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Teaching English in the EFL Classroom through Literature with Jacqueline Wilson's Novels

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Abstract

English in the classroom has become a subject plagued with lists of vocabulary and grammatical structures that students have to memorize to fill in the blanks of many exercises. For this reason, teachers are in charge of bringing to the classroom new ways of teaching foreign languages to elementary school students. Literature will be in charge of teaching new ways of learning with material that may seem old, but if it is used through active methodologies, it can be a good tool to transmit English competently in the classroom and thus make autonomous students. That is why this paper shows the reasons why literature should be used in the classroom as a good source to teach English. Along with the research, there is a didactic proposal where the literature is introduced in a sixth-grade classroom with three of Jacquleine Wilson's novels.

Key Words: novel, English, English as a foreign language, Bloom's Taxonomy, and learning situation.

Resumen

El inglés en el aula se ha convertido en una asignatura plagada de listas de vocabulario y estructuras gramaticales que los alumnos se tienen que memorizar y así poder completar huecos en blanco de múltiples ejercicios. Por eso, los maestros, somos los encargados de llevar al aula nuevas formas de enseñar la lenguaje extranjera en alumnos de primaria. La literatura, va a ser la encargada de enseñar nuevas formas de aprendizaje con un material que puede parecer antiguo, pero si es usado a través de metodologías activas puede ser una buena herramienta para transmitir de una forma competencial el inglés en el aula y así hacer alumnos autónomos. Por eso este trabajo muestra las razones por las que se debe usar la literatura en el aula como una buena fuente para enseñar el inglés. Junto con la investigación, se demuestra una propuesta didáctica donde se introduce la literatura en un aula de sexto con tres de las novelas de Jacqueline Wilson.

Palabras clave: novela, literatura, inglés como lengua extranjera, Taxonomía de Bloom y situación de aprendizaje.

1.INTRODUCTION

This Final Degree Project explores the effectiveness of utilizing literature as a pedagogical tool for teaching English as a second language (ESL) in Primary Education classrooms. The acquirement of a language nowadays is becoming more important, students need to learn the second language properly in the classroom. That is why teachers need to find different ways in which the students create a bond with the foreign language and comprehend it in an entertaining way, where they feel motivated.

The main objective of this work is to uncover the benefits of teaching English in a second language classroom through literature, along with new methodologies, which will make students involved and interested in the classroom. It is important to considered how to teach the language skills with literature and how the students can go through Bloom's Taxonomy levels with different activities according to the books the read.

The techniques chosen to teach English in the English as a Foreign Language (EFL) classroom determine the process by which students learn the new language. Children's literature in the English as a second language classroom has the potential to be key to increasing students' interest in this language.

That is why this work highlights how important it is to perceive children's reading as real literature. Teaching literature in an integrated learning environment has numerous benefits which are going to be discovered in this project.

 The literature can expose the students to not only improve language proficiency but also develop empathy and cultural awareness. Literature also fosters emotional intelligence and critical thinking skills, which makes learning a foreign language more effective.

The use of literary materials establishes a notable balance between interests, motivation, and the learning of new cultures. This work emphasizes the critical role of recognizing children's reading as genuine literature.

The didactic proposal is made with the help of Jacqueline Wilson, an author who uses her books as a platform, in which she presents readers with concepts and values adapted and necessary for the age of sixth-grade students, for example honesty, friendship, respect, and freedom. It has been designed so that students can learn about culture, develop their cognitive knowledge and at the same time cover the basic curricular contents. There are three novels chosen a learning situation has been proposed with each novel, which has contexts in which students can feel reflected.

Elementary students need active participation, this resource is essential for motivation. At the same time, literature provides an important foundation for learning basic concepts before learning a language formally. With the proposed books, students can learn basic concepts of English, for instance, the correct formation of sentences, expanding their vocabulary, students can also develop their reading skills, imagination, and creativity. Therefore, literature is a resource that should be used in the English as a second language classroom since it brings students closer to other cultures and reinforces their communication skills.

2. THEORETICAL BACKGROUND

I. The use of literature in EFL

1.1 Literature in the EFL Classroom

Literature is a crucial concept in education, not only to teach the students how to read and comprehend text in their first language but also to teach the second language to EFL students. With literature, students improve their memory skills, and they have the ability to improve their creative writing and express themselves in many ways. By reading, the students can expand their capacity for perception and understanding. Therefore, this chapter will discuss different skills that literature brings to the students and tools that can be used to teach English through literature in the EFL classroom.

It is essential to understand what is children's literature to teach them through it. For many readers, children's books are a matter of private delight, which means that they are real literature since, we can define literature as text that engages, changes, and provokes intense response in readers (Hunt, 2006).

Children's literature does not stop being literature just because it is children's. Gone, we believe, are the days when denying the existence of children's literature was based on the absence of literary terms and quality in the name (Cervera, 1989).

Therefore, it is vital to perceive children's literature like regular literature, to teach English to EFL students with it.

Teaching literature in the English as a Foreign Language classroom offers countless benefits. It enhances language proficiency by exposing students to authentic language use and diverse vocabulary. Literature fosters cultural awareness and empathy, helping students understand different perspectives and societies. Moreover, it encourages critical thinking and analytical skills, as students engage with complex narratives and themes. Literature can make language learning enjoyable and motivating, as it connects language acquisition with the pleasure of reading engaging stories. Finally, literature can bring students closer to different cultures. However, some researchers have suggested potential difficulties that literature can cause in English classes, in this chapter, the benefits and drawbacks that literature has in the EFL classroom are going to be explained.

1.2 Literature genres

Children's literature is divided into different genres, these are usually poetry, narrative, and drama as explained by Lomas (2020).

There are two major groups of stories or narratives to distinguish: the common and the literary, each offering a unique perspective with great depth. In narrative, there is a fable, a small story in the form of a narrative that provides students with moral lessons so it has a final ethics, it can also appear in verse. Then there is a legend is usually a story about supernatural events that are linked to the identity of a specific place since it comes from popular mythology. Finally, there is popular storytelling is a narrative transmitted by word of mouth and from generation to generation.

Poetry, children's songs, and musical compositions aimed at children, to stimulate certain activities such as lullabies for sleeping or playful songs for games. Some examples of poetry that could be used in the EFL classroom are, tongue twisters or riddles.

Another important part is drama. It is one of the most important instruments for bringing reading closer to childhood. Access to literature from more leisure areas is facilitated by theatre, dramatized reading or dramatization, and it is clear that, at least in the early stages, it is essential, because it allows a broad socialization and turns literature into a principle of pleasure.

Storytelling in the EFL Classroom

In the classroom, stories can be a highly motivating and a realistic source of real language interaction. It's a living language, where the teller becomes the source of the language, and the students are actively involved in the learning process. Storytelling, on the other hand, directly increases students' listening, reading, and comprehension skills. However, through storytelling, more skills can be developed, such as talking, writing, and oral interaction (Sealey, 2015).

Poetry in the EFL Classroom

In particular, for EFL learners who have little exposure to English, poetry is an authentic material that offers a lot of advantages. One of the advantages is that poetry can be incorporated into English lessons at any grade level. It is therefore necessary for teachers to change their view of poetry as a difficult language learning tool. The choice of a poem that fits with the level of language learner and its target language should be considered in particular. Therefore, there is a need for teachers to change their view of poetry as a difficult thing, a language learning tool. The most important choice of a poem is to be considered appropriately at the level of the language learner of the target language and with the targeted language point (Utami, 2012).

Drama in the EFL Classroom

Drama is a great way to make students in the EFL classroom use English as a way of communication with games and activities since students do not need to speak in foreign languages as adults might need. According to Griva & Semglou (2012), they should be activities that imply movement because when young learners are in a low-anxiety framework and they are enjoying, they learn languages better, quickly, and with less effort. This movement that they mention can be ensured using drama in the classroom.

Novel in the EFL Classroom

All of these genres are outstanding to be used in the EFL classroom, but for this didactic proposal, the novel has been chosen.

However, it is very well justified to encourage students to read novels. A great way to improve English is to read a lot, and it can be very motivating to finish a whole book in another language (Clandfield, 2023).

Furthermore, Jacqueline Wilson's novels were chosen for this didactic proposal since her novels are suitable for the sixth-grade class for many reasons. Wilson gives her readers books with funny outlooks, such as through ten years of young Tracy, with hard-hitting, often difficult themes in a way that allows them to understand what is happening safely and to be aware of the dangers of life (Ahmed, 2021). This will help the students face different challenges that life could bring to them.

In this chapter, the benefits, and drawbacks of using novels for teaching English as a Foreign Language classroom basics are going to be analyzed. Given both the advantages and disadvantages of this pedagogical approach, it aims to provide a fine understanding of the impact of novels on English language learning.

1.3 Authenticity

Literature has an authentic linguistic input into the process of learning languages. Maley (1989) goes on to note that the literature is concerned with very important and personal subjects. In today's English as a Foreign Language (EFL) and English as a Second Language (ESL) literature the concept of authenticity, which is innate to literary texts, has been greatly valued. Dramatic and literary works are particularly indicative of this authenticity. In drama, we're dealing with real-life conversations, emotional expressions, practical phrases, and context-rich language use. The same is true of novels, which help us retain language in our memory by providing vivid and imaginative writing. To put it more simply, literature is a rich source of authentic and meaningful language that supports the learning of languages; in particular drama and novels show this authenticity.

Literature is authentic for many reasons but the ones that connect more with the students are the real-world language usage, which includes dialogue, expressions idioms, and cultural references. It varied language styles such as formal or informal styles or changing from conversational to poetic forms. It also uses emotional and personal themes to help students connect more with the different books they read.

However, using real-world language can repel some students since it can be difficult to understand if there is a complex syntax in it. Syntax refers to the formation of sentences and the grammatical rules associated with them. Syntax skills help to understand how sentences work: the meaning behind word order, structure, and punctuation. By supporting the development of syntactic skills, we can help readers understand increasingly complex texts, (Foorman, 2016). But, in the case that the students have not learned syntax and sentence structure will lead to a misunderstanding of the sentences as McKay (1982) and Savvidou (2004) as cited in Khatib, Rezaei & Derakhshan (2011) believe that literary text differs significantly from the conventions of standard English and can therefore cause problems in language learning.

Literature also offers a wide range of different lexical and syntactical terms for learners. Reading a large and contextualized set of texts familiarizes students with many features of the writing language. They are learning about syntax and speaking functions of sentences, the variety of possible structures, and different means for connecting ideas that enhance their writing skills (Hişmanoğlu, 2005).

It is true, that sometimes, literature texts could be very complex, which makes it hard for EFL students to understand them, but that is why it is crucial to select the texts correctly before starting the activity so the students can comprehend them better and learn from them.

However, it is important to bear in mind that this complexity may be a resource for students who can perform various tasks. This means that with a novel, they can do and learn many different things, students cannot only read the novel, but they can learn the syntax by understanding sentence formation, among many different aspects.

The students will be taught grammatical and syntax elements to increase their ability to communicate. The approach begins with functional contexts, fostering interdisciplinary improvement and globalizing character. This emphasized the importance of authenticity in literature, the students can feel embraced by the novel characters and the language they use, which will make the students feel more motivated to read the book and this will make the syntax barrier disappear. Therefore, the choice of novels based on their applicability to the classroom context is vital as demonstrated by the three learning scenarios in this work.

