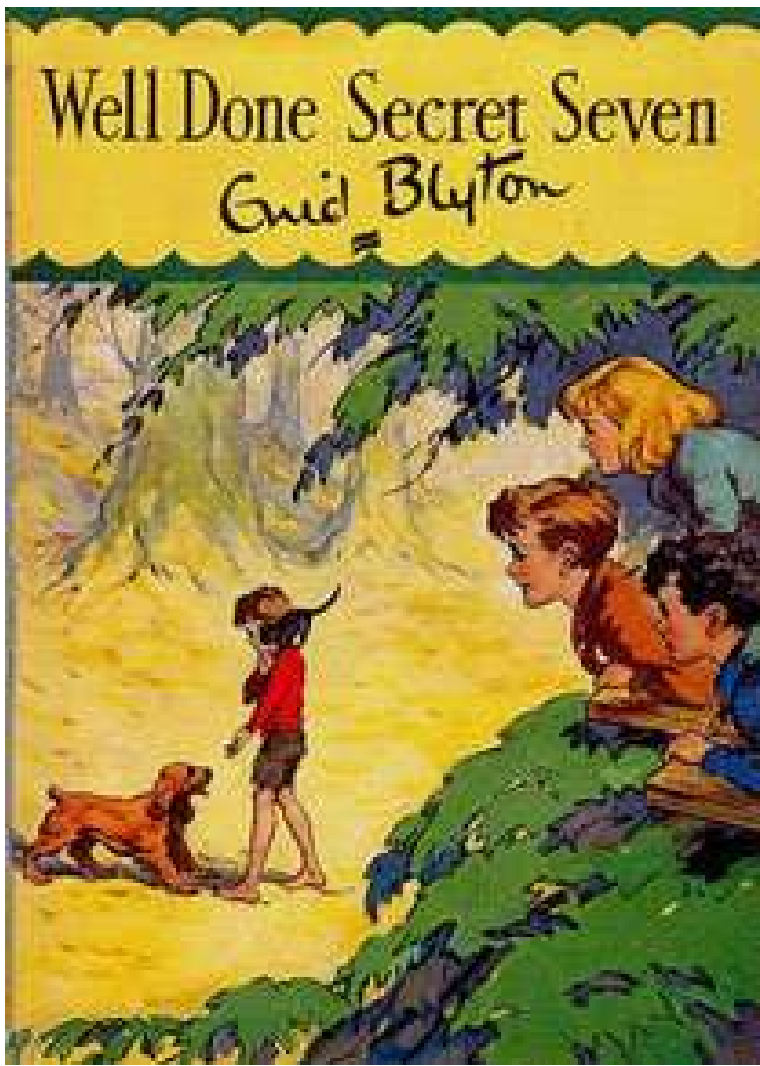
2. Try to find out more about this woman in order to confirm your thoughts and initial assumptions. Then, try collect some more information about her (take notes) and individually, in pairs or small groups, create a timeline of her life. Look for examples to help you create the perfect one.

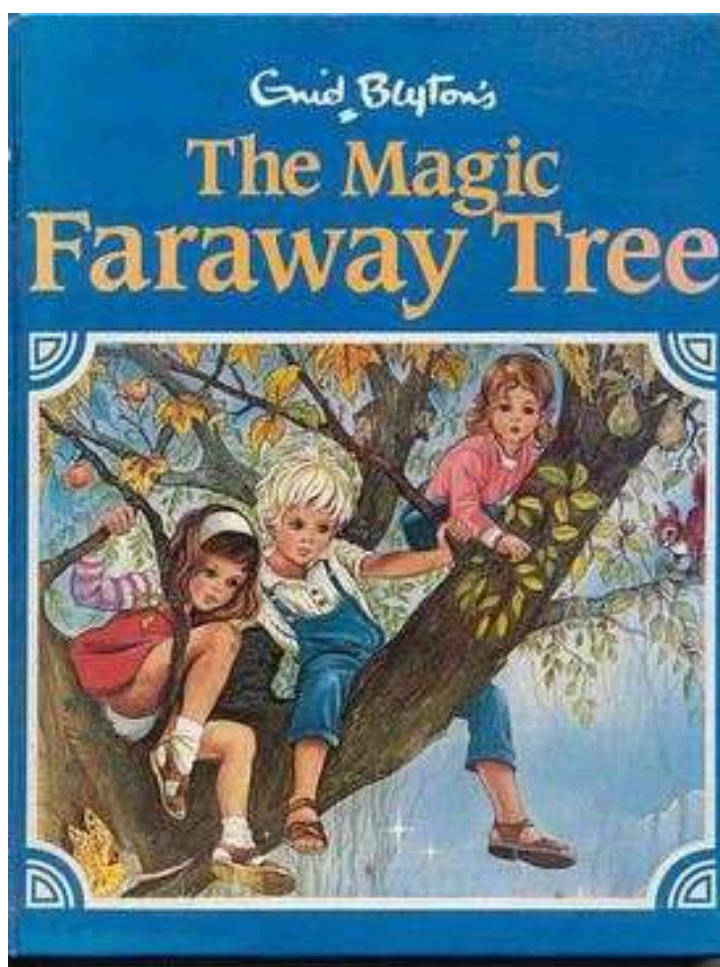
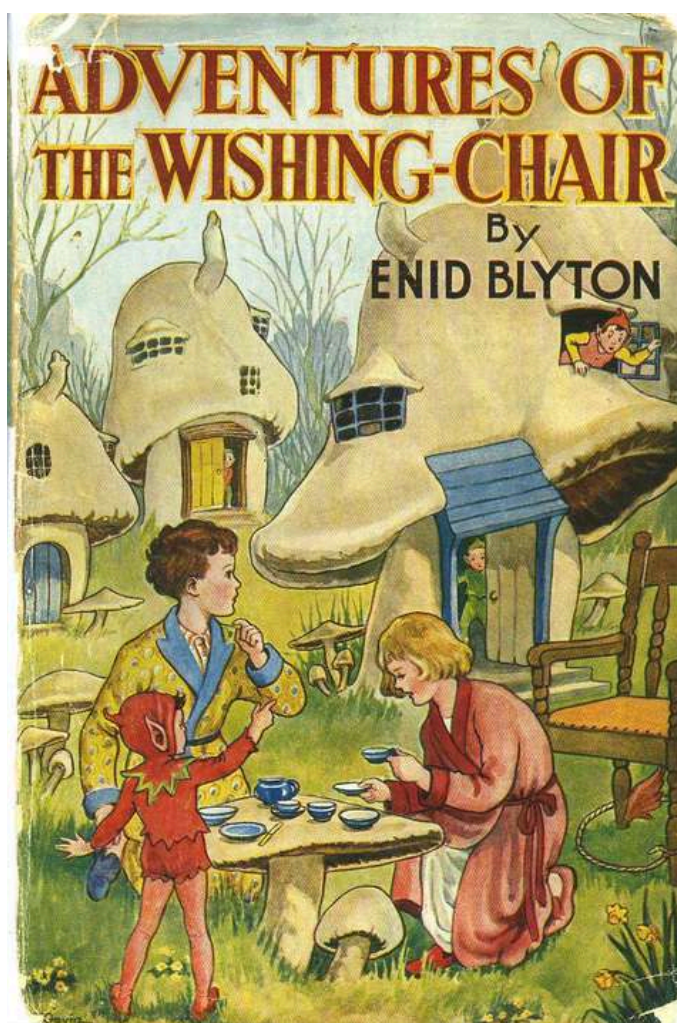
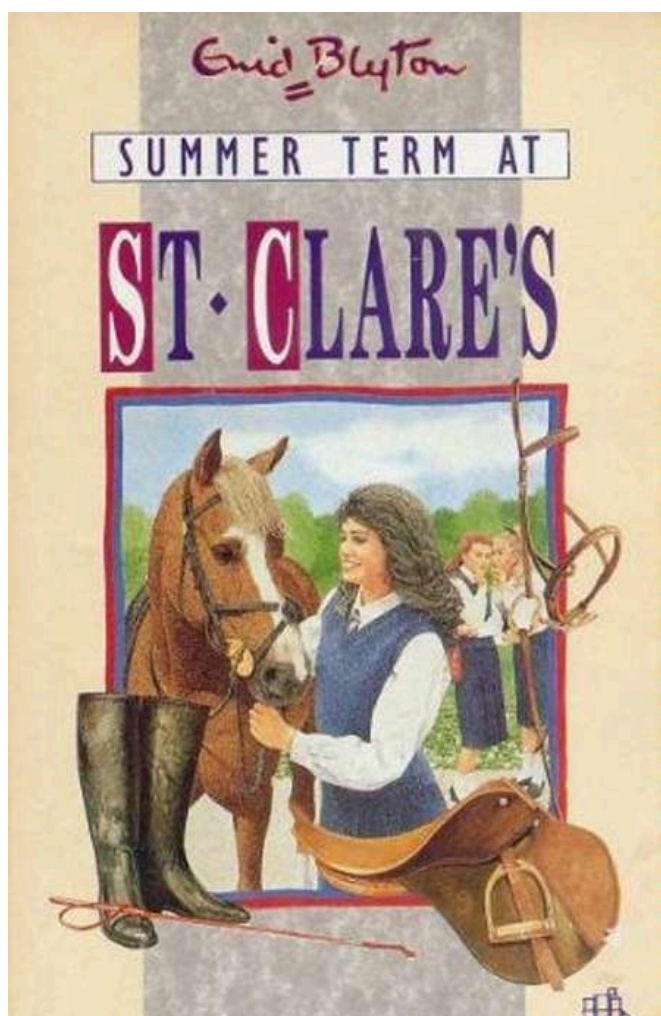
Let's plan our research:

