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Master's Dissertation/
Trabajo Fin de Máster

USING LITERATURE AS A DIDACTIC RESOURCE FOR THE ENGLISH PRIMARY CLASSROOM: *THE JUNGLE BOOK*

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ABSTRACT

This Master's Dissertation is focused on English literature as a resource to be used in the teaching of English as a second language, following a communicative approach.

The work consists of a theoretical part in which the influence of literature in the English classroom, children's literature, etc., are studied, and a practical part which contains a didactic unit centred on the *Jungle Book* for children on the sixth level of primary education.

The main objective is to study children's literature and its influence in the English language acquisition, since it has been proved that it helps to develop countless students' academic and personal competences, as well as the domain of the four linguistic skills, transmitting also cultural knowledge, and fostering a love of reading.

Key words: children's literature, resource, reading, English classroom, Kipling, *The Jungle Book*.

RESUMEN

Este Trabajo de Fin de Máster está enfocado en la literatura inglesa como recurso a utilizar en la enseñanza del inglés como segunda lengua, bajo un enfoque comunicativo.

El trabajo consiste en una parte teórica en la que se estudian la influencia de la literatura en la clase de inglés, la literatura infantil, etc., y una parte práctica que contiene una unidad didáctica centrada en el *Libro de la Selva* para niños/as de sexto curso de primaria.

El objetivo principal es estudiar la literatura infantil y su influencia en la adquisición de la lengua inglesa, ya que se ha demostrado que ayuda a desarrollar incontables competencias académicas y personales en los estudiantes, así como el dominio de las cuatro habilidades lingüísticas, transmitiendo también conocimientos culturales, y promoviendo un amor hacia la literatura.

Palabras clave: literatura infantil, recurso, lectura, clase de inglés, Kipling, *El libro de la Selva*.

“The purpose of literature is to turn blood into ink”.

T.S. Eliot

1. INTRODUCTION

The main objective of this Master’s Dissertation is to study children’s literature and its influence in the English language acquisition, through the design of a Didactic Unit centred on *The Jungle Book* (Kipling, 1894) for children on the sixth level of primary education.

In this work, it is intended that our students know new aspects from other cultures, develop their English linguistic level and reinforce some values, using literature as a didactic resource in the English classroom following the communicative approach.

The inclusion of language study as a major component of the Primary Education curriculum emphasises the fundamental importance of knowing other languages for the comprehensive development of our students, and literature gives the chance to bring this reality closer to students while transmitting cultural contents (Ley Orgánica para la Mejora de la Calidad Educativa, 8/2013, 9th December, from now on LOMCE).

However, and following the guidelines of several authors like Finocchiaro and Brumfit (1983), Ellis and Brewster (2014), or Harmer (2015), among others that will be seen along this work, to use children’s literature as a resource, it is necessary to possess a previous knowledge and keep in mind some aspects like the students’ characteristics, age, taste, how to maintain their attention and motivation as well as some selection criteria.

Finally, and considering the main aim of my didactic unit, its objectives will be centred on: stimulating the students’ interest in knowing different cultures, improving English pronunciation, acquiring new vocabulary, developing written texts comprehension in English and fostering team work and creative skills of the students, amongst others.

2. JUSTIFICATION

The didactic unit forms a part of the teaching programming, so it must be an open and flexible tool to be modified if needed, which may be adapted to the characteristics of the educative context. In addition, it should be globalised and interdisciplinary to acquire the basic competences.

The working unit that is going to be developed follows the guidelines of the Ley Orgánica para la Mejora de la Calidad Educativa 8/2013, 9th December (which modifies the

Ley Orgánica de Educación 2/2006, 3rd May), and it is framed into the pedagogical autonomy of the 15th article of the Real Decreto 126/14, 28th February, in which the pedagogical and organisational autonomy of the schools is fostered, promoting teachers' collaborative work.

Besides, to elaborate this unit, both the Ley de Educación de Andalucía 17/2007, 10th December as well as the Orden 17th March 2015, by which the Primary curriculum in Andalusia is developed has been taken as a referent. It gives a chance to work on linguistic aspects of the foreign language while bringing closer different cultures to the students through literature. This will be carried out with the evaluation criteria and the four blocks of contents, when they refer to sociolinguistic and sociocultural aspects, concretely habits, values, beliefs, attitudes... Later on, these will be specified.

3. THEORETICAL FRAMEWORK

First of all, a review of the communicative approach is going to be made. Then, several concepts related to literature and in particular children's literature will be studied. To finish, I will focus on *The Jungle Book*.

3.1. Communicative approach (Communicative Language Teaching)

Due to the relevance that the communicative approach has in foreign language education nowadays, and as it is going to be the main approach used in the didactic unit, it is convenient to make some clarifications regarding the term.

3.1.1. Definition, functions and features

The communicative approach or Communicative Language Teaching (CLT) starts from a theory of language as communication, in which the goal of language teaching is to develop the communicative competence: "what a speaker needs to know in order to be communicatively competent in a speech community" (Richards and Rodgers, 2001: 70).

This theory has been complemented by Halliday (1978: 11-17), who elaborated a powerful theory of the functions of language, describing seven basic functions that language performs for children learning their first language:

- the instrumental function: using language to get things;
- the regulatory function: using language to control the behaviour of others;

- the interactional function: using language to create interaction with others;
- the personal function: using language to express personal feelings and meanings;
- the heuristic function: using language to learn and to discover;
- the imaginative function: using language to create a world of the imagination;
- the representational function: using language to communicate information.

In addition to these functions, Finocchiaro and Brumfit (1983: 91-3) also made a list with 22 distinctive features of CLT:

- Meaning is paramount.
- Dialogs, if used, are centred around communicative functions and are not normally memorised
- Contextualisation is a basic premise.
- Language learning is learning to communicate
- Effective communication is sought.
- Drilling may occur, but peripherally
- Comprehensible pronunciation is sought
- Any device, which helps the learners, is accepted – varying according to their age, interests, etc.
- Attempts to communicate may be encouraged from the very beginning
- Judicious use of native language is accepted where feasible
- Translation may be used where students need or benefit from it
- Reading and writing can start from the first day, if desired
- The target linguistic system will be learned best through the process of struggling to communicate
- Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
- Linguistic variation is a central concept in materials and methodology
- Sequencing is determined by any consideration of content, function, or meaning which maintains interest.
- Teachers help learners in any way that motivates them to work with the language
- Language is created by the individual often through trial and error
- Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
- Students are expected to interact with other people, either in groups, through pair and group work, or through their writings.