1.4 A source of motivation

According to Gardner & Lambert (1972), there are two types of motivation. The first one is "integrative motivation", which refers to the learning of a language due to the interest that it produces, towards the culture, with the possibility of being part of a group of speakers. The second type is "instrumental motivation", it occurs when the subjects want to learn a language to be able to use it, for example, in a job.

The American psychologist, journalist, and writer Daniel Goleman stated:

"Emotions hinder or enhance our ability to think, to plan, to undertake the training necessary to achieve an objective in the long term, to solve problems, etc., and, in this same sense, They establish the limits of our innate mental capabilities and determine thus the achievements that we can achieve in our lives. And to the extent that we are motivated by enthusiasm and pleasure in what we do - or even due to an optimal degree of anxiety - become excellent stimuli for the achievement" (Goleman, 1995).

As these two references have shown, motivation is an essential aspect of learning for the students. As students learn, not just English but all sorts of subjects, it's important for them to feel encouraged. Taking care of students and their motivation is vital, so they are in a learning environment where they feel love, and they want to learn more.

The students are motivated by literature. The novels deal with issues in society that they care about, and they capture students' attention because of their authenticity. Moreover, how texts are written is noticed, and the literary works are used by real and known vocabulary, which is beneficial to the contexts that they create. These two reasons make it so that students learn and use languages without even noticing.

However, the students also feel this way because many literature texts talk about things they love, and they can see themselves reflected in different characters they can learn from. This will make the students more connected to their second language.

Children's literature is a mechanism for motivation, both in and out of the classroom. Through them, students pay attention and unconsciously learn knowledge, passing through the imagination into magical worlds filled with illusion. By teaching through stories, the motivation of the students grows as they create real situations in which students themselves would like to participate, getting involved with the learning process for themselves. In this way, they will internalize the concepts and structures of English more easily.

It needs to be considered, that literature can be a source of motivation for many students, but it is true that for a few of them, reading can be boring.

Boredom can be defined as being in a moderate, uncomfortable, or painful emotional state, driving a psychological experience that causes a person to lose interest in what's going

on. Which consists of a combination of discontent, disappointment, annoyance, insensitivity, and lack of desire to achieve previously established goals Danckert & Allman (2005); Fahlman, Mercer-Lynn, Flora & Eastwood (2009) and Fisher (1993) as cited in Kruk and Zawodniak (2018).

Kruk and Zawodniak (2018) researched to understand why students get bored in the second language class, and the interviewees found, that reading and listening activities are the most boring, examples of students' answers, "I think it's reading. Reading is the most boring" or "I'm bored when we are to read a text at home and then during a lesson we write, for example, a review of this text"

Boredom in the classroom can be a problem, but there indeed exist many techniques to make students feel part of the reading and make them engage with the classroom. That is why it is also important to get a book or a text that has the student's interest, and combining the book with different activities in which the students participate, will make them feel less bored and more engaged in the lecture and the classroom.

It is crucial for the students and the classroom environment that they feel loved and motivated, and thanks to the literature, this can be accomplished by motivating the students and making them enjoy the new language.

Therefore, in the three learning situations done in this work, reading is an important part of the sixth-grade class routine, which will make the students participate in it, and have the habit of reading every day. The students are going to be involved in reading novels in many different ways. The students are going to participate in the creation of an audiobook along many other different activities. This will ensure the teacher that the students have a good relationship with the different novels chosen. The novels that the students are going to read during these learning situations will make the students create different bonds with the novel characters and this will keep them motivated. The students during or after reading the different books will need to participate in additional tasks that will permit them to keep a connection with the book.

1.5 Emotional intelligence

Emotional intelligence says Goleman (1995) as cited in Ghosn (2002) is "Knowing what your feelings are and using your feelings to make good decisions in life", and "... remaining hopeful and optimistic when you have setbacks…", and "It's empathy; knowing what the people around you are feeling.". In Goleman's view, experience and interaction with others lead to the development of Emotional Intelligence. According to him, the brain circuits for this response are stimulated by repeated emotional lessons of a child's life.

High-quality literature would seem to have the potential to provide, even though having, the much-needed experiences that will promote emotional intelligence. It's going to help a kid understand his or herself and other people; It shows that there's always hope and that you can overcome even the seemingly impossible. "Insurmountable obstacles; can promote the evolution of empathy and tolerance (Ghosn, 2002).

Quality literature can also help the child gain insight into human behavior, and it can demonstrate that there is always hope and that one can overcome even seemingly

insurmountable obstacles Vandergrift (1990), Sutherland & Arbuthnot (1991); Bettelheim (1976) as cited in Ghosn (2001).

Emotional intelligence is important to children as it provides them with the skills required for dealing with life's emotional and societal challenges to enhance their well-being and academic achievement both personally and professionally. That is why literature carries an important role in the student's life, and it is crucial to use it in the classroom as a way of learning, not only English but, empathy, self-esteem, self-control, and so on.

Students are prepared to develop their emotional intelligence through a series of carefully planned tasks in the classroom under the didactic proposal of this work. It is an overall objective to improve the student's ability to understand other people's emotions and feelings. To understand human emotions, students will participate in a variety of group dynamics and activities before beginning their learning situations.

To do this, students will participate in activities that will provoke them to explore and express their emotions. Students will gain a better understanding of the story, as well as a greater awareness of the different emotional patterns that are common to humans.

In essence, this approach to teaching focuses on the development of emotional intelligence and its integration into language learning. These activities strengthen students' language skills but also enhance their ability to cope with and understand the emotional complexity of the stories they have encountered.

1.6 Critical thinking

Learning a foreign language, like English, does not mean acquiring vocabulary and grammatical structures, but rather it involves developing a new way of thinking and interacting through the language (Reyes- Torres, Villacañas-de-Castro & Solter-Pardo, 2014). There are a lot of ideas to consider in literature across various types of text. The teacher's role here is of significant importance as regards the development of this level of thinking. Critical thinking, in any educational stage, is the key to learning nowadays. Critical thinking teaches teachers not to assume many ideas that their students may have and to try to unravel the hidden meaning of texts. Critical thinking informs Critical Discourse Analysis in Language study, as well as related fields such as cultural studies, psychology, and law (Khatib, Rezaei & Derakhshan 2011).

One of the teacher's role nowadays is to develop the students' critical thinking so that they can use the vocabulary properly, comprehend the texts, and analyze different situations so they can evaluate themselves. Not only that, but they are also going to develop many strategies that will help them in and outside of the classroom, they would be able to think autonomously, resolve conflict, and develop their feelings among many other things. That is why it is crucial to develop the student's critical thinking, and they can do it by reading literature.

Therefore, the students are going to develop their critical thinking in many ways during the different learning situations proposed in this work. In learning situation number one, the students are going to organize their end-of-the-school-year trip to the United Kingdom, where they will need to evaluate and analyze different ideas and proposals to organize the journey. Consequently, in the second learning situation offered, the students are going to face diverse questions regarding the book that they are reading, and it will assemble them to go through the six levels of Bloom's Taxonomy which will lead to a boost in their cognitive capacities and improve their critical thinking. Lastly, in the final learning situation, the students will face

different challenges which will create students more competent and will be able to solve problems in their daily lives.

1.7 Sociolinguistics and Pragmatic Knowledge

Sociolinguists and Pragmatic competencies are two of the main features of communicative competencies, sociolinguistics focuses on how native speakers talk differently from the users of the language depending on what group they belong to. Pragmatic concentrates on how all native speakers use the language by using connections to the context around them. It's true that teaching some English aspects to EFL students such as irony, humor, formal or informal languages, or even idioms, can be difficult but literature can make it possible. Literature is a great resource that puts the students in contact with the sociological and pragmatic components (Scispace, 2023).

Books provide training in which skills are being developed to integrate sociocultural, pragma linguistic, and literary aspects that could be useful to the student to seek valid information that will help them communicate more effectively and understand their second language (Zuñiga, 2010).

On the didactic proposal, sociolinguistics can be seen by the students with the different ways the main characters of the novels speak depending on who they are speaking with, Daisy, the character of *Sleepovers* does not speak with her friends the same way she speaks with her parents. The different novels and activities related to them can also help the students with their pragmatic knowledge since they are going to read the novels and learn from the different dialogues and scenes that are in them.

1.8 Reading out loud

Students' reading fluency may be affected by different factors, one of them being phonetics and phonology, and reading instruction can be difficult if these problems are not addressed correctly.

Phonetics and phonology are two linguistics subfields that focus on language sounds. Many people are unaware of the distinction between phonetics and phonology because both fields are focused on the production of sounds. The primary distinction between them is that phonetics studies the physical properties of speech sounds while phonology studies the abstract, mental representation of the sounds (Rogers-Coltman, 2023).

Some professionals also think there are many examples of deviations from the norm in the phonological and speech systems literature. Certain words have experienced mild or significant changes in pronunciation. This could be a potential problem because it might mislead the students. For example, the word "love" was pronounced as /lūv/ in Old English. Nevertheless, the authors consider even these changes can be contending for our language learners and eventually can make them aware of these phonetic or phonological changes (Khatib, Rezaei & Derakhshan, 2011).

Among all these facts about phonetics and phonology being a problem in teaching English through literature to EFL students, it is clear, that is very important to analyze the text using it in the classroom, so teachers need to consider if Old English Literature has to be used, and which students should learn from it. With primary education students, in the scenario that it is needed to use Old English in the classroom, there are many texts adapted to their English

level, in which students would not find any words that have experienced significant pronunciation changes.

It needs to be considered that reading in English is different than reading in different languages such as Spanish. In some cases, the phonemes may be different, which might affect comprehension if they are not correctly interpreted. The reading-aloud technique may allow for practicing reading and improving skills at the same time. To solve this problem, teachers need to pay attention to the books they choose, and if it is needed to use an Old English text with primary education students, it is important to choose one that is adapted to their level, so phonetics and phonology will not be a problem.

The teachers must dedicate time to reading in the classroom every day with playful and motivating activities to encourage students and achieve educated and interested readers for life. Gunter Grass, Nobel Prize winner in Literature, said: "There is no more beautiful spectacle than the look of a child reading".

Throughout the course, three books selected according to the logical psychological development of the students, their motivations, tastes, and interests will be proposed.

1.9 Selection of Materials

For both students and teachers, the choice of literature is often difficult. In this respect, teaching staff needs to be cautious of factors like learners' language skills, age, gender, and background knowledge so that children or adolescents are introduced to specific kinds of literary texts in comparison with adults. In terms of the choice of material, learners should be particularly careful about gender and background knowledge (Khatib, Rezaei & Derakhshan,2011).

Indeed, the selection of the right text or book to read in the classroom can sometimes be intricate, but teachers need to connect with their students to understand them and know what they want to teach them and where they want to take their knowledge to find a great text or book. It is important to use the right techniques in your classroom in order to find the right text for your students. Teachers can hand out questionnaires to find the interest of the class, give them a summary of the book, and do a survey to see if students like it or not, it is also great to make the students meet the author so they can feel connected with him or her.

However, in the case of the didactic proposal of this work, it was crucial to take into account the context of the classroom and what the teacher wanted the students to cultivate as knowledge. That is why those three books by Jacqueline Wilson were selected because they were a source of motivation for the students since the context of the books was very similar to the context of the students in the classroom. It also considered the English level of the students as well as the maturity evolution of the students through the school year.