How do I look for information about a person?

- Check reliable sources (official pages, their website, fan pages).
- Try to make sure the sources are in English. Sources in Spanish can be a guide to what to look for, but English sites will give you the language you need.
- Look for the same information in different sources to contrast.
- Make lists or mindmaps to collect the information and use different colours to mark the importance of the data.
- Paraphrase. For that, you can write down useful words you can use, synonyms, collocations... If you can add the sentence in which you have seen it so you know how it is used, all the better. Look up the words in the dictionary to learn how to use them.







# English Heritage acknowledges Enid Blyton's work as 'racist and xenophobic'

Website information describes criticism of the late children's author over the racism that appeared in books such as 'The Little Black Doll'

Roisin O'Connor • Thursday 17 June 2021 10:50 BST • 56 Comments



Every culture perhaps has an inherent set of biases ingrained in its folklore and stories. One of the greatest dangers of growing up with stories like Blyton's, is in how it shapes the impressionable minds of children, especially those unaware of the historical subtext.

French people were unscrupulous and had exaggerated mannerisms; gypsies were untrustworthy and dark-skinned Golliwogs were portrayed as ugly; and a Spanish girl would obviously have a flaring temper because she'd grown up with circus folk.



## The Little Black Doll

The Little Black Doll is about a black doll hated by its owner and all the other dolls. The doll runs away from the house and the rain washes its face to a pink colour. After this, the other toys and owner welcome the doll back.

## The Island of Adventure

Blyton's 1944 novel has a black servant named Jo-Jo who is very cruel to the children in the house.



put aside two golliwogs, one teddy bear, three toy dogs, two toy cats and his old monkey to take down to Polseath one year," she said.

Our first sight of Jo-Jo, finally! In the original this happened when *Jack and Lucy-Ann* saw a coloured man coming towards them. His skin was black, his teeth were very white, and he rolled his eyes in a peculiar way. In the modern edition he has instead become a strange man, his skin is lined, and his eyes darted from side to side as he looked at them.

Sources of the headlines and fragments:

<https://theprint.in/theprint-essential/enid-blyton-flagged-again-as-racist-heres-the-latest-controversy-triggered-by-uk-charity/681853/>

<https://www.independent.co.uk/arts-entertainment/books/news/enid-blyton-racist-english-heritage-b1867577.html>

<https://thetab.com/uk/2019/08/27/enid-blytons-books-were-racist-xenophobic-and-sexist-we-shouldnt-be-celebrating-her-121609>

<https://writingcooperative.com/growing-up-a-blyton-girl-8a77902da037>

<https://worldofblyton.com/>

<https://www.shutterstock.com/es/editorial/image-editorial/golliwog-doll-now-thought-by-many-people-982827c>

## Enid Blyton classic gets a woke rewrite to give a lesson on sexism: Jacqueline Wilson pens new version of *The Magic Faraway Tree* and removes 'sexist expectations' of female characters

The child in the opposite bed sat up and looked across at Anne. She had very short curly hair, almost as short as a boy's. Her face was burnt a dark-

The two girls stared at one another for a moment. "Don't you simply hate being a girl?" asked George.

"No, of course not," said Anne. "You see- I do like pretty frocks- and I love my dolls- and you can't do that if you're a boy."

"Pooh! Fancy bothering about pretty frocks," said George, in a scornful voice. "And dolls! Well, you *are* a baby, that's all I can say."

"Boys do cry sometimes," began Anne, looking at Dick, who had been a bit of a cry-baby three or four years back. Dick gave her a sharp nudge, and she said no more.

George looked at Anne.

"Boys don't cry," she said, obstinately. "Anyway, I've never seen one, and I always try not to cry myself. It's so babyish. But I just couldn't help it when Timothy had to go. He cried too."