- The teacher cannot know exactly what language the students will use.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

3.1.2. Competences and skills involved

Other authors like Canale and Swain (1980) established that the communicative competence was made up of several fixed sub-components that were assumed by our current legislation, as reflected in Madrid and McLaren's work (1996: 1):

- Linguistic competence: or the capacity to recognise and formulate correct messages bring phonetic, semantic and morphosyntactic elements into operation.
- Sociolinguistic competence: or the capacity to produce adequate announcements in a communication situation or context, conditioned for integral parameters.
- Discursive competence: or the capacity to interpret and produce different oral and written arguments organised according to the communication situation.
- Strategic competence: or the capacity to turn to verbal and non-verbal communication strategies to compensate for gasp or interruptions.
- Sociocultural competence: or the capacity to familiarise oneself with the social and cultural language context.

In addition, the appropriate use of the skills is crucial for effective communicative exchanges. The connection between the skills is shown in Harmer's work (2015: 246):

- Receptive process and oral medium is the listening skill.
- Productive process and oral medium is the speaking skill.
- Receptive process and written medium is the reading skill.
- Productive process and written medium is the writing skill.

3.1.3. Teacher's and learner's roles

In all this process, both the learner's and teacher's roles are crucial, as Breen and Candlin (1980: 99) described. As cited in Salim (2001: 87):

On the one hand, these authors describe the learner's role in Communicative Language Teaching (henceforward CLT) as a negotiator between the self, the learning process, and the object of learning, which emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes.

On the other hand, they describe two main teacher's roles:

The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organiser of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organisational capacities (Breen and Candlin, 1980: 99).

3.1.4. Types of materials and resources

Furthermore, Richards & Rodgers (2001: 164) consider three kinds of materials currently used in CLT; these are: text-based materials, task-based materials, and realia¹.

- Text-based material like textbooks will, if designed on CLT principles, offer the learners many kinds of prompts on which they can build up conversations. They will typically contain visual cues, pictures and sentence fragments which the learners can use as a starting point for conversation. Other books consist of different texts the teacher can use for pair work. Both learners get texts with different information and the task is to ask each other questions to get to know the content of the missing piece.
- Task-based material consists of exercise handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets.
- Using realia in communicative language teaching means using authentic material, for example newspaper articles, photos, maps, symbols, and many more. Material which can be touched and held makes speaking and learning more concrete and meaningful. Maps can be used to describe the way from one point to another and photos can be used for describing where things are placed, in front of, on top of or underneath something, and so on.

3.2. A working definition of literature

To start with this point, it is convenient to give a definition of literature:

Literature is a body of written works related by subject-matter, by language or place of origin, or by prevailing cultural standards of merit. In this last sense, 'literature' is taken to include

¹ http://teflpedia.com/Communicative_Approach

oral, dramatic, and broadcast compositions that may not have been published in written form but which have been (or deserve to be) preserved. Since the 19th century, the broader sense of literature as a totality of written or printed works has given way to more exclusive definitions based on criteria of imaginative, creative, or artistic value, usually related to a work's absence of factual or practical reference. Even more restrictive has been the academic concentration upon poetry, drama, and fiction. Until the mid-20th century, many kinds of non-fictional writing—in philosophy, history, biography, criticism, topography, science, and politics—were counted as literature; implicit in this broader usage is a definition of literature as that body of works which—for whatever reason—deserves to be preserved as part of the current reproduction of meanings within a given culture (Baldick, 2008: 141)

Although this term has different meanings depending on who is using it, and therefore defining it is not an easy task, we will focus on two main classifications: “Literature means those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered” (Lazar, 1993: 10). McRae (1994) also distinguishes between literature with a capital L, which includes the classical texts (Shakespeare, Dickens...), and literature with a small l, which refers to popular fiction, fables and song lyrics.

3.2.1. Literature evolution in English Language Teaching

The literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries such as UK and USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English.

As referred to in the introduction, the concept of literature is related with the definition of culture, which can be considered as “the membership in a discourse community that shares a common social space and history, and common imaginings” (Kramsch, 1998: 10).

Taking heed of this, and focusing on the functions of language, it enables the transmission of cultural values (Halliday, 1978: 109).

Therefore, “while the child is learning language, other significant learning is taking place through the medium of language. The child is simultaneously learning the meanings associated with the culture” (Halliday, 1978: 23).

This cultural transmission accomplishes two main functions: to impede that the knowledge disappears and to allow society to benefit from the ancient cultural heritage, as well as to facilitate the new members’ socialisation. In this process, education is one of the most important ways for culture transmission, and through literature, it is possible to bring students near different cultures and to understand and respect them.

Once the previous aspects have been clarified, it is important to see the evolution of literature in the teaching-learning process. Amongst all the authors and researches on this issue, the following review has been selected as a brief and clear summary:

Literature was initially the main source of input for teaching in language classes in the era of Grammar Translation Method, but since then it has been dropped from the pedestal. Also, in the era of communicative language teaching (CLT), literature was neglected and more attention was given to dialogues and conversations which were more practical and visible in real world situations. Taking heed of all these, in the middle of the 1980s some language scholars and applied linguistics fueled the return of literature for language teaching after a long period of being in the shadows (Khatib, Rezaei and Derakhshan, 2011: 201).

Having said this,

Literature is a new material in teaching and learning communicative competence of the language. In the literature-based classroom, literature can be the primary material of teaching the target language, providing authentic and real contexts of communicative situations. It also provides the pleasure of learning a new language with and through interesting stories. Students can extend their knowledge and experience of the world by reading literature. The language teacher should encourage students to read literature for their own meanings and experiences instead of being forced to accept the teacher's perception of the text literature provided examples of effective and appropriate usage of the language for the students to learn. Literature also shows students new ways to view the world around them by constructing meaning from the text (Khatib and Rahimi, 2012: 36).

In accordance with these words, nowadays many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage, 1987: 1).

Besides, text selection is a crucial factor (Maley, 2001: 184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation.

As any other material or resource, books must be carefully chosen for our teaching purposes if we want them to be really useful and effective. The most important thing is not to lose our objectives and not to obliterate some of the benefits that their use presents, so we must select them well.

Moreover, one of the fundamental variables for the success of any resource will be the methodological context to which it is applied. It must be made as appropriate as possible, confirming that the advantages of these resources do not rest in themselves, but in how, when and with whom we use them. Furthermore, implementing literature in the foreign language area contributes to give a global and unifying teaching-learning, so activities may be

connected to other areas (transversality), as promoted in the current curriculum through the cross-curricular aspects.

3.2.2. Literature as a didactic resource in the English language classroom

The different literary texts and genres possess a great didactic potential that can be used in the English language classroom, especially if we use the communicative approach, working therefore not only in sociocultural contents, but also in the four basic linguistic skills.

As I referred before, in the ultimate objective of foreign language teaching, the communicative focus arises as the basis of all practices in our classrooms, validating the legislation proposals. In order to implement successfully this task, motivating and creative elements are necessary, conditioned by the students' level, an appropriate methodology and a didactic work which teaches linguistic-cultural aspects without forgetting the communicative competence.