1.10 Literature and the Five Skills

The use of literature as a technique for teaching basic language skills such as reading, writing, listening, and speaking, and language areas like grammar and pronunciation has become very popular within the field of foreign language learning and teaching nowadays.

Reading is one of the most important skills in language education at first language (L1) and second language (L2) levels, playing an essential role in beginner's learning of a language

and concurrently serving as one of the main inputs to allow for a wide variety of purposes to be pursued by advanced learners. Whether or not a reading text is used to demonstrate certain language features or to reevaluate the essence of the implied messages, the teaching. Most language teachers consider reading to be of more importance than they realize (Grabe and Stoller, 2020).

Literature, both as a model and as a subject matter, can be a powerful and motivating source of writing in ESL and EFL classrooms. Literature is an example where a student's writing closely approximates the original work or imitates it in terms of its content, theme, organization, and style. However, when student writing shows their original thinking like interpretation or analysis, or when it emerges from or is creatively stimulated by the reading, literature serves as subject matter. Literature houses a wide range of themes that they are going to write about, other types of writing are free and controlled (Hişmanoğlu, 2005).

Literature indeed brings the students the opportunity to write about what they are reading, they can create a story that explains different situations from the novel they are reading, or they can write the end of a poem, there are thousands of purposes for which students can develop writing linked to reading.

For speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. This practice encourages language classes to discuss topics of great interest. It also facilitates the development of speaking skills by allowing students to reflect voluntarily on events and critically comment on their readings (Khatib, Rezaei & Derakhshan,2011).

The grammar skill is the most important element in all four basic language skills. The process of teaching foreign languages has always been subject to debate. Grammar teaching has lost its importance in the 1960s and 70s, but from the 90s it has become important again with the communicative method. As a result, the use of written texts in grammar teaching: Can be provided with substantive information supporting the learning of grammatical structures. Conscious learning can thus be applied. Can increase linguistic awareness of the target language. Students can be encouraged to communicate meaningfully. Student's ability to understand, analyze, and interpret can be improved (Atmaca & Günday, 2026).

Audio versions of poetry, short stories, and novels may be heard by learners for listening purposes. Also, the student's desire to approximate their spoken language with the native has been stimulated by music in poetry. speaker norms by adhering to the principles of rhythm, rhyme, and intonation (Khatib, Rezaei & Derakhshan,2011).

Both oral and written expression are complex cognitive processes that require knowledge of the content being spoken or written about and how to reflect it through the structures of discourse.

The teacher, who is the guide in the student's learning, will provide him/her with the strategies, techniques, and tools to become proficient in these two essential skills, considering that mastering both expression and comprehension requires work. As the author Richard North said: "The acquisition of communicative skills is not the product of magic but of perseverance".

Therefore, in the didactic proposal of this work, great importance is given to perseverance in reading and writing, so that students achieve the cognitive levels to write and read correctly.

1.11 The role of culture

Many teachers of second languages and foreign languages know that culture is essential, but it may not be as simple to teach in a classroom as some of teachers might think. The most practical way to immerse oneself in a foreign culture may be through language classes, such as those that teach English as a second language. The classroom is only an unreal situation as opposed to the real world outside the classroom, so the practice of intercultural communication and experiential culture learning projects is mere practice and simulation Damen (1987) as cited in Ahmedov (2023).

However, it is crucial to mention that by teaching literature the teacher can generate cultural enrichment in the classroom because it enables students to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling, and artistic form within the heritage the literature of such cultures endows. For example, several students wish to increase their understanding of the verbal and nonverbal aspects of communication. For such learners, knowledge of the culture and language of a country can be a basic and essential component of knowledge, and literary works such as articles, novels, poems, and plays can be an essential part of that knowledge (Boboyorova & Axodova, 2023).

In the three learning situations proposed in the didactic proposal, culture plays a key role. In this way, students explore a culture that deepens their understanding when they are involved in literature, such as the work of Jacqueline Wilson, a writer from the United Kingdom. Students gain an appreciation of literature and a connection to cultural aspects that are embedded in the stories, by immersing themselves in stories about characters from the UK.

Moreover, the involvement of students in organizing trips to the United Kingdom provides a practical dimension for cultural exploration and promotes an overall understanding of divergent views. Through literature, students embark on a journey that transcends geographical borders and allows them to explore the lives and experiences of their peers from different cultures to broaden their worldviews.

1.12 Methodologies to use literature in the EFL

There are many ways to teach literature in the classroom, but it is always important to make the students participate actively in the classroom. Among all of the methodologies, is crucial to consider the ones that are done in cooperative groups, since it is a technique that encourages students to communicate, listen, and collaborate with their classmates. Cooperative Learning organizes the classroom into small groups so that students work together to solve tasks (Duran, 2022).

Johnson & Roger (1994) defines cooperative learning as cooperation consisting of working together to achieve common goals. In a cooperative situation, individuals seek to obtain results that are beneficial to themselves and all other members of the group. Cooperative learning is the didactic use of small groups of students who work together to maximize their learning and that of others (Pujolàs, 2002).

In cooperative learning, each student has a role which could be any of these. The secretary is in charge of distributing and collecting materials, recording decisions, and monitoring individual and collective commitments. The coordinator who allocates the tasks ensures that members of the team understand each other and manage their speech exchanges.

The Speaker will present the team's work, respond to teachers' questions, and inform about group uncertainties. The Supervisor promotes participation, monitoring productivity, and maintaining orderliness throughout the process to ensure that work is carried out on time and the workspace is clean. By facilitating communication, organization, and accountability, these roles are contributing to the success of a team (Voca Editorial, 2020).

In cooperative learning, the role that the teacher plays is also key. This will include creating groups and tasks to make students aware of what they're supposed to do and how they should behave. Teachers also need to understand that they have a role in supporting student interactions during group discussions. Not only helping students learn to cooperate and work with each other. Teachers also allow students to learn from one another but also assume responsibility for the tasks they perform (Gillies, 2016).

Now, some techniques that are done by cooperative learning and have been used in the didactic proposal are going to be explained,

Reading twins,

The teacher assigns a reading and forms pairs of twins. First, there is a prior reading, individually, of the most prominent elements of the text: drawings, title... to build a first idea. Then each twin shares their idea about the content of the text, and they discuss it briefly. Once this is done, the students do a general reading individually and silently. At the end, they tell the new idea they have about the text and compare it with the one created in step 2.Then the students do a detailed reading: one of the twins reads and the other follows the reading and corrects possible errors. The twin who has read points out the main idea and the twin who listened enriches or corrects information. They then exchange roles in each paragraph until they complete the reading. At the end of the text, they make an oral summary of it. This technique helps improve active listening among students and promotes the understanding of texts (Gallego, 2019).

Rotating folio,

In this technique the students have a folio in which they take turns to write down their ideas. This technique would be used by cooperative groups when they are contributing ideas about the end-of-course trip so that all the ideas are collected, and it is easier to make an evaluation later. With this technique, balanced participation and positive independence are worked on and encouraged (Gallego, 2019).

1.12.2 1-2-4 technique,

This technique is used when the students need to answer questions, like in learning situation number two. It consists of a team, where each person thinks about the correct answer to a question that the teacher has proposed. Then, they get into pairs and exchange their answers and comment on them so they can reach a common conclusion. After that, the entire team must decide which is the most appropriate answer to the question asked. This technique manages to create a team dynamic that starts with the individual and ends in the group (Gallego, 2019).

Leaving aside cooperative learning and some of its techniques here are some of the other methodologies which will introduce literature in the English as a second language classroom.

Dialogical gatherings

The dialogic gathering is a dynamic based on dialogue, in which a topic is presented, and the entire classroom contributes opinions about it. With participation from all the students involved, it is a collective building of learning and knowledge. Thanks to the interpretations provided by all members of the group, it allows us to understand and develop our ideas and new knowledge (By Imagina, 2019).

Webquest

A teaching methodology that encourages students to explore and enhance their critical thinking, creativity, and decision-making through the resources of the Internet to develop various capacities that will enable them to acquire new knowledge (Pacheco Gras, 2006).

Challenge-based learning (CBL)

Is an active methodology in which students take the reins of their learning with a critical, reflective, and civic attitude. From curiosity and analysis of the reality that surrounds them, students try to find a solution to a problem in their environment (Mosquera Gende, 2019).

II. Bloom's taxonomy in the EFL classroom

The didactic proposal of this TFG will consider the different levels that Bloom's Taxonomy follows to make the students reach the cognitive and content level wished by the teacher. Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers and students in the classroom. Benjamin Bloom developed it in 1956, which laid the framework for the classification of educational objectives. Bloom's Taxonomy may be applied for assessment, lesson planning, evaluation of assignment complexity, development of online courses, and Project Based Learning (Persaud, 2023).

Bloom's Taxonomy is divided into six levels of thinking and at the same time is divided into two, the lower levels of thinking which are LOTS, and the higher levels of thinking HOTS. The lower level is knowledge which is the capacity to remember and comprehend facts, information, or skills. Comprehension, which includes the ability to understand, describe, and compare facts, information, or skills. Application is the capacity to exploit acquired information, knowledge, and facts. The higher level of thinking are analysis means being able to look at new information. Evaluation is the ability to make decisions on information and ideas. Creation is the ability to create and design new ideas and concepts (Егорова, 2019).

Teachers must know what they want their students to achieve by the end of the lesson. Bloom's Taxonomy Model can also support the establishment of concrete goals for each lesson, apart from enabling teachers to better understand individual skills that students should develop. When a teacher wants to teach a verbal tense, for instance, his or her lesson's goal can be as clear as, your students being able to use and interpret this grammar structure by talking about their life experiences.

Additionally, a hierarchy of cognitive skills helps the teacher to identify what students should be doing and develop further. Remembering the numbers in English could mean that the teacher can prepare learners to tell the time next. The teacher will also be able to choose the

complexity of his or her next task so that they reach higher levels of thinking when he or she has a clear understanding of the student's ability (Nuñes Krzl, 2022).
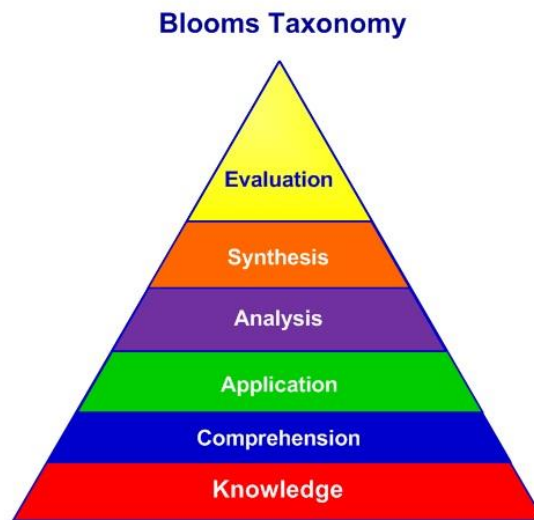
Blooms Taxonomy

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Figure 1. Bloom's Taxonomy. Source: thepeakperformancecenter.com

3. DIDACTIC PROPOSAL

I. Contextualization

1.1 Centre Description

The school consists of three buildings: A main building where the classrooms, multipurpose rooms, counseling, administration, library, teachers' room, music room, and AMPA premises are located.