Sources of fragments and images:

<https://www.dailymail.co.uk/news/article-10390241/Enid-Blyton-classic-rewritten-educate-children-gender-equality.html>

<https://archive.org/details/fiveontreasureis0001blyt>

<https://www.dailymail.co.uk/news/article-10390241/Enid-Blyton-classic-rewritten-educate-children-gender-equality.html>

[https://archive.org/details/child_whispers_1906_librivox](https://archive.org/details/child_whispers_1906_librivox)

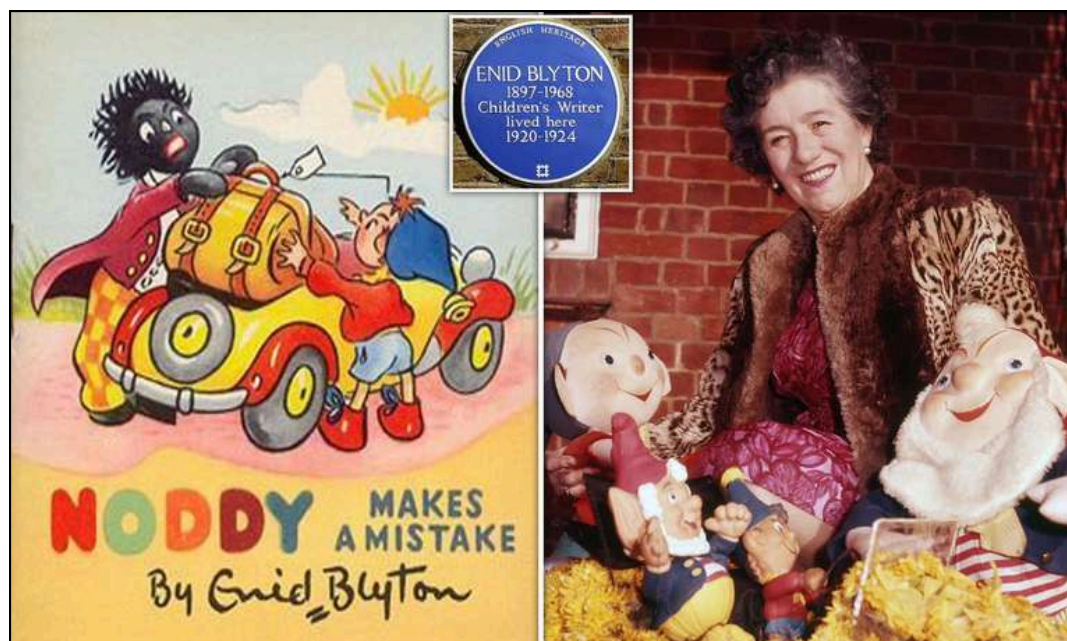
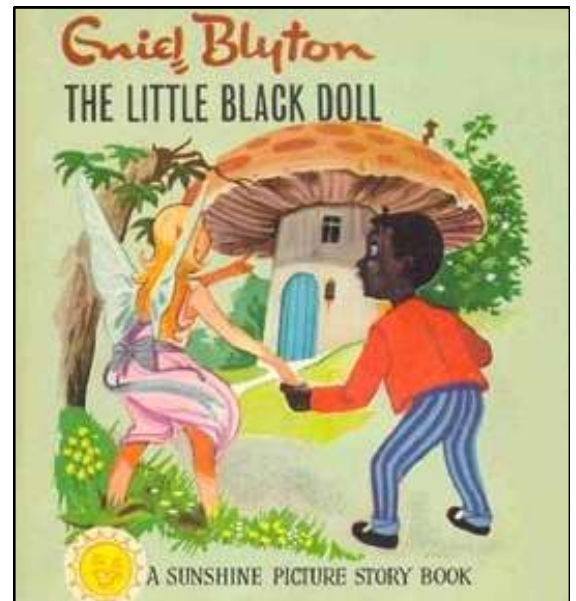
## Enid Blyton commemorative coin blocked due to homophobic views

The Royal Mint is said to have "concern over the backlash" that may result over an Enid Blyton commemorative coin.

She was emotionally immature. She could love the children who were her readers. It was only her own children who failed to capture her love.' (Imogen, Blyton's daughter)

In 1989, Enid Blyton's younger daughter Imogen published *A Childhood at Green Hedges*, which documented her lonely and often unhappy early years and recalled her mother as a cold, distant, rather frightening figure. Gillian, Imogen's older sister, had happier memories of childhood and remained close to Enid Blyton until her death. Both daughters were from Blyton's first marriage and neither saw their father, Hugh Pollock, again after their mother remarried in October 1943.

**Tangled love life of Enid Blyton: How children's author risked scandal by cavorting with young Army officers, threw glamorous parties in which she was rumoured to play naked tennis, was claimed to have lesbian lovers and ditched her husband for surgeon**



Sources of images and fragments:

<https://www.dailymail.co.uk/news/article-9695159/Enid-Blytons-work-racist-xenophobic-lacking-literary-merit-says-English-Heritage.html>

<https://www.dailymail.co.uk/news/article-12849873/Enid-Blyton-love-life-hugh-pollock-lesbian.html>

<https://www.bbc.co.uk/archive/queen-of-adventure-enid-blyton/zjjcpg8#:~:text=In%201989%2C%20Enid%20Blyton's%20younger,%2C%20distant%2C%20rather%20frightening%20figure.>

<https://www.hindustantimes.com/world-news/enid-blyton-why-seeing-sexism-racism-in-her-work-should-not-make-us-unsee-her-101624701380321.html>

<https://www.gylesbrandreth.net/blog/2018/11/28/remembering-enid-blyton-who-died-50-years-ago-today>

ENID'S BLYTON  
FAMILY

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FANS

---

HATERS

---

PARENTS

---

PUBLISHING HOUSE

# Rubric for the debate

	Excellent	Proficient	Average	Poor
Preparation	Broad scope of information. Deep critical analysis of the topic. Wide range of sources. Effective development of arguments.	Satisfactory preparation of information and analysis of the topic. Issues relating to topic are well covered.	Preparation for basic information but little evidence of analysis.	Failed to prepare only basic and essential information.
Organisation and Presentation	Logical flow in presentation. Organised in coherent manner. Powerful and persuasive presentation.	Generally clear flow of arguments. Presentation is persuasive but minor problem.	Able to give the basic framework of the presented ideas. Lacked persuasive power.	Lack of logical flow. Lack of focus. Information not appropriately digested.
Use of Arguments	Plenty of very strong and persuasive arguments.	Many fairly strong arguments, but some not persuasive.	Arguments are generally on the right track but not convincing enough.	Arguments are not significant or persuasive to the topic.
Rebuttal	Excellent defence and attack against opposite side. Able to identify weaknesses.	Satisfactory defence and attack. Attempted to find out weaknesses.	Failure to defend some issues. Some successful attacks against opposite side.	Failure to defend issues. Unable to attack opposite side in most issues.

# REDISCOVERING LITERATURE: ENID BLYTON AND HER WORK

1. Look at the picture and make your predictions. Who are these children? What is their relationship to each other? Where are they? What are they doing? How do you think they feel? What story might be behind this photo?