To help students to have access to English literature, Duff and Maley (2007) propose easy tasks to stimulate their interest, proceeding gradually from easy tasks to difficult tasks. It is convenient to use graded readings, as at the beginning the students present difficulties when facing a literary text in the most basic levels. These graded readings, thanks to their wide vocabulary for different levels, are also quite helpful in order to face the linguistic difficulty that appears when reading a literary text. These texts include syntactic structures, stylistic variations and a way to relate ideas that cannot be found in the spoken language, so they become an ideal model to enrich students' writing skill.

The main teacher's duty is to help students to face these texts through motivating and ludic activities and tasks like debates, performances, games, etc., selecting the most appropriate ones according to the objectives to be achieved.

In relation to this, Lazar says literature is motivating for several reasons (1993: 15):

- First of all, "students of English may experience a real sense of achievement at tackling literary materials in the classroom".
- The second factor is the fact that "literature exposes students to complex themes and fresh, unexpected uses of language".
- It also elicits "a powerful emotional response from students".

Therefore, with the support of literary texts, students are encouraged to express their own feelings and opinions, which is really important due to the fact that "when you start to

use a foreign language, it is when it really starts to consolidate” (Lazar, 1993: 60). In addition, this author (Lazar, 1993: 83) presents a set of activities divided into three stages, pre-reading, while-reading and post-reading, which are the basis of my didactic unit:

- Pre-reading activities (before reading):
 - Helping students with cultural background: reading or listening comprehension about the author’s life or the historical and cultural background of the story.
 - Stimulating students’ interest in the story: group discussion about what the title of the story suggests.
 - Pre-teaching vocabulary: matching important words in the story with their dictionary definitions.
- While-reading activities:
 - Helping students to understand the plot: students’ are given three slightly different summaries and they have to decide which the best one is.
 - Helping students to understand the characters: students choose from a list of adjectives which ones are most appropriate for describing a particular character.
 - Helping students with difficult vocabulary: give the text to one student or group of students in advance, letting them look up any difficult words in a dictionary and prepare a glossary for the others.
 - Helping students with language and style: using a section of the text to focus on a particular grammatical problem that students may have.
- Post-reading activities (after reading):
 - Helping students to make interpretations of the main themes of the text: providing general questions to debate, focusing on any contentious points in the story.
 - Helping students to understand a narrative point of view: they write diary entries or a letter describing the events of the story, as if they were characters in the story.
 - Follow-up writing activities: writing a review of the story.
 - Follow-up fluency practice: role-play or acting out of a scene from the story.

To close this section, it is important to highlight the use of stories as one of the ways of providing children with a comprehensible and interesting input. Stories allow the teacher to use an acquisition-based methodology by language input that is slightly above the level they are expected to produce. In fact, “storytelling is considered one of the most efficient and motivating ways for teaching a foreign language to young learners” (Ellis and Brewster, 2014: 6-7).

3.3. Children's literature

Due to the huge variety of literary texts we can deal with in our classrooms, we will focus on a specific part of the literature which is aimed at children.

3.3.1. Children's literature concept and benefits

Although the concept of children's literature evolves over generations, we will use Lynch-Brown and Tomlinson (2005: 2) definition: "children's literature is good quality trade books for children from birth to adolescence, that cover topics of relevance and interests to children of those ages through prose and poetry, fiction and nonfiction".

In addition, children can benefit from two main values or benefits of children's literature (Lynch-Brown and Tomlinson, 2005: 3):

- The Personal Value: this includes enjoyment, imagination and inspiration, vicarious experience, understanding and empathy, cultural heritage, moral reasoning and literary and artistic preferences
- The Academic Value: among its main characteristics, the following can be extracted: improving reading skills, developing writing voice and style, learning content-area knowledge, and promoting art appreciation.

3.3.2. Children's literature historical review

Once the concept has been defined, it is time to see next the evolution of the children's literature throughout history. The studies and researches on the topic are countless, but I will follow Susina's (2004) outline² of children's literature through the different historical periods.

One of the earliest works of children's literature was the Aesop's Fables, which is a compilation of fables attributed to Aesop, a slave in ancient Greece around 550 BC. However, children's literature responds to a relatively recent phenomenon that arose independently during the second half of the 18th century. Until that moment children had been considered as little adults who did not require their own literature.

John Newbery is considered as the father of children's literature, since "he was recognised as the first British publisher to make children's books a permanent and profitable

² <http://www.encyclopedia.com/doc/1G2-3402800103.html>

branch of the book trade”, with *A Little Pretty Pocket-Book* (1744), which is the first significant commercial children's book published in English. In this century, puritan children's literature was intended to provide children with religious and moral education. Besides, some books not written specifically for children came up but quickly produced in abridged versions for younger readers such as Daniel Defoe's *Robinson Crusoe* (1719) or Jonathan Swift's *Gulliver's Travels* (1726).

At the beginning of the 19th century, fairy and folk tales were considered inappropriate reading material for children, especially among the middle class. Attitudes toward fairy tales as children's literature changed during this century when the Brothers Grimm published several folk tales and popularised stories such as *Hansel and Gretel*, or *Snow White* (*Children's and Household Tales*, 1812). Then, with the publication of Hans Christian Andersen's *Tales* in 1848, the triumph of the fairy tales as legitimate children's literature was complete. Shortly thereafter, collections of folk tales and literary fairy tales tended to dominate children's literature until the end of the Victorian period.

Around the second half of the 19th century, the novel became the most popular genre all over the world and many writers wrote book for children. The most popular literary fairy tale of the Victorian period was Lewis Carroll's *Alice's Adventures in Wonderland* (1865), which signalled the change in writing style for children to an imaginative and empathetic one so is regarded as the first English masterpiece written for children.

Victorian children's literature reflected the culture's separated spheres for men and women with different types of books written for girls and boys. Stories for girls were often domestic and celebrated the family life, such as Alcott's *Little Women* (1868). Stories for boys, such as Mark Twain's *The Adventures of Tom Sawyer* (1876) and its sequel *Adventures of Huckleberry Finn* (1884), encouraged boys to have adventures.

Furthermore, in this era, we can include short stories or novels, which may be found in simplified and adapted versions for children, making them compatible with authentic characteristics, such as Stevenson's *The Treasure Island* (1883) and Kipling's *The Jungle Book* (1894) and *Second Jungle Book* (1895), which were thought to appeal to both sexes.

The second half of the nineteenth century saw an explosion of children's literature, both in terms of quantity and quality, so “the Victorian era is also considered a Golden Age for book illustration and picture books”.

The Golden Age of Children's Literature ended with World War I in Great Britain and Europe, and the period before World War II was much slower in children's publishing. The main exceptions in England were the publications of Beatrix Potter's *The Tale of Peter Rabbit*

(1902), and Milne's *Winnie the Pooh* (1925). In them, we can find many short stories containing very repetitive language where the same characters act in numerous sociocultural elements.