The second building is the gym and the third is the dining room. Two small annexes are the services. The outdoor spaces are two patios (children's and primary school) and a school garden.

1.2 Organization of the Centre

The center is line two, it consists of 18 units. Six from Early Childhood Education and twelve from Primary Education. In total in the school, there are 26 teachers distributed in the following way: six in Early Childhood Education, five in Primary Education, two in physical education, a religion teacher, six English teachers, therapeutic pedagogy teacher, two in music and a counselor who attends to the center once a week, plus the director, secretary and the head of studies.

Currently, the center enrolls 383 students, 129 students in Early Childhood Education and 254 in Primary Education. The center's schedule is intensive from 9:00 a.m. to 2:00 p.m., and a quarter of the students use the school cafeteria service. The center remains open until later for extracurricular activities organized by the City Council and the AMPA.

This school has an English extension, which means that the students in the school have English lessons every day.

1.3 Classroom description

The classroom of the group for which this programming is intended is correctly oriented to take advantage of natural light. It has a digital whiteboard, projector, and classroom library with books in both Spanish and English.

1.4 Group analysis

The group to which these three learning situations are directed is made up of twenty-five boys and girls between eleven and twelve years old. They show a moderate level of interest in new learning. Due to the Center Educational Project (PEC), the students need to read three English books along the school year. Those books are going to be read in the classroom along with a learning situation that carries all four skills, speaking, listening, reading and writing, as well as grammar and vocabulary.

Parents are interested in collaborating with the school in achieving its objectives. There is, in turn, a student with special educational needs this is a moderate hearing impairment (hyperacusis) with a loss of 50 dB in both ears. He wears two retro-articular hearing aids that allow him to have stereophonic hearing. The prosthetic adaptation was done at 6 months, so he has good development and language skills, with some small deficiencies in the articulation of

words and difficulty hearing language at a certain distance. It does not imply a significant curricular adaptation in the subject.

1.5 Attention to diversity

As it was mentioned before, for attention to diversity is important to consider Juan's case. Juan is a student with special educational needs, it's a mild hearing impairment with a loss of 50dB in both ears, hyperacusis. Juan wears two retro-articular hearing aids that allow him to have stereophonic hearing.

He wears two retro-articular hearing aids that allow him to have stereophonic hearing.

He has good development and language skills, with some minor deficiencies in the articulation of words and difficulties in hearing language at a certain distance, as a result of the prosthetic adaptation, which lasted six months.

Juan is going to be seated next to the teacher desk and blackboard so he can hear her perfectly. During the different learning situation Juan is not going to need any additional adaptations since he will hear his classmates perfectly because sometimes they are going to work in cooperative groups, then, when he has to listen to their classmates reading, he will have his book, like the rest of his classmates so he can follow the lecture perfectly.

II. Legal framework

Following the principle of the hierarchy of the Legal Regulations regarding Education, we must start from the ART. 27 of the Constitution, which includes the basic aspects of both the Freedom of Education and the Right to education.

All laws related to education will be Organic Laws and specifically in the Community of Madrid we find these regulations:

Ley Orgánica 3/2020, de 29 de diciembre, Por La Que Se Modifica La Ley Orgánica 2/2006, de 3 de Mayo, de Educación., 2020.

Real Decreto 205/2023, de 28 de marzo, Por El Que Se Establecen Medidas Relativas a la Transición Entre Planes de Estudios, Como Consecuencia de La Aplicación de La Ley Orgánica 3/2020, de 29 de diciembre, Por La Que Se Modifica La Ley Orgánica 2/2006, de 3 de Mayo, de Educación., 2023.

Real Decreto 157/2022, de 1 de marzo, Por El Que se Establecen La Ordenación y Las Enseñanzas Mínimas de la Educación Primaria., 2022.

DECRETO 61/2022, de 13 de julio, Del Consejo de Gobierno, Por El Que Se Establece Para La Comunidad de Madrid La Ordenación y El Currículo de La Etapa de Educación Primaria., 2022.

Orden EFP/279/2022, de 4 de abril, Por La Que Se Regulan La Evaluación y La Promoción En La Educación Primaria, Así Como La Evaluación, La Promoción y La Titulación En La Educación Secundaria Obligatoria, El Bachillerato y La Formación Profesional En El Ámbito de Gestión Del Ministerio de Educación y Formación Profesional., 2022.

Orden ECD/65/2015, de 21 de enero, Por La Que Se Describen Las Relaciones Entre Las Competencias, Los Contenidos y Los Criterios de Evaluación de La Educación Primaria, La Educación Secundaria Obligatoria y El Bachillerato., 2015.

Orden ECD/1361/2015, de 3 de julio, Por La Que Se Establece El Currículo de Educación Secundaria Obligatoria y Bachillerato Para El Ámbito de Gestión Del Ministerio de Educación, Cultura y Deporte, y Se Regula Su Implantación, Así Como La Evaluación Continua y Determinados Aspectos Organizativos de Las Etapas., 2015.

III. Learning situation number 1: Let's plan our trip.

Learning Situation number one holds significant importance for sixth-grade students as it involves the reading of the book *Happy Holidays* by Jacqueline Wilson (Wilson, 2015). Where the students are going to do comprehension of written text and production of written text with the help of the novel. Therefore, the grammar taught by this learning situation is future simple, will and the vocabulary is landscape and means of transportation. This literary work follows Tracy's summer, immersing the students in a world of adventures and fascinating stories. The engagement with this narrative is balanced to improve the student's literary skills and foster a deeper appreciation for storytelling.

Moreover, the integration of a simultaneous activity adds a unique dimension to their learning experience. The sixth-grade class will not only read a few chapters of *Happy Holidays,* but the students will also embark on collaborative work. They will be actively preparing for a trip to United Kingdon, a journey that promises to be an enriching extension of their literary exploration.

A highlight of the London trip includes a scheduled meeting with the author Jacqueline Wilson, whose books are going to be read by the sixth-grade class during this school year. An interview session with Wilson will provide a unique opportunity for the students to connect with the creator of the literary world they are exploring. This approach to learning, combining literary analysis with real-world interaction, aims to deepen their comprehension, stimulate critical thinking, and foster a lasting appreciation for literature and the creative process.

3.1 Specific competences and evaluation criteria

Specific competences	Evaluation criteria
1.Understand the general meaning and specific and predictable information of short and simple texts.	1.1. Recognize, interpret and analyze the global meaning, as well as specific words and phrases of short and simple oral, written and multimodal texts on frequent and everyday topics of personal relevance.
	1.2. Select, organize and apply, in a guided manner, appropriate strategies and knowledge in everyday communication situations
2. Produce simple texts in an understandable and structured way, using strategies such as planning or compensation.	2.1. Express orally short and simple texts, previously prepared, about everyday matters
	2.2. Organize and write short and simple texts, previously prepared, adapted to

	the proposed communicative situation, through analog and digital tolls.
	2.3. Select, organize and apply, in a guided manner, knowledge and strategies to prepare and produce texts in English
3. Interact with other people using everyday expressions, resorting to collaboration strategies and using analog and digital resources	3.1. Plan and participate in short and simple interactive situations on everyday topics, of personal relevance and close to your experience.
	3.2. Select, organize and use, in a guided manner and in everyday situations, basic strategies to greet, say goodbye and introduce yourself
6. Appreciate and respect the diversity of other contexts based on the foreign language, identifying and valuing the differences and similarities between languages and cultures.	6.1. Act with appreciation and respect in situations between different cultures, building links between different languages and cultures.
	6.2. Accept and respect the diversity of other countries where the foreign language is spoken as a source of personal enrichment.
	6.3. Select and apply, in a guided manner, basic strategies to understand and appreciate the diversity of language, culture and art.

3.2 Content

A.Communication	Basic strategies for comprehension, planning and production, reread the text, use prior knowledge, read between the lines, think aloud, summarize, locate key words.
	Contextual models and basic discursive genres in understanding, production and co-production.
	Basic language units and meanings associated with space and spatial relationships, time.
	Basic verbal or non-verbal conversational conventions and strategies
B. Plurilingualism	Elementary comparison between languages from elements of the foreign language and other languages.

	Basic strategies and tools for evaluating oneself and others.
C.Interculturality	The foreign language as a means of communication and relationship with people from other countries
	Positive assessment and interest in establishing contacts and communicating through different media.
	Aspects of language, culture and society related to customs, daily life and personal relationships.
D. Syntactic-discursive contents	Interrogation: Wh- questions; Auxiliary verbs in questions: to do, to be, to have, will.
	Temporary expressions.
	Possessive expressions.
	Expression of tastes and preferences.
	Future tense expressions, will.

3.3 Context

The sixth-grade students are about to embark on an exciting adventure in which they will make an incredible end-of-the-year journey, created with their own hands. Not only does this promise an exciting adventure, but it also serves as an intentional activity in developing competence and strength, preparing them to face life's challenges with confidence.

Our students engage in hands-on preparation for each stage of this journey, practicing essential life skills at the same time. They take charge of the entire process, including planning their routes and coordination of logistics, to provide a transformed experience that supports what they've learned in class.

This is more than an expedition; it provides the sixth-grade students with a unique opportunity to use their knowledge in real world scenarios, which will foster a sense of independence and problem-solving. They not only create memories but also learn valuable life skills that will serve them well in their future endeavors through this unique journey.

3.4 Key competences

Competence in linguistic communication

Multilingual competence

Mathematical competence and competence in science, technology and engineering

Digital competence

Personal, social and learning-to-learn competence

Citizenship competence

Entrepreneurial competence

Competence in cultural awareness and expression

3.5 Methodology

In this learning situation, we will work through cooperative learning, but above all with different techniques that allow this type of work. The roles of each member of the cooperative group are based on Voca Editorial (2020).

Each student has a role:

The secretary, his/her functions are to distribute and collect the materials needed to do the work, take note of the team's decisions, and remember group and individual commitments, as well as pending tasks.

The coordinator, his or her functions are to distribute the work to all group members, ask questions to make sure everyone understands what they see, and close the speaking turns.

The speaker, his/her functions are to present to the rest of the class and teachers what this team has done. In this learning situation, the spokesperson must communicate to group four all information about the trip, answer the questions asked by the teacher, and ask the teacher about any doubts that the group may have.

The supervisor, his/her functions are to promote the participation of all team members and control the noise level, check that everyone has done the assigned work in the time provided and make sure everything is clean and tidy at the end of the job.

Two cooperative learning techniques will predominate in this learning situation, the first one is called reading twins, which the teacher will use in some sessions during reading time

This technique consists of the teacher assigning a reading and forming pairs of twins. First, there is a prior reading, individually, of the most prominent elements of the text: drawings, title... to build a first idea. Then each twin shares their idea about the content of the text, and they discuss it briefly. Once this is done, the students do a general reading individually and silently. At the end, they tell the new idea they have about the text and compare it with the one created in step 2.

Then the students do a detailed reading: one of the twins reads and the other follows the reading and corrects possible errors. The twin who has read points out the main idea and the twin who listened enriches or corrects information. They then exchange roles in each paragraph until they complete the reading. At the end of the text, they make an oral summary of it.

This technique helps improve active listening among students and promotes the understanding of texts.