Source: <https://www.gq-magazine.co.uk/article/the-famous-five-bbc-series>

2. Read the following text. Where your assumptions right?

## Matt Tompkins' Review Summary

The first book of our beloved series. First we are introduced to three siblings, Julian, Dick and Anne who are planning their summer hols with their parents. Unfortunately, their usual haunt is all booked up. Instead a plan is hatched to pack the three off to Kirrin to spend their summer holidays with their peculiar cousin Georgina, their sweet Aunt Fanny and their irritable Uncle Quentin. George is not keen on her cousins coming to stay at first and prefers to lead the life on a loner, with the exception of her loyal mongrel, Timothy. However, her three Cousins efforts to befriend her slowly bring her round. When she warms to them she agrees to take them to her, 'strange little island' complete with castle, which guards Kirrin Bay. However, an innocent trip to the island takes an unexpected twist when a violent storm brings up an old wreck and dumps it on the islands rocky periphery. Armed with the knowledge of an old myth which pointed to the possibility that lost gold could be aboard, the four children and Tim investigate the ship. What follows is an adventure that in truth changes the Kirrin's lives for good.

Text adapted from: <https://www.enidblytonsociety.co.uk/book-details.php?id=194&title=Five+on+a+Treasure+Island>



a) What is the meaning of these words? Look them up and explain their meaning with their own words.

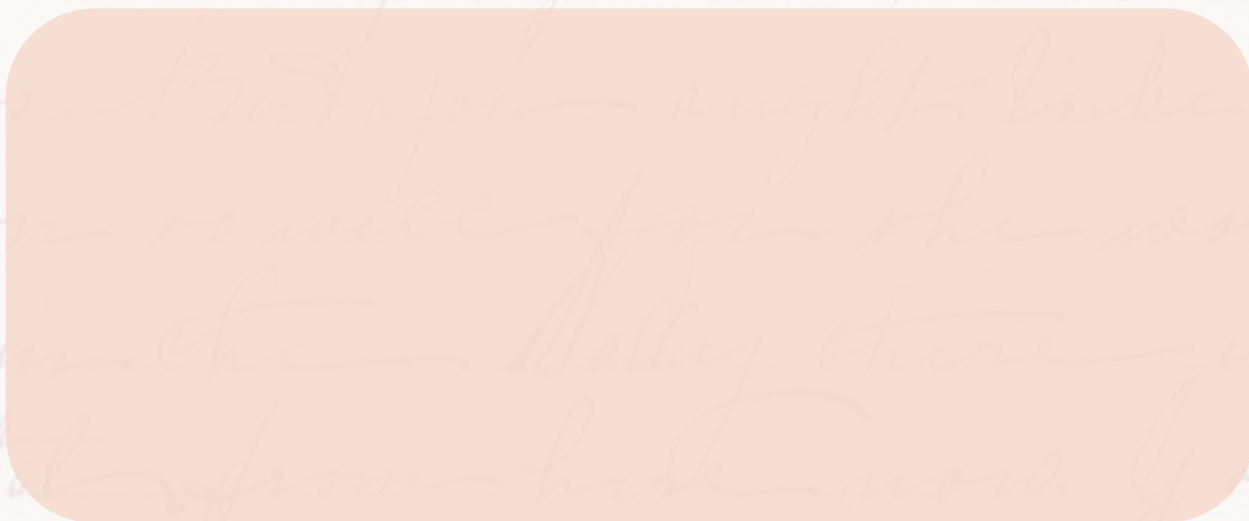
- book up
- to be keen on
- to bring someone around
- to hatch a plan

b) Find these words in the text. Can you paraphrase or find synonyms for them?

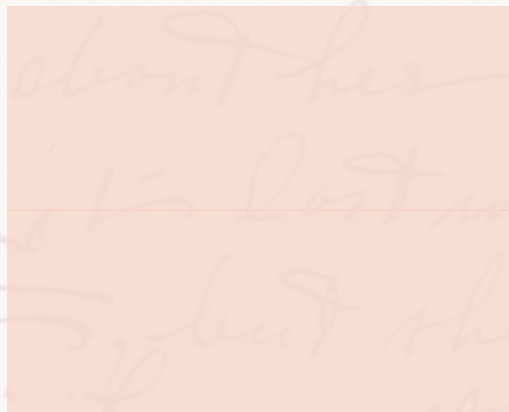
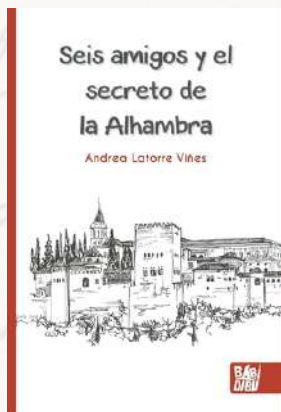
beloved

- loner
- befriend
- an old wreck
- for good

c) Can you explain this text with your own words? Talk to your partner and write a summary/list. You can also do it individually if you prefer it.



d) Look at this book. What are the differences and similarities between this book and the Famous Five series? Do you know of any other writer that has been influenced by Enid Blyton's work?



# REDISCOVERING LITERATURE: ENID BLYTON AND HER WORK



Source: <https://www.gq-magazine.co.uk/article/the-famous-five-bbc-series>

## Matt Tompkins' Review Summary

The first book of our series. Three siblings, Julian, Dick and Anne are planning their summer with their parents. Unfortunately, something happens and they end up spending their summer holidays with their peculiar cousin Georgina, their sweet Aunt Fanny and their irritable Uncle Quentin. George is not happy with the idea on her cousins coming to stay at first and prefers to lead the life on a loner, with the exception of her loyal dog, Timothy. However, her three Cousins efforts to befriend her slowly convince her. When she warms to them she agrees to take them to her, 'strange little island' complete with castle. However, an innocent trip to the island takes an unexpected twist when a violent storm brings up an old ship. Attracted by the possibility that lost gold could be aboard, the four children and Tim go there to investigate it. What follows is an adventure that in truth changes the lives of the people living in that island for good.

Text adapted from: <https://www.enidblytonsociety.co.uk/book-details.php?id=194&title=Five+on+a+Treasure+Island>

a) What is the meaning of these words? Look them up and explain their meaning with their own words.