In the 1950s, the book market in Europe began recovering from the effects of the two World Wars. Roal Dahl (1964) wrote *Charlie and the Chocolate Factory*, and series books remain a larger segment of children's literature, for instance C. S. Lewis's collection *Chronicles of Narnia* (1950–1956).

Despite the recent trend of categorising children's literature by age, an increasing number of adults have begun reading children's books, blurring the boundaries between children's and adult texts”, like J. K. Rowling's *Harry Potter series* (1997-2007). Another key factor of the Contemporary Children's Literature is the “increasingly important adaptation of children's books as films or as TV series”. Walt Disney has dominated the field of film adaptation of children's texts into cinema, “beginning with *Snow White and the Seven Dwarfs* (1937).

In short, the twentieth-century children's literature was marked by increased diversity in both characters and authors, and several attempts to provide a more multicultural approach to children's literature were made. Today, contemporary children's literature continues to be a highly innovative and challenging field.

3.4. A review of *The Jungle Book*

Throughout this chapter, the notion of narrative genre will be explained, as it is directly related to *The Jungle Book*, and then a major revision of *TJB* will be done, reviewing the book as well as the author's biography, amongst other aspects.

3.4.1. Narrative as a literary genre

After having clarified several aspects of literature, it is important to focus on one of the literary genres we can deal with in our classrooms, the narrative genre, since as we will see later *The Jungle Book* can be classified into this category.

A narrative text is a telling of some true or fictitious event or connected sequence of events, recounted by a narrator to a narratee (although there maybe more than one of each).

Narratives are to be distinguished from descriptions of qualities, states, or situations, and also from dramatic enactments of events (although a dramatic work may also include narrative speeches).

A narrative will consist of a set of events (the story) recounted in a process of narration (or discourse), in which the events are selected and arranged in a particular order (the plot).

The category of narratives includes both the shortest accounts of events and the longest historical or biographical works, diaries, travelogues, etc., as well as novels, ballads, epics, short stories, and other fictional forms.

In the study of fiction, it is usual to divide novels and shorter stories into first-person narratives and third-person narratives.

As an adjective, narrative means characterised by or relating to story-telling: thus narrative technique is the method of telling stories, and narrative poetry is the class of poems (including ballads, epics, and verse romances) that tell stories, as distinct from dramatic and lyric poetry (Baldick, 2008: 165)

Once the narrative term has been explained, it is time to move to the next section, which is one of the most important ones, since it deals directly with the main literary source of this Master's Dissertation.

3.4.2. Rudyard Kipling and The Jungle Book

The Jungle Book (henceforward *TJB*) is actually a collection of 13 short tales, written by the author Rudyard Kipling in 1894.

Rudyard Kipling was born on December 30, 1865, in Bombay, India. He was educated in England but returned to India in 1882. A decade later, he wrote *The Jungle Book* (1894), among a host of other works that made him hugely successful. Kipling was the recipient of the 1907 Nobel Prize in Literature. He died in 1936³.

Focusing on the *TJB*, it is a collection of 13 short tales⁴: Mowgli's Brothers, Hunting-Song of the Seeonee Pack, Kaa's Hunting, "Tiger! Tiger!", Mowgli's Song, The White Seal, Lukannon, "Rikki-Tikki-Tavi", Darzee's Chant, Toomai of the Elephants, Shiv and the Grasshopper, Her Majesty's Servants, Parade Song of the Camp Animals. These stories that make up what's known as *The Jungle Book* were originally published as short stories in various magazines in 1893 and 1894.

³ <http://www.biography.com/people/rudyard-kipling-9365581>

⁴ <http://www.literatureproject.com/jungle-book/>

The first published edition of the collected stories included illustrations by Kipling's own father, John Lockwood Kipling. Also in the books, each one of the stories are followed by a passage of verse or poetry. These are designed to be thematic summations of the lessons meant to be gleaned from each of the stories preceding them.

The purposes behind the stories were meant to be fables to illustrate moral lessons with the various animal characters as anthropomorphic teachers. Though some academics have argued that the stories also carry political allegories for the time of publication⁵.

According to some critics, Kipling seems to have written *The Jungle Book(s)* at least partly in veiled defence of British Imperialism in India. According to a number of other critics, Kipling wrote *The Jungle Book* as a call for discipline during a particularly difficult period of imperialism⁶.

Back again to *TJB*, a summary follows:

Mowgli is a young boy who is raised by wolves and who learns all about jungle life and legends from a cast of special characters, including a bear, a panther, a tiger and a cobra.

After Mowgli left his Wolf Pack, he visited a human village and was adopted by a couple, who both believed him to be their own son, previously stolen by a tiger. They taught him human customs and language and helped him to start a new life.

However, the wolf-boy Mowgli did not succeed in the human village, but made enemies because he denounced some unfair comments about the jungle and its animals. For this, he was reduced to the status of coward. Then, the tiger Sheer Khan entered the village, while Mowgli took half his cattle to one side of a ravine, and his wolf brothers took the rest to the other side. Mowgli lured the tiger into the middle of the ravine and the cattle trampled him to death. The envious hunter reported that the boy was a wizard or demon and Mowgli was exiled to wander the countryside.

This certainly shows the dark side of human beings, suggesting that animals are noble creatures, even more "human" than humans themselves.

I look at *TJB* as a book that was made with more meaning than most people may think. It is more than just about some kid that is stuck in the jungle with animal friends that talk, it is about learning to cope with a situation and more importantly about friendship. Likewise, its very adscription to the label Children's literature is not unchallenged, as the stories are written to be enjoyed by adults as well as children, with that depth of meaning and symbolism that

⁵ <http://screenrant.com/best-jungle-book-facts-trivia?view=all>

⁶ <https://www.quora.com/What-inspired-Rudyard-Kipling-to-write-The-Jungle-Book-1>

delves far beyond the surface, and they can be shared inter-generationally, with interpretations made by all.

The Jungle Book is priceless, since as mentioned previously, this work gave Kipling the honour of being the first British writer to be awarded the Nobel Prize for Literature in 1907. Looking at its process of reception, it is a fact that *TJB* is not only a valuable book, but also a well-known film (Walt Disney Productions, 1967), with a second part released in 2003. Apart from these two popular adaptations, *The Jungle Book* has been a matter of interest along the years, starting with a documentary in 1942, and finishing with the latest June 2016 animated film (Walt Disney Productions)⁷.

For all the above reasons, *The Jungle Book* is a group of stories that are actually quite good for several types of family literacy programs of the current day. We have to conclude, therefore, that *TJB* is one of the most popular stories of the 20th century.

4. DIDACTIC UNIT

Prior to the exposition of the unit, we should reflect on what a good didactic unit is and why is necessary to design an appropriate one, as well as to give a general explanation of the different curricular elements which are involved in the unit.