Then another technique worth highlighting in this learning situation is called rotating folio, in which the students have a folio in which they take turns to write down their ideas. This technique would be used by cooperative groups when they are contributing ideas about the end-of-course trip, so that all the ideas are collected, and it is easier to make an evaluation later. With this technique, balanced participation and positive independence are worked on and encouraged.

3.6 Activities

In this learning situation, the sixth-grade students are going to work in cooperative groups. Each cooperative group will be assigned with a task to organize the United Kingdon trip.

Cooperative Group #1: Tasked with booking essential logistics, this group will handle the plane tickets. Using comparative charts, members will gather and evaluate information to book the cheapest and most convenient flights. Additionally, they will be given a budget for air travel, providing a clear financial framework for their planning.

Cooperative Group #2: they will have a task similar to Group #1, but instead of flight tickets, the students will need to find the best hotel in the city. They will also be given a budget for the accommodation.

Cooperative Group #3: Responsible for organizing the daily activities during our time in London, this group will search for a diverse range of experiences. Considering morning English classes, they will carefully plan afternoon and evening activities, adhering to a budget and documenting details on designated charts.

Cooperative Group #4: Focused on coordinating travel from London to Bath for the anticipated meeting with Jacqueline Wilson, this group will create a plan. Their responsibilities extend to creating a pre-trip interview with Jacqueline Wilson and ensuring preparedness for the meeting.

Cooperative Group #5: Assigned with the crucial task of talking with parents, this group will host a meeting to communicate all aspects of the planned trip. In collaboration with Groups #1, #2, #3, and #4 a designated representative from each will provide a detailed account of their respective plans to provide communication and understanding. This collaborative approach aims to involve parents in the trip's organization, fostering a sense of community and shared excitement. The meeting with the parents will be in Spanish, but the students will practice the meeting with their classmates in English.

Once the students organize the trip, there are going to read three chapters of *Happy Holidays* the novel they are reading in the learning situation. The chapters will be My summer holiday, Hetty Father's Holiday and Gemma's Holiday. The chapters will be reading out loud so the students can practice reading in the classroom, after finishing those chapters the students will complete an exam with a few comprehension questions.

3.7 Resources

All the resources for this learning situation are collected in Annex 1.

The students will need, laptops which are provided by the school to find the information about the trip. Different charts given by the teacher, the novel *Happy Holidays* by Jacqueline Wilson, and a written test.

3.8 Timing

This learning situation is going to be divided into two,

First, the students are going to have 10 sessions to organize the trip to the United Kingdom.

Then, they are going to read three chapters of the book and take an exam which will take another 10 sessions.

So in total, this learning situation will take 20 sessions.

3.9 Assessment

In this learning situation, the students are going to have specific tasks depending on what cooperative group they are. All the students will need to read part of the book *Happy Holidays* by Jacqueline Wilson, complete the task asked to organize the field trip to United Kingdon, and complete a written test about the book.

3.10 Evaluation instruments and grading criteria

All the evaluation instruments for this learning situation are collected in Annex 1.

This learning situation is going to be evaluated in two areas, section number 1, is the arrangement of the field trip. That part of the learning situation is going to be auto evaluated by the students of each cooperative group, this evaluation is going to be done by a rubric given by the teachers. The other section of the learning situation will be graded by an exam, and it will be graded by a rubric since it is going to be a written exam.

Reading skills	10%
Field trip organization	45%
Attitude	15%
Exam	30%

Table 1: Greading criteria Learning Situation 1.

IV. Learning situation number 2: Climbing trough Bloom's Taxonomy

During this learning situation the students will read a book called *Sleepovers* by Jacqueline Wilson (Wilson, 2001). Through this book, the students are going to achieve the different Bloom's Taxonomy levels, cooperatively and autonomously. The students will also do comprehension of written texts and production of written text. They will learn about present simple and present continuous and the vocabulary about the holidays .

By reading the book the students will complete Bloom's Taxonomy levels, which will be LOTS, remember, understand, and apply, and two HOTS, analyze, evaluate, and create. When the students are done with the book, they will achieve the highest level of Bloom's Taxonomy which is create.

Each Bloom's Taxonomy level directs three chapters, the first chapter is mandatory and will be read in the classroom out loud and there will be a simple activity related to it, the second chapter will be done in the classroom by the early finishers or as homework. Lastly, the third chapter will be for the students who want to continue with the book, and they can do it at home, reading it and completing the activity related to it.
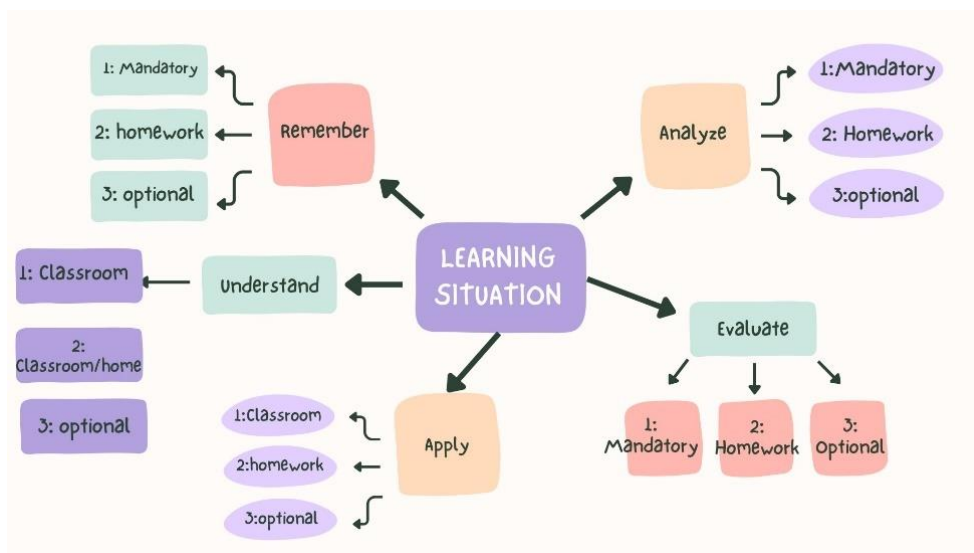
Figure 2: learning situation number 2 organization. Source: Own elaboration.

During this learning situation, the students are going to have a small notebook that they can refer to as a diary. In this diary, the students are going to record all the activities that are going to be done while reading the book, *Sleepovers*, this way they can keep all the activities together, and it will be easier for the teacher to evaluate their work.

4.1 Specific competences and evaluation criteria

Specific competences	Evaluation criteria
1.Understand the general meaning and specific and predictable information of short, simple texts, expressed clearly and in standard language, using various strategies and resorting, when necessary, to the use of different types of support.	1.1Recognize, interpret, and analyze the global meaning, as well as specific words and phrases of oral and written texts.
2.Produce simple texts in an understandable and structured way, using strategies such as planning or compensation.	2.1.Orally express short and simple texts, previously prepared, on everyday matters of relevance to students.
	2.2.Organize and write short and simple texts, previously prepared, adapted to the proposed communicative situation.
6.Appreciate and respect the diversity of other contexts based on the foreign language, identifying and valuing the differences and similarities between languages and cultures, to learn to manage situations between different cultures.	6.1.Act with appreciation and respect in situations between different cultures, building links between different languages and cultures.
	6.2.Select and apply, in a guided manner, basic strategies to understand and

	appreciate the diversity of language, culture and art.

4.2 Content

A.Communication	Self-confidence. Error as an instrument for improvement as part of the learning process.
	Contextual models and basic discursive genres in understanding, production and co-production
	Basic sound, accent, rhythmic and intonation patterns, and general communicative functions associated with these patterns.
B.Multilingualism	Basic strategies for identifying, organizing, retaining, retrieving, and using language units
C.Interculturality	The foreign language as a means of communication and relationship with people from other countries
	Basic strategies to understand and appreciate the various languages, arts and cultures, based on social, environmental and democratic values.
D.Discursive syntactic contents	Expression of logical relationships: Conjunction (and); disjunction (or); opposition (but); cause (because); purpose (to-infinitive, eg. I did it to help her); temporal relationships (when; before; after)
	Select and apply, in a guided manner, basic strategies to understand and appreciate the diversity of language, culture and art
	Present tense expressions: simple and continuous

4.3 Context

There is a unique opportunity to learn important life lessons through the novel at the 6th grade class. There's a student in the class next to us who has special needs that make it even more important for the students to look at the context of this novel. The story demonstrates the importance of treating others with kindness, a topic that is reflected in the diverse personalities of the characters.

The novel, which highlights the importance of not only being good individuals but also great friends, is a valuable tool to teach important values to the 11- and 12-year-old students. The story will allow them to understand the importance of treating everyone with respect, through its examination of the characters' interactions.

This book goes beyond the issue of special needs and examines the meaning of friendship. It guides our students on how to build and strengthen relationships with their friends. This literary journey aims to support the students with the qualities of compassion, empathy, and the skills needed to be exemplary friends.

Overall, the novel is a valuable resource, not only for explaining the experiences of those with special needs but also for teaching important lessons on friendship and interpersonal skills. It is important to seek and to create a learning environment that promotes compassion, understanding and kindness in the students by means of thoughtful discussion and reflection.

4.4 Key Competencies

Competence in linguistic communication

Multilingual competence

Personal, social and learning-to-learn competence

Citizenship competence

Competence in cultural awareness and expression

4.5 Methodology

The last activity is going to be done by cooperative groups by a technique called, pencils in, the teacher is going to give the written task to the students, this task is going to be divided into four different parts, so the coordinator is going to give a task to each of the students. Then, each student explains to the rest of the students what they need to do, while doing this all the pencils are set on the table, so everyone is listening. After they talk about what they need to do, every student grabs their pencil and starts writing their task.

This technique is great for making the students have a debate before doing any exercises. The debate is going to go done by another methodology called, dialogical gatherings which is about is a dynamic based on dialogue, in which a topic is presented, and the entire classroom contributes opinions about it. It's a collective building of learning and knowledge with participation from all the students involved. It allows students to understand and develop their ideas and new knowledge, thanks to interpretation provided by all members of the group (Mosquera Gende, 2019).

4.6 Activities

Before reading the book, the students are going to watch a cartoon about an animal trying to make friends, but it could not do it, because it was different than the rest. When the students watch the video, they are going to consider why they think that the animal is feeling sad and different, and what they would do to change it. They will write it down on a small piece of paper and glue it on the wall, after that, the teacher and the students are going to have a debate in class, about friendship and kindness, and then, they are going to start reading the book.

After the debate, the students are going to start reading the book and the book is going to be divided in chapters along with different activities. In the learning situation, the activities are going to be divided by the book chapters, each chapter will have a question or different questions and the students will need to read the chapter and complete the questions on their small notebook or diary. When the students finish the book, they will do different activities to achieve the last level of Bloom's Taxonomy.

The students will read a chapter of the book, and then complete the activity or activities according to the chapter. For that, the students are going to have a small notebook or dairy, where they will record all the activities of this book.

The book and the different activities are divided into the levels of Bloom's Taxonomy which are six. The ones that are Low Order Thinking Skills, which are remembering, understanding, and applying, and the other three are High Order Thinking Skills, analyzing, evaluating, and lastly creating. By doing these activities the students are going to achieve the cognitive level wanted by the teacher, as well as, to have all the activities organize in order to be able to evaluate them correctly.