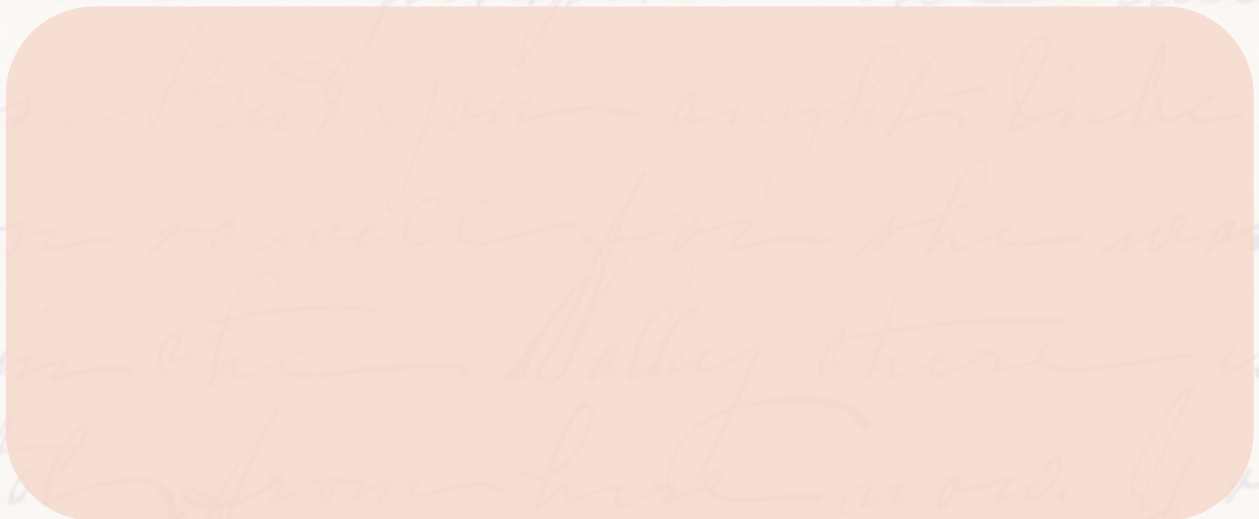
- an old ship
- to be happy with
- to warm
- to end up doing something

b) Find these words in the text. Can you paraphrase or find synonyms for them?

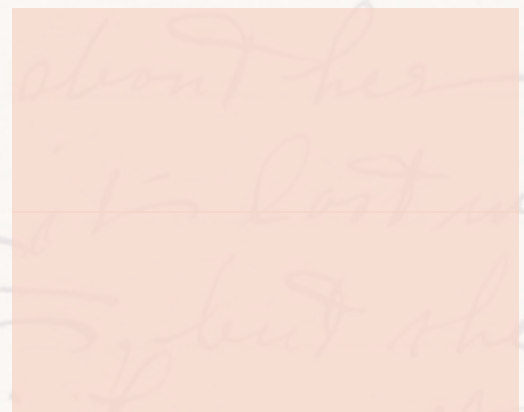
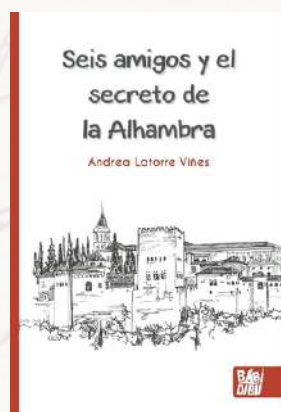
beloved

- loner
- befriend
- to take a twist
- for good

c) Can you explain this text with your own words? Talk to your partner and write a summary/list. You can also do it individually if you prefer it.



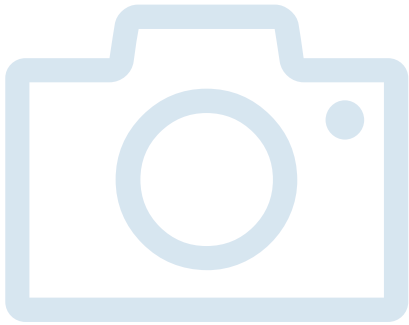
d) Look at this book. What is the Spanish book about? What are the differences and similarities between this book and the Famous Five series? Do you know of any other writer that has been influenced by Enid Blyton's work?