4.1. Definition of didactic unit

Keeping in mind some interpretations, such as those extracted from Antúnez's (1992) or Harmer's (2015), it could be said that a didactic unit is a working unit of variable duration which interrelates all the teaching-learning elements, sequencing objectives, contents, methodology and evaluation adjusted to the special needs of a specific class, which is organised through a set of activities and which responds to the highest level of specification of all the previous curricular elements, with a methodological coherence and for a determined period of time.

⁷ For more information on All the films about this issue, please check the Internet Movie Database: <http://www.imdb.com>

4.2. Curricular profile

In line with the European Parliament and Council's Recommendation 2006/962/EC, 18th December 2006, about key competences for lifelong learning, the Decreto 126/2014, 28th February, establishes a basic curriculum for Primary Education based on promoting learning by competences integrated in curricular elements.

These seven key competences are a combination of knowledge, skills and attitudes appropriate to the context, and they are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. They should be acquired by young learners at the end of their compulsory education and training equipping them for adult life, particularly for working life, whilst forming a basis for further learning.

They are the following:

1. Linguistic competence (LC)
2. Mathematical and basic competences in science and technology (MBCST)
3. Digital competence (DC)
4. Learning to learn competence (LLC)
5. Social and civic competences (SCC)
6. Sense of initiative and enterprising spirit competence (SIESC)
7. Cultural awareness and expressions competence (CAEC)

In addition, the Orden 17th March 2015 establishes 17 evaluation criteria for the third cycle of primary education in Andalusia, which are the way to show the achievement of the competences.

In order to achieve them, we need to work on a series of objectives. The primary stage general objectives are embodied in the 7th article of the Real Decreto 126/14, by which the basic curriculum for Primary Education is established, and completed with the English area general objectives established by the Orden 17th March 2015, which develops the curriculum for Primary education in Andalusia.

The contribution to the skills, knowledge, attitudes or values expressed in the stage objectives are achieved by means of working several contents carefully selected and sequenced. In the 4th article of the Real Decreto 126/14 as well as in the Andalusian Orden 17th March 2015, it is established that the area of the foreign language comprises four blocks of contents around which the curriculum is designed and as a result the skills that students must acquire. Their organisation allows all sections to work in a holistic and interconnected way to contribute to the acquisition of the key competences.

All these curricular elements will be worked on in the different activities of the didactic unit, as we will see in the specific chapter.

4.2.1. Area/cycle profile within the Didactic Unit

As the title expresses, the competence profile within the didactic unit is comprised of the specific evaluation criteria for the unit related to the cycle criteria (CE), the specific objectives of the unit related to area objectives (O.LE), the key competences (1-7) and the indicators to assess also related to the previous heads (LE). The following chart shows all of them:

Evaluation criteria for the unit/stage	Objectives for the unit/area	Key competences	Indicators to assess
Understand the main idea of heard texts (CE.3.5)	To listen and understand heard texts (O.LE.1.)	1. LC	Understands the main idea of heard texts (LE.3.5.1)
Know and apply basic strategies to produce monologues using a repertoire of memorised expressions and formulas previously worked to present a topic or exposition (CE.3.7)	To show a confident attitude in their own learning capacity and in the use of the foreign language to make an exposition (O.LE.8)	1. LC 4. LLC	Knows and applies basic strategies to produce monologues (presentations, expositions) (LE.3.7.1)
Identify the general meaning and main idea of the book (CE.3.9)	To read the book in a comprehensible way to relate it to the students' experiences and interests and extract general and specific information (O.LE.4)	1. LC	Identifies the general meaning and main idea of the book (LE.3.9.1)
Know and use the knowledge on the best	To use efficiently the previous knowledge,	1. LC 4. LLC	Knows and uses the most appropriated

suited cultural and linguistic aspects for understanding the reading of the text (CE.3.10)	experiences and strategies for a more rapid, effective and autonomous acquisition of the foreign language (O.LE.6.) Develop a positive attitude towards the pluricultural diversity (O.LE.7)	7. CAEC	cultural and linguistic knowledge to comprehend the reading of the text (LE.3.10.1)
Understand syntactic structures that appear in the book (CE.3.12)	Read the book in a comprehensible way (O.LE.4)	1. LC 4. LCC	Understands syntactic structures that appear in the book (LE.3.12.1)
Know and apply basic strategies to produce short texts in different activities (CE.3.15)	Write short texts in different activities of the unit about a previously worked topic in the classroom (O.LE.3)	1. LC 4. LCC	Knows and applies basic strategies to produce short texts in different activities (LE.3.15.1)
Produce written texts keeping in mind basic sociocultural and sociolinguistic aspects with the appropriate syntactic structures (CE.3.16)	Learn to use the new technologies to obtain information (O.LE.5) Develop a positive attitude towards the pluricultural diversity (O.LE.7)	1. LC 4. LCC 7. CAEC	Produces written texts keeping in mind basic sociocultural and sociolinguistic aspects with the appropriate syntactic structures (LE.3.16.1)

Chart 1. Unit competence profile

4.2.2. Cross-curricular themes

In addition to the previous curricular aspects, the Real Decreto 126/2014 in its article 10, establishes a set of themes that, regardless of their specific treatment in some subjects

along the different education stages, must be worked in every single subject. These will be worked along the didactic unit, and they are:

- a. Reading comprehension, oral and written expression, audio-visual communication, Information and Communication Technologies, entrepreneurship and civics and constitutional education.
- b. Foster quality, equity and educative inclusion of people with disabilities.
- c. Effective equality for men and women, peaceful resolution of conflicts and prevention of gender violence.
- d. Healthy habits: food and sports.
- e. Road Safety Education.

4.3. Methodological aspects

Methodology refers to approaches and sets of methods used in presenting the subject matter, English in this case, with the aim of achieving different specific objectives. The Orden 17th March 2015 makes reference to several methodological guidelines, which are helpful to develop a didactic unit, and from which the following have been extracted to be used in this unit:

- Students' activity and participation as the main methodological aspects, fostering both individual and cooperative work.
- The learning starting point will be their previous knowledge through pre-reading activities, using visual aids to introduce students' into the contents.
- Team work and the ICTs use will form part of the motivating factor of the unit.
- As students learn in different ways and paces, this has been kept in mind to work individually.

These principles and guidelines are congruent with the foreign language ultimate approaches, mostly based on the Communicative Approach, previously explained. Besides, it is relevant to highlight other aspects that will also contribute to achieve an effective teaching-learning process and related to what is called "classroom management", reflected on the Orden 17th March 2015:

- A positive classroom atmosphere will increase the group's cohesion, favouring the support and comprehension and keeping motivation in the learning process.