Part number 1: Remember

Activity 1: The students will read in the classroom the chapter number one and complete these questions on their notebook.

Do you remember the name of the girls, and what about the name of their club?

Describe what happens when the girls ask Daisy, if they can have an sleepover in her birthday?

Activity 2: After the students finished the activity number 1, they will read chapter number two by themselves either in class or at home, and complete on their book diary the questions for activity two.

Do you remember how Daisy felt when her mom was not listening to her? Have you ever felt that way?

Activity 3: When the students get home, if they have finished the activity number two, they can read and complete the activity number three. This is an optional work, so it means that the students do not need to finish it if they do not want to.

List the food that Amy is having for her birthday and what flavor the cake is.

What did Daisy get Amy for her birthday party?

Part number 2: Understand.

Activity 4: The chapter number four will be read in class, and then the students individually will complete the question on their notebook.

What would happen if instead of watching cartoons on Amy's birthday, the girls would watch scary videos? How would they feel?

Activity 5: The students will read chapter number 5 and complete the question in their notebook.

How can you describe how Daisy feels, when Chloe talks about her birthday cake?

Activity 6: It is optional for the students to read chapter number 6 and complete the question in their notebook.

Elaborate on why Daisy does not want to have a sleepover. Who is the person Daisy is most afraid of?

Part number 3: Apply.

Activity 7: Read the chapter number 7 in class and complete the question on the student's notebook.

What examples can you find were Chloe was not a good friend? What do you think about it, have you ever seen something similar?

Activity 8: When the students finish chapter 7, they will read chapter 8 at home or in the class and complete the task on their notebook.

How would you demonstrate, if you were Daisy, that Chloe is a mean friend?

Activity 9: For the last chapter that covers apply, the students that want to continue with the book will read chapter 9 and complete the question on their dairy.

Why does talking to Lily make Daisy more relax? What makes you feel this way?

Part number 4: Analize.

Activity 10: The students will read out loud the chapter number 10 and then, in class answer the question on their book dairy.

How can you classify Daisy's friend according to this chapter?

Activity 11: When the student finish with activity number 10, they will read chapter 11 and answer the following questions on their notebook.

What ideas validate Daisy's opinion on Lily being on the birthday party?

Activity 12: The students that want to complete the reading, will read chapter 12 and answer the questions on their notebook.

Why do you think Daisy is worried of her friends meeting Lily? Was her thought, right?

Part number 5: Evaluate.

Activity 13: This is the last chapter that the students will read in the classroom out loud, and then they will answer the following questions on their notebook/diary.

What is your opinion of Chloe's attitude towards Lily? Do you think Daisy's parents should tell her mom?

Activity 14: When they finish activity number 13, the students will read activity 14, and answer the question on their notebook/diary.

What choice would you have made if you were Daisy's Dad, and you had seen how Chloe was talking to the girls?

Activity 15: Activity 15 covers the last chapter, and the students that want to read it, will read it and complete the questions on the notebook.

What is the most important advice that the girls teach Chloe about Lilly?

This will conclude the part where the students need to read the chapters and answer the different questions.

When the students have completed the five first steps of Bloom's Taxonomy, they will go to the last step, which is created. Once, they have finished reading *Sleepovers*, they will create a writing piece, which reflects, a moment when they have felt something similar to what Daisy feels with her sister.

The students will have to use present simple and present continuous, and for that, they will have a session remembering it. So, for the last activity of this learning situation, the students will create a piece of writing, explaining a moment in their lives when they have felt nervous or scared to show something from their home, family, or with friends.

This activity will be done in cooperative groups. In the classroom there are five cooperative groups, each cooperative group will be assigned a book chapter. In that chapter, the students will need to find all the verbs that are present simple and present continuous and copy them into their notebooks. Once they have done all the research, they will start creating their text, with the help of a guide line so the students can create it better. When they have finished their piece of writing, the students will need to present it to their classmates, so they will work on their speaking skills as well.

4.7 Resources

All the resources for this learning situation are collected in Annex 2.

The students will need, for this learning situation, the book *Sleepovers* by Jacqueline Wilson, a small notebook for the reading diary, and the different charts that will be given to them to write their writing pieces to complete the learning situation.

4.8 Timing

Group dynamic	1 session
Chapter 1,4,7,10 and 13	5 sessions
Writing piece	3 sessions
Oral presentation	3 sessions

Table 2: Timing learning situation 2.

Each session covers 45 minutes, since this school has English lessons every day, this learning situation will take 12 sessions which is 2 and a half weeks.

4.9 Assessment

As it was previously mentioned, in this learning situation, the students are going to read a book and complete some questions on each chapter. Five activities will be done in class and those activities are mandatory, the students will read the chapter out loud in the classroom, and then the students will answer the different questions in their diary. After that, there are five different activities that the students will do either in class or at home depending on how much time they have, and again, they will read the book chapters, and answer the question. Lastly,

there are five different optional activities, these activities will be evaluated positively by the students that do them.

After reading the book and completing the questions in their notebook, the students will create in cooperative groups, a writing piece and they will need to present it in class. This last task is the activity that will weigh the most.

4.10 Evaluation instruments and qualification criteria

All the evaluation instruments for this learning situation are collected in Annex 2.

Evaluation instruments, these activities are going to be evaluated by different types of rubrics, the diary will be evaluated by the teacher with a rubric that evaluates every level of Bloom's Taxonomy.

The last activity, the one in which the students are going to create a piece of writing, will be evaluated by themselves, in the cooperative group, and by their classmates with a diana rubric.

Qualification criteria

Activities 1,4,7,10 and 13	25%
Activities 2,5,8, 11 and 14	25%
Activities: 3,6, 9,12 and 15	10%
Writing piece	30%
Oral presentation	20%

Table 3: Qualification criteria learning situation 2.

This qualification criteria is over 110% and not 100%, this is due to the reason that activities 3,6,9,12, and 15, the optional ones, weigh 10% more.

V. Learning situation number 3: Let's create our own audiobook.

This learning situation has been created so the students are going to work on the comprehension of oral texts and production of oral text. They will also work the past simple and family members vocabulary.

During this learning situation, the students will work on a book called *The Suitcase Kid* by Jacqueline Wilson (Wilson, 1992). Through this book, the students are going to develop their speaking and listening skills by creating an audiobook and listening to it.

This book has 26 chapters, each chapter will be assigned to a student who with the help of the English native assistant teacher will work on recording it. Once the students have recorded their chapter and the book is done, they will listen to it in class.

5.1 Specific competences and evaluation criteria

Specific competences	Evaluation criteria

1.Understand the general meaning and specific and predictable information of short and simple texts, expressed clearly and in the standard language.	1.1Recognize, interpret and analyze the global meaning, as well as specific words and phrases of oral texts.
3.Interact with other people using everyday expressions, resorting to collaboration strategies and using analog and digital resources.	3.2.Select, organize and use, in a guided manner and in everyday situations, basic strategies to greet, say goodbye and introduce yourself; ask and answer simple questions; express messages, and initiate and end communication in English.
4. Participate in predictable situations, using strategies and knowledge to process and transmit basic and simple information, in order to facilitate communication.	4.1.Infer and explain texts, concepts and short and simple communications, in a guided manner, in situations in which diversity is addressed.
	4.2. Select and apply, in a guided manner, basic strategies that help create bridges, facilitate understanding, and the production of information
6.Appreciate and respect the diversity of other contexts based on the foreign language	6.3. Select and apply, in a guided manner, basic strategies to understand and appreciate the diversity of language, culture and art.

5.2 Content

A. Communication	Knowledge, skills and attitudes that allow one to begin participation activities in basic daily situations in which communicative strategies are used to help resolve conflicts.
	Basic communicative functions appropriate to the field and context: greet, say goodbye, apologize, thank you, ask for or offer help, introduce and introduce yourself
	Basic language units and meanings associated with these units, such as expression of the entity and its properties, quantity and number, space and spatial relations, time, affirmation, denial, question

	and exclamation, elementary logical relations typical of the English language.
B. Multilingualism	Basic strategies for identifying, organizing, retaining, retrieving and using language units
	Strategies and techniques to compensate for communication deficiencies
C. Interculturality	The foreign language as a means of communication and relationship with people from other countries
	Basic strategies to understand and appreciate different languages
D. Syntactic-discursive contents	Time expressions
	Expression of tastes and preferences.
	Time expressions, present and past.
	Past tense expressions: simple past

5.3 Context

This learning situation will focus on the students whose families have been dealt with the divorce of their parents recently. This initiative aims at providing support for students who may face similar situations in their own families and giving them the sense of being heard and looked after.

In this learning situation, students not only gain an understanding of the dynamics of family change, but also a sense of empathy and understanding for their friends who may be going through similar situations. The aim is to create a climate in which each student feels accepted and loved, irrespective of their family's structure.

In addition, the learning environment in the classroom is teaching students from different classes to understand and cope with a range of family situations. It's going to open up discussions about the various family structures that exist in our school community, and it's going to help the teachers build a culture of acceptance and empathy.

In summary, this situation allows for a meaningful opportunity to address the experiences of students with divorced parents in our classroom and beyond so that they can feel connected, empathy or inclusivity.

5.4 Key competences

Competence in linguistic communication

Multilingual competence

Mathematical competence and competence in science, technology and engineering

Digital competence

Personal, social and learning-to-learn competence

Citizenship competence

Entrepreneurial competence

Competence in cultural awareness and expression

5.5 Methodology

On this learning situation, the students are going to be working on some activities on cooperative groups and they will also do Challenge based learning, which is based on the students taking the reins of their learning with a critical, reflective, and civic attitude. From curiosity and analysis of the reality that surrounds them, students try to find a solution to a problem in their environment (Mosquera Gende, 2019).

5.6 Activities

The creation of the audiobook

The students are going to create an audiobook with the help of the English native assistant teacher. Each student will be assigned a letter because in this book each chapter is named after a letter. Once they know what letter they are, the students are going to read the chapter, and they will need to get prepared to record the assigned chapter.

The assistant teacher will assist them to read it properly and he or she will help them record that audio to create an audiobook, so every student does a good job recording their chapter.

There are 25 students in the classroom, and in the book, there is an introduction and 26 chapters, that is why, the teacher is going to record the introduction, the 25 students, will record 25 chapters and the assistant will do the last chapter.

Once the whole book is recorded, it will be listened to in class. Instead of reading the book, as the classroom did in *Sleepovers* and *Happy Holidays*, they are going to listen to it, and they will need to be very careful listeners because, after it, they will need to complete different challenges according to the book.

The book is going to be read in four parts, after each part, the students are going to have to complete a challenge. Each part of the book will be listened to in the classroom, and the students are going to have the audiobook at home to complete the challenge as well. These challenges are going to be related to the book, but they will make the students more competent in their daily lives as well.

Once the students complete each challenge, they will need to present it orally in front of the class and explain to their classmates what they worked on to complete the challenge given.

Challenge number 1: The students will listen in class to the introduction to the letter E.

In the book, Andrea's parents just got a divorce, and she is trying to learn how to live a new life, for this challenge the sixth-grade students will need to choose an English-speaking country and search for the divorce rate in that country, then they will find the divorce rate from Spain, and they will need to compare it. They will need to analyze why the data is different and what can affect it.