# Our character

facebook

home account privacy logout



## ABOUT

Age: _____

Birthday: _____

Hometown: _____

School: _____

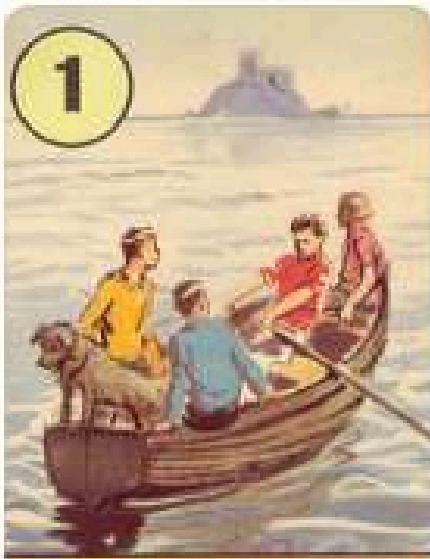
## FRIENDS AND FAMILY

## STATUS

## LIKES

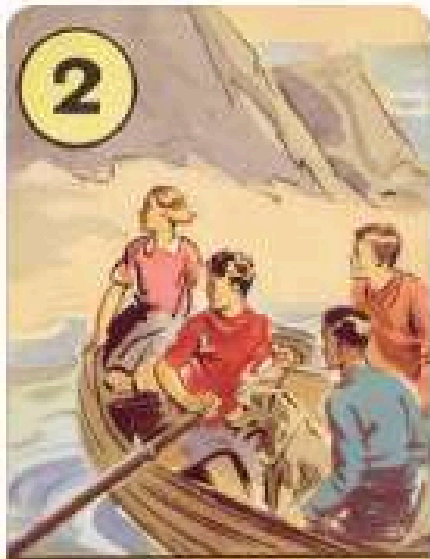
## QUIRKS

## PERSONALITY



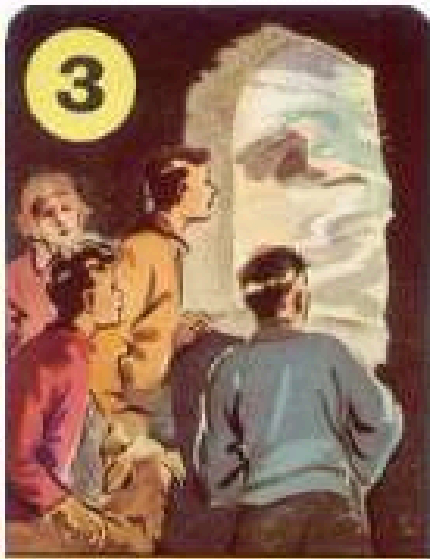
1

Setting off in the Boat



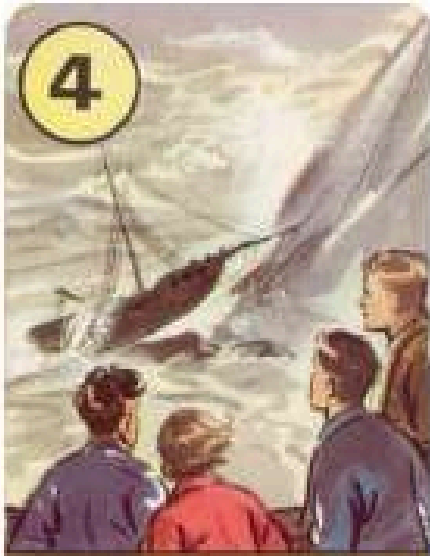
2

Landing on Kirrin Island



3

THE STORM



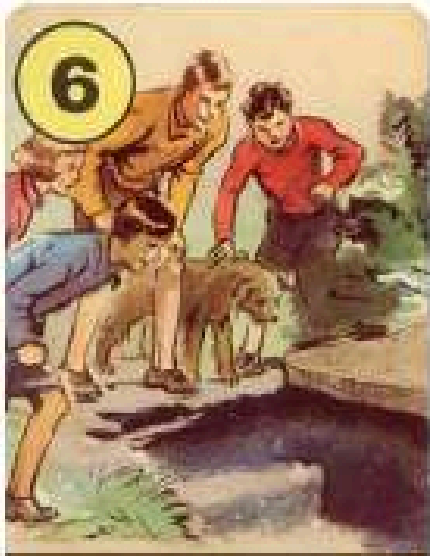
4

The Old Wreck thrown up in the Storm



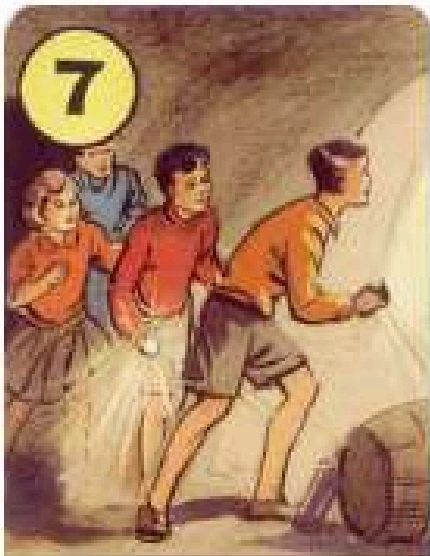
5

The Map found in the Wreck



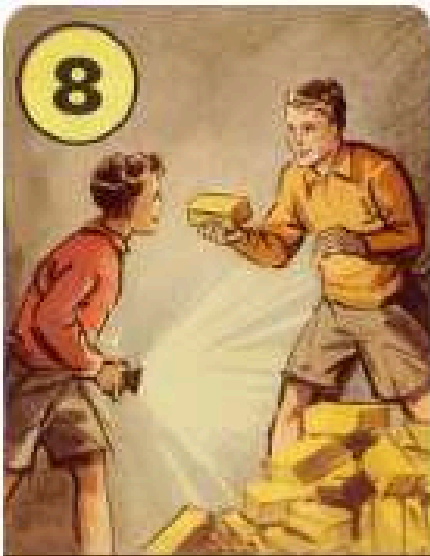
6

The entrance to the Dungeons



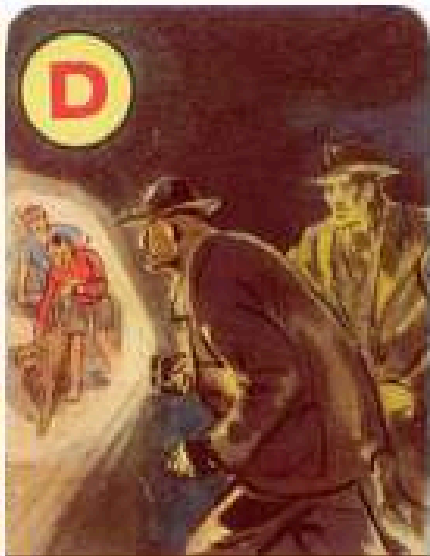
7

Down in the Dungeons



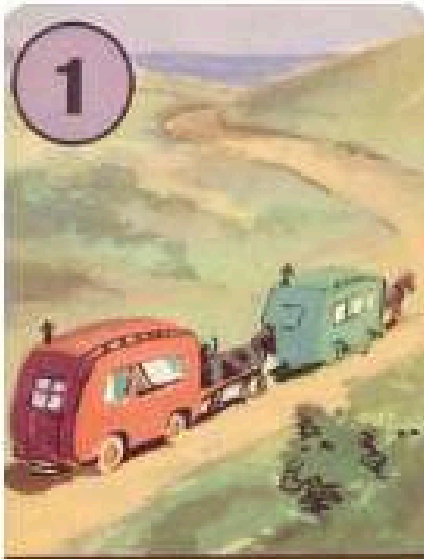
8

The finding of the Cave of Gold Ingots



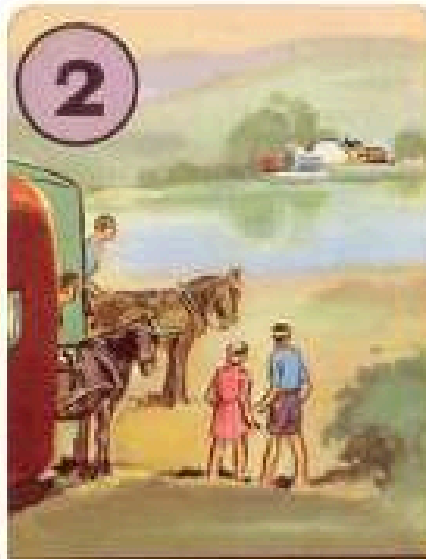
D

Men are after the Gold, too!