- Another fundamental factor is how to group the students. The type of group will be pretty versatile, depending on the type of activity we are going to carry out, emphasising collaborative learning.
- We need to encourage mutual motivation and cooperative participation by applying varied strategies.
- Time management plays a basic role in the teaching-learning process, to ensure that the activities duration matches the length of each lesson: 45 minutes. The key word is flexibility, and take into account other affecting variables.
- Space considerations: we will create an English corner to place students' displays and the materials, we will also use other spaces of the school.
- Activities: we will enhance varied, challenging and meaningful tasks, planned according to their level and sequenced from simple to more complex activities, to appeal to different kinds of learners and to hold their attention.

4.3.1. Resources

To implement this unit, it will be developed in a classroom, which has to have enough computers, an Interactive Whiteboard and internet connection. This reflects the importance of both Information and Communication Technologies (ICTs) and Knowledge and Learning Technologies (KLTs) along the whole syllabus design and in line with the guidelines reflected in the current Educational regulations. They enable our pupils to access global connections and resources while also encouraging new ways of thinking, engaging students to become life-long learners.

The main resources will be *The Jungle Book*, a worksheet with vocabulary and diverse reading comprehension activities, some cards with verbs in past and present tenses to work on the simple past, as well as the students' own stationery materials, including notebooks, pencils and erasers, among others. Furthermore, *TJB* film will be played in the classroom.

4.3.2. Human factors

Moreover, three basic human factors have to be taken into account:

- Teacher's role: it is multi-faceted, highlighting the facilitator and researcher role, to adapt the Curriculum to the classroom needs.

- Learner's role: in line with the current learner-centred approach, the learners play an active role and are responsible for their own learning.
- Parent's role: They have to collaborate and get involved in the educational process by helping, monitoring and motivating their children.

4.4. Attention to diversity

It is of paramount importance to ask ourselves how we are going to implement all the previous aspects taking into account the individual differences of our students, which is the attention to diversity.

Following the guidelines established in the Real Decreto 126/2014, article 9.1, the design of this didactic unit is focused on providing individualised attention, preventing learning difficulties and implementation of reinforcement strategies as soon as these difficulties are detected.

For students with specific educational needs, mainly those presenting small learning problems and/or bad behaviour, the adaptations will be centred on: time and pace of learning, individualised and personalised methodology, improving habits and attitudes, increasing the counselling attention.

For students with severe learning difficulties, the 14th article of the Real Decreto 126/14 established an intervention plan to follow.

4.5. Didactic Unit contextualisation and justification

The present didactic unit is aimed at the sixth level of primary education, for the English language subject, and it is entitled *The Jungle Book*.

Following the LOMCE legislation guidelines for the primary education stage, the lessons will last 45 minutes, and for this cycle the schedule consists of three weekly sessions. Therefore, the unit will be implemented in 9 sessions of 45 minutes, lasting three weeks.

It is very important as it is related to the students' interests and closest reality, involving personal experiences and team work and instilling on them several values and skills to make them lifelong English learners, keeping in mind the aforementioned attention to diversity.

4.6. Activities proposal

First of all, I would like to give a general view of the unit structure:

- The activities start off from the reality of our students, from the easiest contents to more elaborated ones, in order to consolidate their previous knowledge and expand it with new terms, involving them in different projects.
- All the sessions involve mostly group and pair work, and the 4 skills are worked on.
- Along the sessions, students work on several key competences, as well as on some cross-curricular contents.
- The last session consists on a final task production, following the TBL steps: pre-task, planning, realisation and feedback. In this unit, the final task is a Students' *Jungle Book* *Book*.
- All the pictures have been extracted from the Internet, making a Google search.

Now, I will present in depth the development of the sessions and the activities, which have been designed by myself, taking into account the aforementioned recommendations on the topic.

- **Pre-reading activities (1 session, 45 minutes)**

Activity 1: to show in the Interactive Whiteboard different pictures related to the book, and make some questions like: What are these images showing? What do they tell you?

Objective: students have to place the pictures in the jungle, and find the main characteristics of the pictures.

Time: 5 minutes.

Key competences: 1. LC, 3. DC, 7. CAEC

Cross-curricular themes: a, b, c.

Example:





Activity 2: to make teams according to the previous images. They will have to write in English three or four characteristics of living in the Nature, related to *The Jungle Book*. For example: life in the jungle, pack of wolves, fresh air, dangerous...

Objective: to introduce students into the jungle world, to foster team work and equality among classmates.

Time: 15 minutes.

Key competences: 1. LC, 4. LLC, 7. CAEC

Cross-curricular themes: a, b, c, d.

Example:



- Wild life
- Animals
- Fresh air

Activity 3: to share the jungle characteristics with all the classroom.

Objective: to introduce the students to the jungle world and start to familiarise the classroom with the book and to increase the students' participation.

Time: 10 minutes.

Key competences: 1. LC, 7. CAEC

Cross-curricular themes: a, b, c.

Activity 4: after having worked on the pictures, the students will make a written summary in English about the possible plot of the book.

Objective: to familiarise the students with the book and to increase their written ability in English, writing short texts with the use of simple verb tenses and basic connectors.

Time: 15 minutes.

Key competences: 1. LC, 4. LLC, 7. CAEC

Cross-curricular themes: a, b, c, d.

- **While-reading activities (1 session, 45 minutes)**

Activity 5: the teacher reads the book in a loud voice.

Objective: to observe the English pronunciation to improve it.

Time: 10 minutes.

Key competences: 1. LC

Cross-curricular themes: a

Activity 6: students read aloud in English, while they circle the verbs and underline the unknown words.

Objectives: to improve English pronunciation.

Time: 15 minutes.

Key competences: 1. LC

Cross-curricular themes: a

Activity 7: after a brief explanation about the use and function of the simple present tense, in groups of 2 or 3 students, the students will have to re-read the book to pick up again the verbs and write their present tense, and look for the meaning of the previously underlined words.

Objective: to introduce the use and function of the simple past tense and the use of the dictionary as a working tool.

Time: 20 minutes.

Key competences: 1. LC

Cross-curricular themes: a, b, c.

Example:

- Lived: live; Began: begin; stopped: stop
- Wild: salvaje; pack of wolves: manada de lobos

- **Post-reading activities (4 sessions of 45 minutes)**

Session 3 (45 minutes)

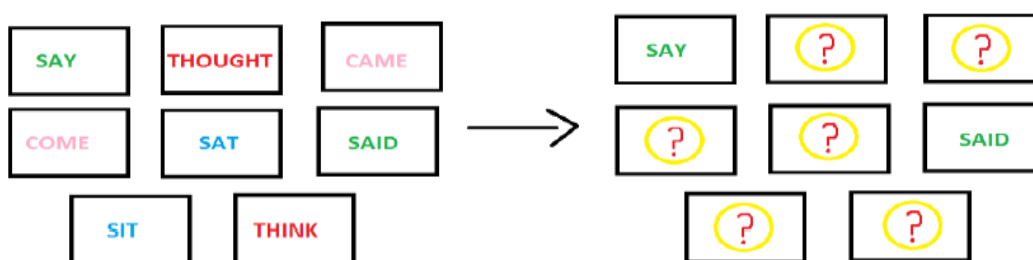
Activity 8: pairs' game: the students, within the small groups previously formed, will have to find the present and past tense of a verb by raising some cards. Each group will be given 8 cards with 4 couples of verbs. The cards will be down side and they, in individual turns, will have to raise a card until find a couple. When a couple is matched, the cards are removed from the rest.