Challenge number 2: The students will listen in class from the letter E to the letter L.

In this part of the book, Andrea explains to the readers how she misses playing with her friends after school and how she has to walk home alone because she lives somewhere different now. For this challenge, the students will have a map of their city, and they will need to draw on the map the route they need to take from their house to the school and back. They will also need to explain if they go by car, by foot or by bus, and who usually goes with them.

Challenge number 3: The students will listen in class from the letter M to the letter S.

In chapter letter P, Andrea explains how her dad has a camera and how much she loves to take pictures with it. In this challenge, the students will need to find a picture of when they were young, and they will need to describe every detail of it. The students must follow these steps: Give a summary of what you see. Talk about where things are in the picture and add details. Speculate about what's in the picture and about the context.

Challenge number 4: The students will listen in class from the letter T to the end.

The last part of the book happens in winter, and Andrea describes the weather on several occasions.

For this challenge, the students are going to watch the weather forecast from a place they choose in the United Kingdom. They will need to analyze it and explain it to their classmates.

Challenge number 5: The last challenge in cooperative groups.

There are five cooperative groups in the classroom, in this last challenge, they will work together in groups, the other four challenges were done individually.

For this engaging challenge, students will be assigned to diverse groups, each responsible for interviewing ten students from various grade levels. To explain, Cooperative Group 1 will engage with fifth graders, while Cooperative Group 2 will interact with second graders, and so on. The objective is for students to conduct interviews, gathering information for later analysis. The interviews will cover details about the students' families, the number of siblings they have, the status of their parents' relationships, and whether they live in the same house. Once all the interviews are completed, the entire class will collaboratively collect the gathered information into an exhaustive chart. This chart will be made by the students and will serve as a collective representation of the diverse family structures within the school, offering insights into the various types of families present in their community.

5.7 Resources

All the resources for this learning situation are collected in Annex 3.

For this learning situation, the students are going to need: the book called *The Suitcase Kid* by Jacqueline Wilson. The school will provide an audio recorder to make the audiobook. The classroom computer to listen to the audiobook, different materials to create the challenges,

such as colored paper, marker. An interview chart made by the students to record the answers of the last challenge.

Personal resources, the assistant English teacher, and the English teacher.

5.8 Timing

Activities	Sessions
Recording the audiobook	An average of a session per student, so 25 sessions.
Listening to the audio book	12 sessions
Challenges oral presentation	10 sessions
Interview challenge #5	4 sessions
Analyze and presentation challenge #5	4 sessions

Table 4: Timming learning situation 2.

The first 25 sessions are when the assistant teacher will work individually with each student, and it will be done in the third term.

The next 30 sessions will be done in the second term. In this school, there are 5 session of English class per week, so the learning situation will last 6 weeks.

5.9 Assessment

The students will be immersed in five challenges designed to improve their autonomy and competence, promoting skills applicable to their daily lives. Two comprehensive rubrics will be employed to evaluate their performance, encompassing two key components: the quality of their work and their oral skills.

In addition to these challenges, students will take part in an assessment where they record a chapter from the audiobook. This evaluation will be conducted in collaboration with the assistant English teacher, who will be responsible for assessing and providing feedback on the students' recordings.

5.10 Evaluation instruments and qualification criteria

All the evaluation instrument for this learning situation are collected in Annex 3.

The students are going to be graded by rubrics, there are going to be two of them. The first one will be done by the assistant English teacher, and she will be the one who grades the making of the audiobook. The second rubric will be designed to evaluate the writing skills from the challenges as well as evaluate the speaking skills from the presentation of the challenges.

Oral skills (audiobook)	25%
Challenge #1	10%
Challenge #2	10%

Challenge #3	10%
Challenge #4	10%
Challenge #5	35%

Table 5: Qualification criteria learning situation 3.

4.CONCLUSION

This study emphasizes the value of using English literature in English as a foreign language classroom due to its many educational advantages. Children's literature is a priceless resource for teaching language skills, and developing the four basic language competencies which are listening, speaking, reading, and writing. Improving emotional intelligence, and critical thinking, promoting other executive functions, fostering creativity, and promoting self-expression.

With this work I wanted to demonstrate the significance of literature in the EFL classroom, and how necessary it is that our students feel motivated in the classroom. Literature brings great benefits to the classroom, such as those seen above. From contact with the culture of other countries to the development of students' critical thinking, among many other benefits.

As I proposed in the objectives of the work, I have made known the importance of bringing the novel to the classroom and thus be able to analyze all the benefits it can bring to students. To design three learning situations where each one of the students can develop their cognitive levels, face daily challenges, and therefore be more competent.

It is important to remember the importance of the novel in English classrooms as a powerful tool for fostering real-world communication in language learning, including reading, writing, listening, and comprehension.

 In addition, I managed to develop and work on the operational descriptors linked to the multilingual competence established by Degree 61/2022, of July 13, of the Government Council, which establishes for the Community of Madrid the organization and curriculum of the Primary Education stage.

This is the following: Uses at least one language, in addition to their language, where appropriate, and Spanish, to respond to simple and predictable communicative needs, in a manner appropriate both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres.

The Decree concludes that the acquisition of the English language at this stage should be an enjoyable, fun, practical, and creative process, of language creation, which enlarges the communicative possibilities of the students, allows them to be more autonomous in their learning, and develops their curiosity for the knowledge of other social and cultural realities.

Literature brings EFL students closer to other cultures. In this work with the help of Jacqueline Wilson, the students are going to meet people of their age but from a different country, which will make them understand different problems that they have right now or they could have in the future, like trying to plan a trip, having a family member or friend with special needs or that their parents split up. Literature can bring the students closer to the realities that they are living, and it can show them different ways to solve their problems or live in diverse situations. This is one of the main reasons why teachers should bring literature to the classroom since the students can feel very engaged with different characters and this can make them feel motivated. So, the English classroom can make reading a fun activity.

Many teachers might feel scared of using literature in the classroom, but I believe that is a great resource since there are many genres and many kinds of literature works that teachers can choose from so they can pick a book or novel that is perfect for their classroom, that is why I believe that bringing the literature to the classroom is packed with opportunities for your

students, and since there are many resources you can choose from, it becomes an easy job to find the perfect one for you and your students.

Along with the help of literature, it is also clear, that students can go through the levels of Bloom's Taxonomy, in a fun, creative, and autonomous way. This will help the teacher guide the classroom the way he or she wants to, and with literature, it is possible, as it was shown in the didactic proposal. The students can have different activities some of them could be mandatory and some of them voluntary and this will keep them motivated, and the good thing about Bloom's Taxonomy is that the students can climb the levels in their rhythm. In this kind of activity, the teacher can also work on the emotional intelligence and critical thinking of their student asking questions about what they have read in the text.

This study supports an approach to English in second language education, in which literature is an excellent tool for developing language skills, promoting cultural awareness, and encouraging students' curiosity and independence of learning. Educating teachers to take advantage of the rich potential of literature in their English as a Second Language classroom will help students to guide language and cultural challenges with confidence and competence.

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6.APPENDICES

Appendix 1

Own elaboration

.

Monday's and Tuesday's Activity Organization

Plan	Do	Price	Time

JACQUELINE WILSON

6TH GRADE CLASS
UNITED KINGDOM TRIP

HOW ARE WE GOING TO GO FROM LONDON TO BATH?

WHERE ARE WE GOING TO EAT IN BATH?

WHAT ARE WE GOING TO DO AFTER THE INTERWIEV?

MUST ASKED QUESTIONS

Interview chart

What are the WH- questions for?

What?
-A person
-Information

When?
Time

Where?
A place

Why?
The reason

Happy Holidays

Complete the following questions about the book Happy Holidays by Jacqueline Wilson

My summer Holiday chapter

1.What **animal** does Tracy want to have? Does she get it?

2. Where is Tracy's family **going** on holiday? Does Tracy **want** to go?

3. Your opinion. Where do you think **Maggie and Tracy should go?**

Hetty Father's Holiday chapter

4. **How** does the girl travel? **Who** is she visitting?

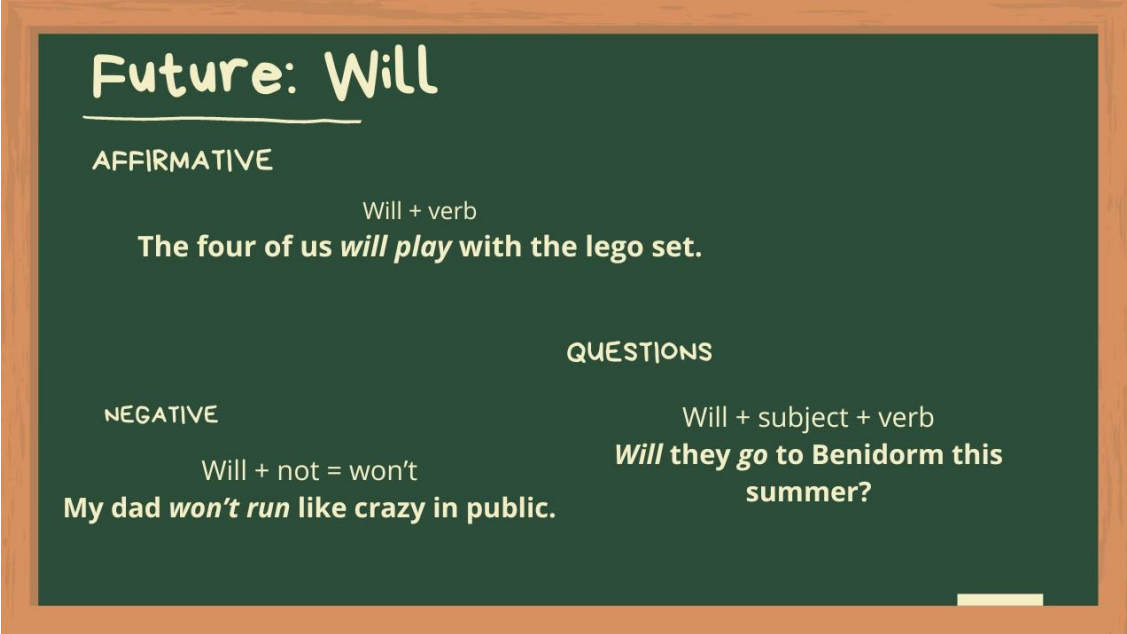5. Who was the **girl sitting** with in the train?

6. Your opinion. How would you feel if you were **travelling alone**?

Gemma's Holiday chapter

7. Who was Gemma **travelling** with?

8. In what **country** was Gemma?

9. Your opinion. Why do you think Gemma thought that she was on **England**?

Future: Will

AFFIRMATIVE

Will + verb
The four of us *will play* with the lego set.

QUESTIONS

NEGATIVE

Will + not = won't
My dad *won't run* like crazy in public.