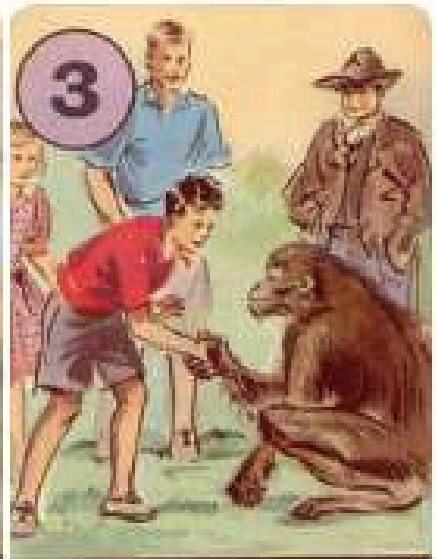
1

Setting off in Two Caravans



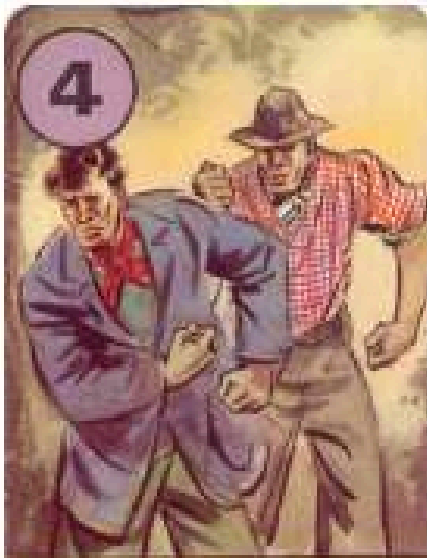
2

Arriving at Merran Lake



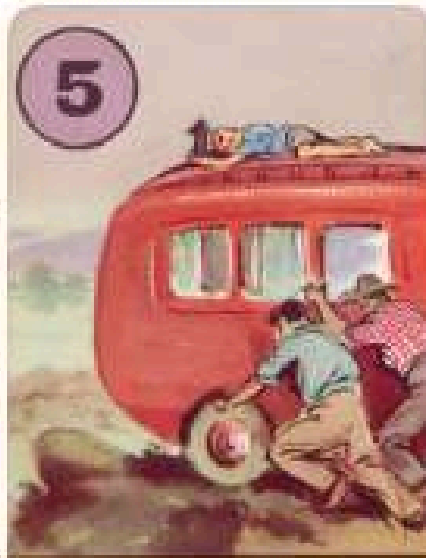
3

The Circus Camp



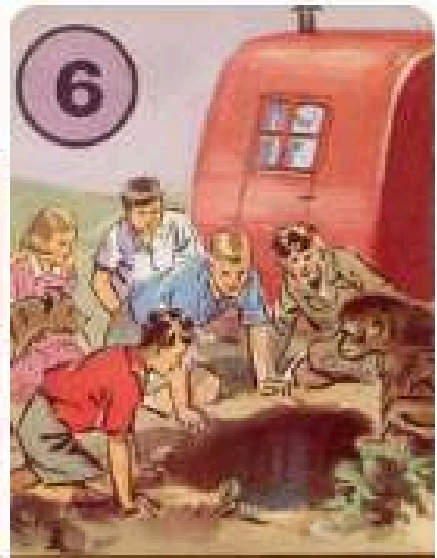
4

Two Angry Men



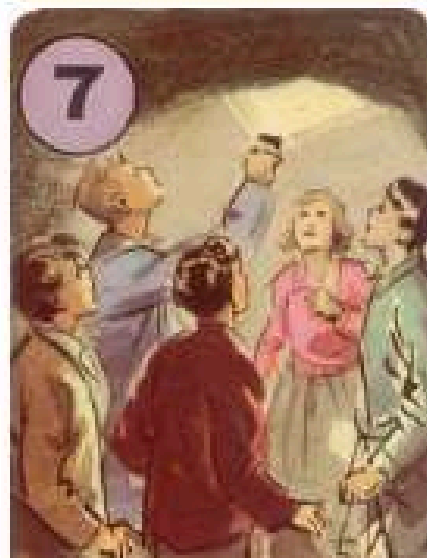
5

Julian's Hiding-place



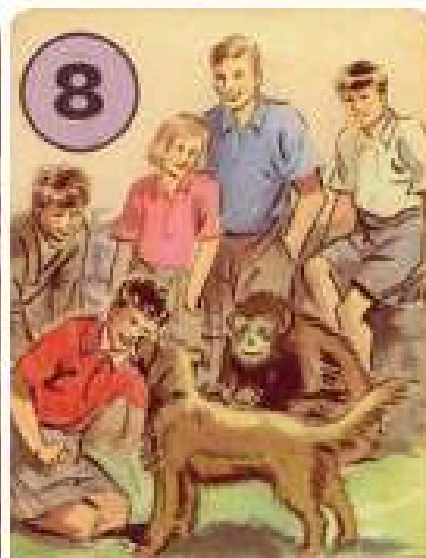
6

The Hole in the Ground!



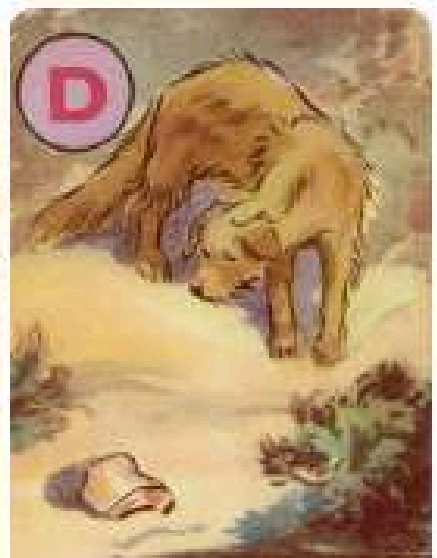
7

Prisoners Underground!



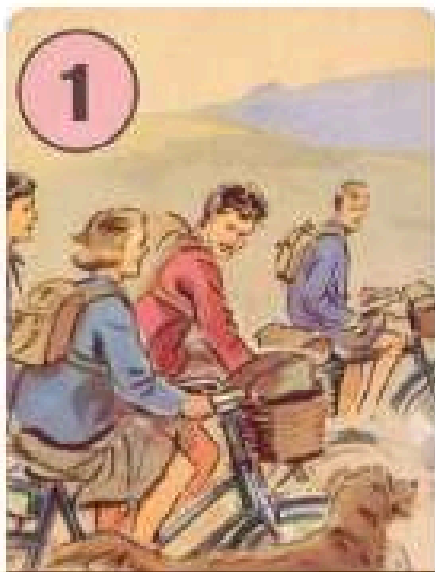
8

Everyone all right!



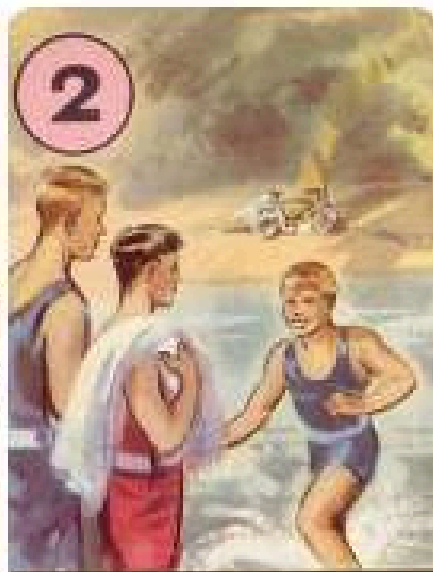
D

Poisoned Meat for Timmy!



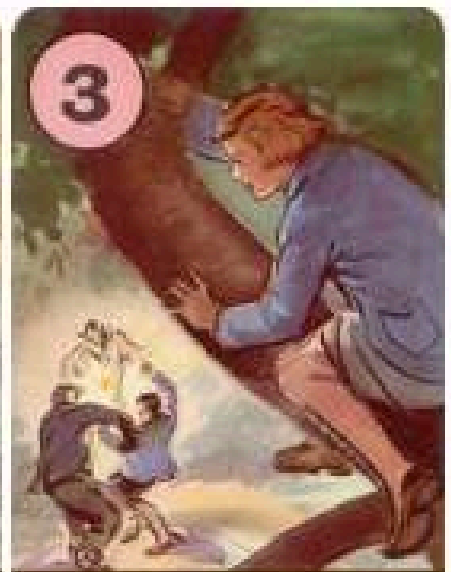
1

Setting off on Bicycles.