Time: 10 minutes.

Key competences: 1. LC, 4. LCC

Cross-curricular themes: a, b, c.

Example:



Activity 9: the class will be divided in larger groups, and students will be told to choose a name for the team and write it in the board, as well as a team leader or spokesperson, which will be in charge of giving the sentence to the teacher and verify the answer. Students will be required to use a paper and a pencil. The game consists of reading twice, in a loud voice and clearly, a sentence related to the book in present tense. The students will have to write it again in past tense, using the correct form and the irregular verb orthography in that tense. To earn points, they have to give the teacher the exercise and verify the answer. If the exercise is complete and correct, they will note a point in the board, next to the team name. The winner team will obtain the greater amount of points and it will be given some strips.

Objective: to observe the pronunciation in English to improve it, to reinforce the simple past tense, to foster the team work and equality among students and to put into practice an entertaining and playful learning.

Time: 15 minutes.

Key competences: 1. LC, 4. LCC, 5. SIESC

Cross-curricular themes: a, b, c, d.

Example:

Teacher: “*Mowgli goes to the river with his friends*”.

Students’ teams: “*Mowgli went to the river with his friends*”.

Activity 10: to give the students a series of adjectives in a worksheet in order to find their antonyms in the book.

Objective: acquisition of new vocabulary.

Time: 10 minutes.

Key competences: 1. LC

Cross-curricular themes: a

Example:

- Brave: coward
- Safe: dangerous
- Small: big

Activity 11: to show in a worksheet a series of pictures related to the book, in which students will have to order them and describe them using the simple past tense.

Objective: reading comprehension, reinforcement of the simple past and increase the writing ability in English, by writing short texts with the use of simple verb tenses and basic connectors.

Time: 10 minutes.

Key competences: 1. LC, 4. LCC

Cross-curricular themes: a

Example:



1. A pack of wolves found Mowgli.



2. Mowgli grew up as a wolf.



3. Mowgli met a human girl.



Session 4 (45 minutes)

Activity 12: to relate or compare, in groups of 3 or 4 students, in a conceptual map, the previously worked ideas about the life in the jungle and in the Middle Ages with the events that happen in the book. Then, they will search some information using the ICTs in order to prepare a brief exposition in English.

Objective: to get closer and know a different culture, to promote the use of the ICTs, team work and equality among classmates, increase the students' English written skill through the production of short texts and the use of the dictionary as a working tool.

Time: 1 session.

Key competences: 1. LC, 3. DC, 4. LLC, 6. SIESC, 7. CAEC

Cross-curricular themes: a, b, c, d.

Session 5 (45 minutes)

Activity 13: oral exposition in English about the conceptual maps elaborated in class and at home, by groups.

Objective: to increase the students' participation in the classroom and improve their English pronunciation.

Time: 1 session.

Key competences: 1. LC, 4. LCC, 7. CAEC

Cross-curricular themes: a, b, c, d.

Sessions 6 and 7 (90 minutes)

Activity 14: to watch the Disney film *The Jungle Book* (1967), in original version with Spanish subtitles. The film lasts 80 minutes, which will be divided into 2 sessions of 45 minutes, and whose 10 remaining minutes will be devoted to fill in a worksheet which contains the lyrics of the main song of the film, “I wanna be like you”, with some blanks. They will be given some disordered words to insert in those spaces, while listening the song. Finally, they will receive the complete lyrics to check the exercise by themselves.

Objectives: to increase the students’ interest in the topic, and at the same time improve their English oral skills, making them aware of all the previously worked aspects.

Time: 2 sessions.

Key competences: 1. LC, 4. LCC, 7. CAEC

Cross-curricular themes: a, b, c, d.

Example:

I WANNA BE LIKE YOU

Now I'm the king of the swingers
Oh, the jungle VIP
I've reached the top and had to ___
And that's what bothering me ___
I wanna be a man, man cub
And stroll right into town
And be just like the other ___
I'm tired of monkeying around!
Oh, oobee doo
I wanna be like you
I wanna walk like you
Talk like you, too
You'll see it's true
An ___ like me
Can learn to be human too
(...)
Now don't try to kid me, man cub
I made a deal with you
What I desire is man's red fire
To make my ___ come true
Give me the secret, man cub
Clue me what to do
Give me the ___ of man's red flower
So I can be like you
You!
I wanna be like you
I wanna talk like you
Walk like you, too
You'll see it's ___
Someone like me
Can learn to be
Like ___ like me
Can learn to be
Like someone like you
Can learn to be
Like someone like me!

Dream

True

Stop

Someone

Ape

Men

Power

Session 8 (45 minutes)

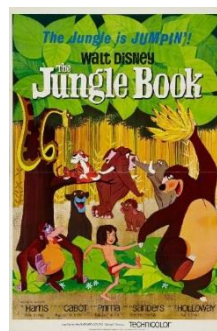
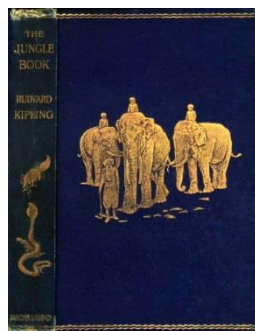
Activity 15: to make comparisons between the book and the film, making comments about the differences regarding the characters, the end... For example, the Monkey King Loui does not appear in the book, the tiger Sheer Khan does not die in the film but he does in the book, etc.

Objective: to make students' aware of the differences between cultures and the passage of time.

Time: 1 session.

Key competences: 1. LC, 4. LCC, 7. CAEC

Cross-curricular themes: a, b, c, d.



Session 9 (45 minutes)

Activity 16: Final task: Students' Jungle Book.

In this activity, the students will make their own Jungle Book, following the stages of the Task-Based approach:

- In the pre-task step, the teacher will explain the instructions (5 minutes)
- The planning stage will consist of preparing all the materials they will need, like some papers, colours, etc. (5 minutes)
- In the realisation phase, the students will accomplish the requirements previously explained. The book will consist of making a cover, with the title, the author and a picture. The first page will show the different characters with a brief description. The second page will summarise all the plot. In the third page, students will change the end of the book. In the last page, they will make a glossary with the words they have learnt (30 minutes)
- Finally, the teacher will give a general feedback (5 minutes)

Objective: to make students' conscious of all the knowledge they have acquired, as well as to put this into practice.

Time: 1 session.

Key competences: 1. LC, 4. LCC, 7. CAEC

Cross-curricular themes: a, b, c, d.

4.7. Evaluation: procedures and instruments

All the previous elements would be useless without an effective feedback. How can we get it? By means of educational assessment or evaluation.

This is defined by the Real Decreto 126/14 as a tool for monitoring and evaluating our pupils' progress, as well as for the improvement of our teaching practice and the processes used, which has to be integrated in the curriculum, and used at different moments:

- Initial Evaluation: at the beginning of the year or in each didactic unit.
- Formative Or Continuous Evaluation: used to evaluate all aspects related to our students on a daily basis.
- Summative Evaluation: to check if our students have achieved the minimum objectives, taking into account initial grades and those achieved during the whole process.
- Final Evaluation: to evaluate the whole teaching-learning process, demonstrating if we have worked effectively or not and what we should be modified to improve.

To assess students, teachers rely on the aforementioned evaluation criteria, which will be evaluated by using the following procedures and tools:

Evaluation Procedures	Evaluation Tools
<ul style="list-style-type: none">- Observation of students' participation, cooperation and positive attitude in the classroom.- Review of the written activities done in the classroom.- Valuation of the students' effort when making a conceptual map, the exposition and the final task.- Degree of acquisition of the key competences, cross-curricular themes and objectives domain.	<ul style="list-style-type: none">- Analysis of students' previous knowledge (10%)- Classroom participation (10%)- Record of the activities (20%)- Verification of the information search and material preparation for the conceptual map (20%)- Exposition (20%)- Final task (20%)

Chart 2. Evaluation procedures and tools

4.8. Possible problems and solutions

The activities conforming this unit present a medium difficulty for the students of this age (11-12 years old), but in general the unit is suitable to the sixth course level.

Regarding comprehension problems, the use of the dictionary is really useful in order to help students to look up unknown words. The use of the dictionary itself also involves a number of learning strategies from basic reference skills (alphabetical order as the most basic) to advanced reading skills. Indeed, learner training and encouraging the habit of using a monolingual dictionary would seem to be an essential component of current classroom practice. Learner training can focus on a number of aspects, from interpreting symbols and understanding abbreviations (e.g. adj., adv.), understanding phonemic transcriptions and stress marks, to quickly finding a specific meaning of an item of vocabulary.⁸

In general, the teacher has to pay special attention to the accomplishment of the activities, checking that the students have understood the instructions, and providing some models to facilitate the understanding of the trickiest activities.

Furthermore, we should pay special attention to students' motivation. In order to avoid its loss, the majority of the activities are carried out by group work and visual aids, since they have several benefits⁹.

Due to the importance that the use of new methods and resources, including audio-visual aids, a special section will be developed next, which can be used to create more activities involving the students even more in all the process.

To close this section, as by means of one of the best resources we can use in class to solve the majority of the problems, the use of games can help us not only to maintain the students' attention, but also to raise their motivation levels and understanding¹⁰.

4. CONCLUSION

It is generally agreed (Maley, 2001) that literary texts seem to be an ideal tool both for developing literary comprehension and sensibility and also to enhance the communicative skills of the language. Furthermore, with this unit and through *The Jungle Book*, the students can improve in their cultural and linguistic knowledge.

⁸ <http://www.onestopenglish.com/methodology/methodology/grammar-vocabulary-and-skills/grammar-and-vocabulary-using-dictionaries-in-the-efl/esl-classroom/146458.article>

⁹ <http://www.fluentu.com/english/educator/blog/esl-visual-aids/>

¹⁰ http://www.educationworld.com/a_curr/reasons-to-play-games-in-the-classroom.shtml

On the one hand, following Breen and Candlin (1980), the unit is intended to reach a meaningful learning, in which the students are the teaching axis. Other positive aspect of the unit is that not only does the teacher use the textbook, but also a huge variety of activities and games that help to increase the cultural and linguistic knowledge.

On the other hand, both the unit and the teacher's encouragement foster the love of reading and the reading habit in students, which is essential in every kind of learning, both in school or social scopes (Harmer, 2015).

Moreover, the unit works on socialisation, cooperation, teamwork, coexistence rules, values, etc. All this suppose a resource to achieve an inclusive education in which diversity in the classroom is highly considered, bearing in mind the students' own capacity and the rest of the mates, emphasising the mutual respect, what follows the legislation proposals given by the Ley Orgánica para la Mejora de la Calidad Educativa 8/2013, 9th December.

Despite the unit has not been carried out in a real classroom, I would like to implement it in a future, as I strongly believe that it is a good way to bring students closer to different cultures and improve their English level, involving them in all the process.

In addition, not only can we work with *The Jungle Book*, but also we can use the didactic unit with other children's books and for other levels.

Closely related to this, I would like to highlight the importance of other methods and techniques, since nowadays the traditional use of books should be carried out together along with the newest resources of the 21st Century, so it could be possible to implement the unit from other perspective, using videos and the Information and Communication Technologies (ICT). Amongst these 21st Century innovations, we can mention the following:

- The use of authentic input, or material “not designed solely for classroom use but rather for native speakers” (Cummins, 1989: 412) has been widely accepted by foreign language instructors to be fundamental in foreign language teaching.
- The implementation of task-based lessons, where “the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it” (Frost, 2014¹¹).
- The utilisation of Content and Language Integrated Language (CLIL): “refers to situations where subjects, or parts of subjects, are taught through a foreign language

¹¹ <https://www.teachingenglish.org.uk/article/a-task-based-approach#sidr-0>

with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language” (Marsh, 2002).

- To employ a blended learning: “the thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008: 5).
- To carry out a flipped learning: “inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (Lage et al., 2000: 32)

In addition to this, and according to Keddie (2014:117-118), there are six reasons which justify the use of online videos in the language classroom. A well-chosen video will increase the student’s motivation to learn. Aside from this, it can be tailored to learners with the required language input, samples of language to study, process, assimilate and acquire as well as with language output, an incentive for carrying out the language assignments. As for skills, not just listening but also reading, critical thinking and visual literacy are trained and enhanced. In addition, the Internet outstanding content variety allows student/teacher’s needs to be easily met. Last, using a video sets an example for students to do their own work, a model, including model language to use.

These aspects make me think that it could be a good idea to carry out several future working lines and researches, since thanks to my professional background as a teacher, I realise that one of the fundamental aspects in our days are the use of ICT, which creates higher motivation levels in our students.

To put an end to my Master’s Dissertation, I would like to reflect the importance of involving our students in all the process, as the following sentence reflects:

“Tell me and I forget; Show me and I remember; Involve me and I learn”

Benjamin Franklin

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