Will + subject + verb
***Will* they *go* to Benidorm this summer?**

Category	0-2	3-5	6-8	9-10
Cooperation and Teamwork	Limited cooperation, conflicts within the group, and lack of teamwork.	Moderate cooperation, some conflicts, and minimal teamwork.	Good cooperation, minimal conflicts, and collaborative efforts evident.	Excellent cooperation, effective collaboration, and positive group dynamics evident.
Planning and Organization	Poor planning, disorganized approach, and lack of attention to details.	Some planning evident, organization is lacking in certain areas, and details are missed.	Good planning, overall organization, and attention to most details.	Excellent planning, meticulous organization, and attention to all details.
Communication and Presentation	Ineffective communication, lack of clarity in presentation, and poor articulation.	Limited communication effectiveness, some clarity in presentation, and occasional articulation issues.	Good communication, clear presentation, and effective articulation.	Excellent communication, compelling presentation, and articulate expression.
Problem-Solving and Adaptability	Limited problem-solving, resistance to adaptability, and lack of flexibility.	Some problem-solving attempts, partial adaptability, and limited flexibility.	Good problem-solving skills, adaptability evident, and reasonable flexibility.	Excellent problem-solving, high adaptability, and exceptional flexibility.

Appendix 2

Own elaboration

WRITING
LEARNING SITUATION
#2

1. BRAINSTORMING

TALK WITH YOUR CLASSMATES ABOUT HOW
DID DAISY FEEL AND WHAT DO YOU THINK
ABOUT IT

2. INTRODUCTION

WRITE A PARAGRAPH ABOUT WHAT
EXPERIENCE YOU ARE GOING TO EXPLAIN.

3. HOW DO YOU FEEL?

TALK WITH YOUR GROUP ABOUT HOW WOULD
YOU FEEL IF YOU WERE DAISY AT THAT
MOMENT . AND WRITE A PARAGRAPH ABOUT
IT .

4. CONCLUSION

WHAT WOULD YOU DO TO MAKE DAISY FEEL
BETTER?

REMEMBER TO USE PRESENT
SIMPLE AND PRESENT CONTINOUS

Present simple

AFFIRMATIVE

He/she/it +-s +-es: **Daisy *wants* to have a pink birthday cake.**
I/you(We/you/they regular form: **You *need* to invite everyone**

QUESTIONS

Does he/she/it .... ?
Does mom *want* to go to the beach or the river?
Do I/you/ we/ they ....?
Do you *need* to stay at home?

NEGATIVE

He/she/ it does + not
Julie *doesn't need* to worry about her summer holidays.
I/You/ We/ You/ They do + not
I *don't* really *want* to have a sleepover party for my birthday.

Present continous

AFFIRMATIVE

Verb to be + verb ending -ing
Daisy and Chloe *are sleeping* on the same room.

QUESTIONS

Verb to be in questions + verb ending -ing
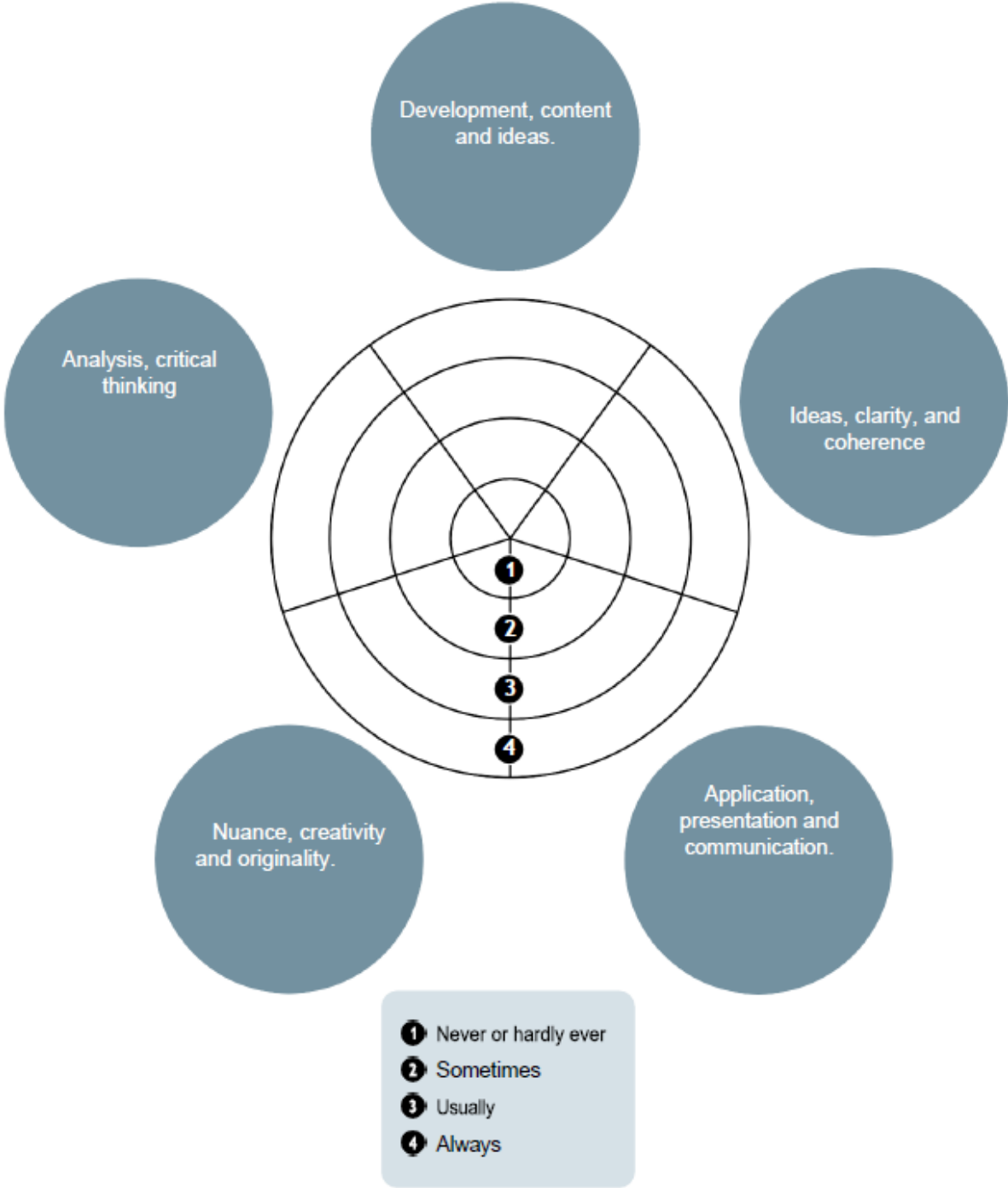**Is your friend Chloe *fighting* with her mom?**

NEGATIVE

Verb to be in negative + verb ending -ING
Their parents *aren't spending* their holdiays in the beach house.

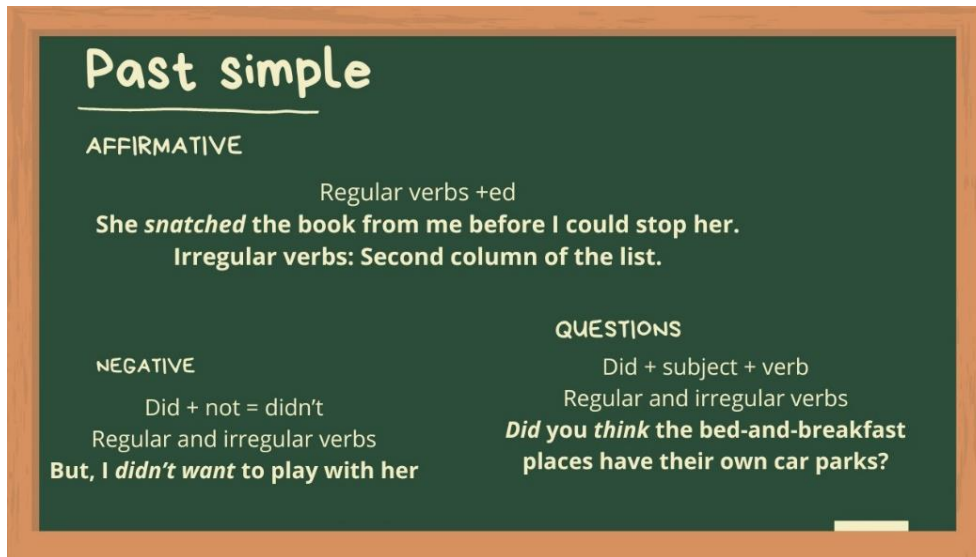| Category	0-2	3-5	6-8	9-10
Participation	Little or no participation in the group discussion and activity.	Moderate participation but lacked engagement or contribution to the discussion.	Active participation in the group discussion and activity, contributed ideas and listened attentively.	Exceptional participation, actively contributed ideas, facilitated group discussion, and demonstrated strong listening skills.
Critical Thinking and Contributions to Debate	Limited critical thinking, minimal or no contributions to the debate.	Some critical thinking, sporadic contributions to the debat	Demonstrated critical thinking, actively contributed to the debate	Outstanding critical thinking, provided thoughtful and insightful contributions to the debate
Task Understanding and Explanation	Incomplete understanding of the task, inability to explain assigned task to others.	Partial understanding of the task, struggled to explain the assigned task to others.	Clear understanding of the task, effectively explained the assigned task to others.	Comprehensive understanding of the task, articulate explanation to the group.
Reading fluency	Poor fluency, stumbling, and lack of expression.	Moderate fluency, occasional stumbling, and limited expression.	Good fluency, few stumbling moments, and adequate expression.	Excellent fluency, smooth delivery, and engaging expression.

Name _____   Date _____

Development, content and ideas.

Analysis, critical thinking

Ideas, clarity, and coherence

① ② ③ ④

Nuance, creativity and originality.

Application, presentation and communication.

① Never or hardly ever
② Sometimes
③ Usually
④ Always

Appendix 3

Own elaboration

Category	0-2	3-5	6-8	9-10
Content and ideas	Limited content and underdeveloped ideas.	Some content, but ideas lack depth and coherence.	Good content with well-developed ideas.	Excellent content, demonstrating creativity and depth of thought
Organization and strucutre	Poor organization, lack of structure, and unclear progression of ideas.	Basic organization, but structure needs improvement.	Well-organized with a clear structure that enhances the flow of ideas.	Exceptionally organized, with a strong and effective structure.
Clarity and pronunciation	Unclear pronunciation, difficulty understanding.	Some clarity, occasional pronunciation issues.	Clear pronunciation, understandable to the audience.	Exceptional clarity, near-native pronunciation.
Expression and Emotion	Monotonous tone, lack of expression or emotion.	Limited variation in tone, some expression.	Good variation in tone, expression evident.	Dynamic variation in tone, conveying strong expression and emotion.

Category	0-2	3-5	6-8	9-10
Storytelling	Difficulty following the storyline, lack of engagement.	Basic story structure, moderate engagement.	Well-structured, engaging storyline.	Excellently crafted, captivating storyline.
Voice and Pronunciation	Unclear voice, pronunciation errors, limited variation.	Somewhat clear voice, occasional errors, some variation.	Clear voice, minimal errors, good variation.	Exceptionally clear voice, accurate pronunciation, varied tone.
Audio Quality and Technical Proficiency	Poor audio quality, disruptions, technical issues.	Basic quality, occasional disruptions, some technical issues.	Good quality, minimal disruptions, well-managed technical aspects.	Excellent quality, no disruptions, outstanding technical proficiency.
Creativity and Engagement	Lack of creativity, fails to engage the audience.	Limited creativity, moments of engagement.	Creative elements, occasional engagement.	Exceptional creativity, high engagement throughout.