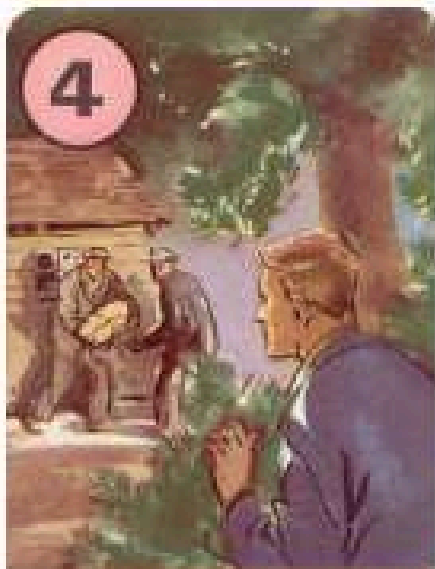
2

Meeting with Richard



3

Something happens to Richard!



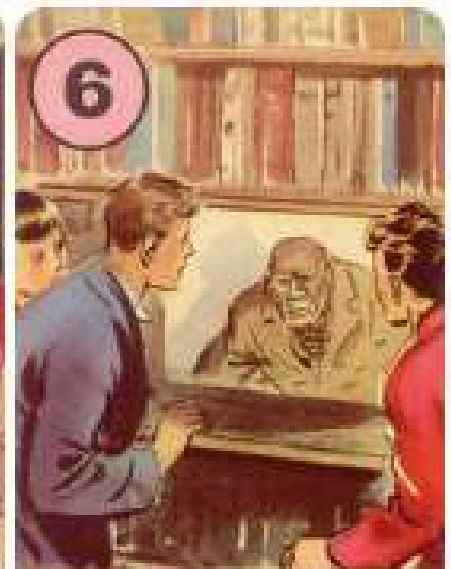
4

What's happening in the Moonlight?



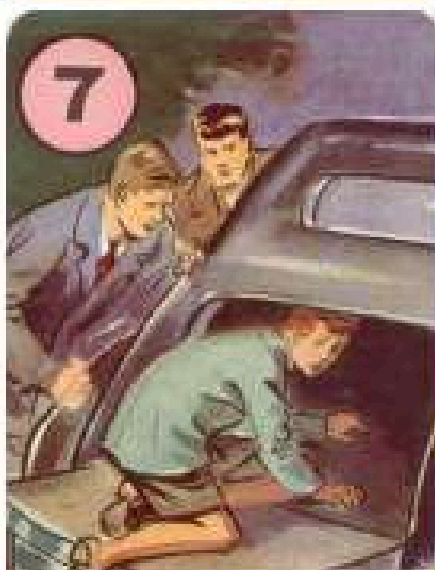
5

Trapped at Owl's Den!



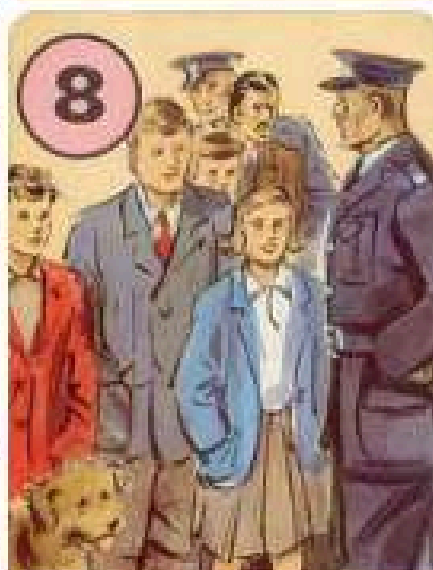
6

Strange Secret!



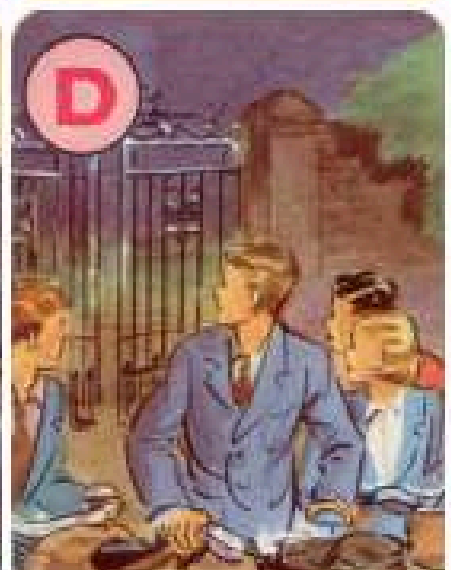
7

Richard goes for Help



8

RESCUE!



D

The Big Gates closing to prevent Children escaping

# Rubric for the play

	Excellent	Proficient	Average	Poor
<b>Preparation (Pronunciation, memorization, coordination with peers)</b>	Pronunciation is correct. The script was well-memorised. The student was coordinated with the other participants of the play.	Pronunciation is correct, but with small few mistakes. The script was almost memorised. There might be an occasional discoordination with the other participants of the play, but nothing serious.	The pronunciation allows understanding, but there are several mistakes. The student had a few lines memorised but held the script. There were a few difficulties with coordination.	Difficult/ impossible to understand due to high number of pronunciation mistakes. The student needed to read the script. No or almost no coordination with the other participants of the play.
<b>Stage presence</b>	The student stands up straight, looks relaxed and confident, establishes eye contact with everyone in the room.	The student stands up straight, but does not always look as relaxed and confident, and may not establish eye contact with everyone in the room.	The student lacks eye contact, may stand up straight some of the time, sometimes tries to use the script to inhibit performance.	The student lacks eye contact, is tense, shows no confidence, may use the script to inhibit performance.
<b>Physical expression</b>	Facial expressions and body language fit the theme and show the student's efforts.	Some effort shows for facial expressions and body language, which somewhat helps the performance.	Facial expressions and body language seem forced.	Very few facial expressions. Little excitement and effort.
<b>Voice/diction and projection</b>	The student communicates effectively, using diction, enunciating, using a variety of rate, pitch, tone and volume.	The student enunciates clearly, using rate, pitch and volume to show character.	The student attempts to enunciate, using vocal variety and volume, but the execution is weak.	The student uses limited or inappropriate enunciation, vocal variety, and low volume.
<b>Concentration</b>	Performer and character are completely integrated.	Performer consistently stays in character.	Performer establishes character but frequently looks unfocused.	The performance is unsuccessful since the performer fails in establishing character.



# Assessment sheet

	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
PREPARATION					
STAGE PRESENCE					
PHYSICAL EXPRESSION					
VOICE					
CONCENTRATION					

- Needs improvement = meh 🙄
- Average = 😐
- Proficient = it's okay 😊
- Excellent= fantastic!

- Further comments: