



UNIVERSIDAD HISPANOAMERICANA

School of English Language Teaching

**THESIS SUBMITTED TO OBTAIN THE LICENCIATURA DEGREE IN
ENGLISH LANGUAGE TEACHING**

**Teaching Literature as a Pedagogical Strategy Using the Short
Story “The Happy Prince” by Oscar Wilde to Improve Linguistic
and Grammatical Competences in Students of Seventh Grade at
Centro Educativo Horizonte 2000 in the First Period of the Year
2017**

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TIBÁS, COSTA RICA

Declaración Jurada

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Carta del Tutor

Carta del Tutor

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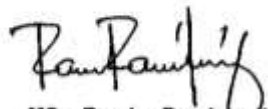
Estimada señora:

El estudiante **Carolina Ugalde Salazar**, cédula de identidad número **1-0976-0858**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"Teaching Literature as a Pedagogical Strategy Using the Short Story "The Happy Prince" by Oscar Wilde to Improve Linguistic and Grammatical Competences in Students of Seventh Grade at Centro Educativo Horizonte 2000 in the First Period of the Year 2017"** el cual ha elaborado para optar por el grado académico de **Licenciatura en Enseñanza del Inglés**. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones. De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

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Estimado Señor:

La estudiante Carolina Ugalde Salazar, cédula de identidad número 115370344 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado Teaching Literature as a Pedagogical Strategy Using the Short Story

"The Happy Prince" by Oscar Wilde to Improve Linguistic and Grammatical Competences in Students of Seventh Grade at Centro Educativo Horizonte 2000 in the First Period of the year 2017, el cual ha elaborado para optar por el grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos;

La consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atentamente:



Marta Eugenia Rojas Fernández

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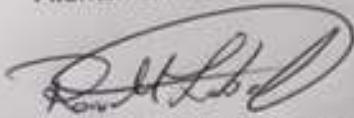
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Estimados señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada **"Teaching Literature as a Pedagogical Strategy Using the Short Story "The Happy Prince" by Oscar Wilde to Improve Linguistic and Grammatical Competences in Students of Seventh Grade at Centro Educativo Horizonte 2000 in the First Period of the Year 2017"**, propiedad de la estudiante **Carolina Ugalde Salazar**, cédula número **115370344**, todas las sugerencias han sido debidamente acogidas, por lo que se recomienda seguir con la defensa de dicho Proyecto de Graduación.

Atentamente,



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Dedication

I dedicate one of my final works to my family. A special feeling of gratitude to my loving parents Mariano Ugalde and Hannia Salazar who always encourage me to never stop my goals and never left aside my objectives.

Acknowledgment

I would like to thank my parents and family for all the support that they give me to me in this process. To my mother who always makes me fight for what I wanted and my father for all his support in my life.

Preface

The following research shows the information relate to the following topic:

Teaching Literature as a Pedagogical Strategy Using the Short Story “The Happy Prince” by Oscar Wilde to Improve Linguistic and Grammatical Competences in Students of Seventh Grade at Centro Educativo Horizonte 2000 in the First Period of the Year 2017

This research includes information obtained by the analysis of instruments and graphics, in order to support the theoretical framework, objectives, conclusions and recommendations

Epigraph

“Fantasy is escapist, and that is its glory. If a soldier is imprisoned by the enemy, don't we consider it his duty to escape? . . . If we value the freedom of mind and soul, if we're partisans of liberty, then it's our plain duty to escape, and to take as many people with us as we can!”

J.R.R Tolkien

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CHAPTER I
INTRODUCTION

1.1.1 Antecedent of the Problem

The use of literature as a pedagogical tool can be reinforced by some methods and approaches in the class, for instance. The first approach to study is the Reader-Response Approach in which the student in this case gets involved in the reading. The literature is the central objective in the learning process. Another one is the Task-Based Learning in which the students should make some task in the target language, and those tasks are based on the learning objectives. The Total Physical Response is another approach in the one the professor can help the student understand actions by doing it with body movement. Those approaches help the students understand the literal meaning of the reading.

There are more benefits with other approaches, as the Communicative Language Teaching in which the objective is the meaningful and authentic communication. Another one is the Community Language Learning in which the responsibility of the learning process is focus in the student.

The learning process can be based on methods, as The Direct Method that is the one in which the professor only use the target language to communicate with the students; whereas, the students have to use the learning language too.

All those approaches and The Direct Method are form of the learning language strategies that based on MEP (2016) "In language learning and teaching, several mechanisms influence the learner's performance and language knowledge. These mechanisms used by the learners are called strategic competence" (p. 51).

Those strategies are meaningful for the learning process and the students can be more proficient in their L2.

Besides all the use of the approaches in English teaching, the definition of literature is printed materials (such as booklets, leaflets, and brochures) that provide information about something as the Merriam Webster dictionary defines; however, literature has been a pleasure way to teach and to learn a language. “The history of Literature begins with the Anglo-Saxon period, also known as Old English. Furthermore, in this period, the old English verse uses a complex pattern of alliterations as it bases as in the epic poem *Beowulf*.” (Sanders, 1994, p. 21). Since the beginning of time, human beings have been recreating their oral traditions and write them on paper in order to keep their legacy in the world.

The author mentioned that the written literature started with the Anglo-Saxons and their epic poem “*Beowulf*” that explain the story of a warrior in Scandinavia; however, this poem can be explain by lots of different points of view. “Nonfiction helps us know; imaginative literature—fiction, poetry, and drama—helps us understand both ourselves and the world beyond ourselves” (Schwarz, 2008, p. 38). This author emphasize fact that literature can be a way for the imagination to be improving day by day.

The use of literature is important because the student can be able to improve the sociolinguistics, communicative and grammatical competences, and the four skills that are reading, writing, listening, and speaking by using The Cooperative Learning and other approaches. Those points are important, because

Costa Rica needs more bilingual professionals. Students spend at least 11 years of their life in primary and high school learning a foreign language, English for this case; however, they graduate without knowing the basics of a second language.

1.1.2 Problem statement

Teaching Literature in Education is important for the improvement in students' skills and can help by improving the linguistic competences

“Literature can develop the students' linguistic competence by learning how to express meanings in English, but also that they can develop their communicative ability. On the other hand, literature provides to the students genuine and authentic samples of language and also teach them the different kinds of text, and genres that literature can have. Therefore, the literature's texts can be interpreted in different ways, for that reason; students will be increasing their critical thinking.” (Agustín, 2007, p. 8)

However, the importance of literature can be seen as “one of the literature advantages in classes is the promotion of language use or communication especially in ESL. Literature, also provides the pleasure of learning a new language with a though interesting stories” (khatib and Rahimi, 2012, p. 34)The use of Literature during classes can bring lots of advantages in the students' learning process, for this reason the research established the following question.How does literature can be used as a pedagogic strategy in order to help the students improve the linguistic competences in the students of seventh grade at Centro Educativo Horizonte 2000.

1.1.3 Justification

Nowadays, students and professors in Costa Rica have put literature away from their hands. According to the report *To Read or Not to Read* by Gioia D, for the National Endowment for the Arts (2007) “Whatever the benefits of newer electronic media, they provide no measurable substitute for the intellectual and personal development initiated and sustained by frequent reading”.(p. 6) The author mention how the habits of reading have replaced by the new technologies that cannot measure the intellectual development that reading can offer. Moreover, the teenagers do not read now as they do it before, as Gioia D (2007) mentioned that teenagers between 13 and 17 years old have been decreasing their reading rates from 1984 – 2004. (p.57)

It does not mean that is not important, but the true is that literature can help the students and also the teacher to improve their knowledge in a second language.

The importance for the students in the use of literature can be found in four main motives:

As Hişmanoğlu (2005) states that there are four main motives of the importance of literature which are:

- Valuable Authentic material: how the students are exposed to the real life literature such as newspapers, magazines, advertisements and soon Cultural Enrichment: how students can use literature as a facility of understanding how the communication takes place in the country, and also students can appreciate how characters in such literary works see the world outside

- Language enrichment: this is the reason that students learn about syntax, functions of sentences, and different ways to link ideas, which develop and enrich their writing skills.

- Personal involvement: The students can be drawn into the text; in addition, become enthusiastic to find out what happened as events unfold via the climax; can feel the emotions of characters and also shared their personal emotional responses. This process helps to remove identity crisis and develop into an extrovert student.

That means that the students and also the professor are involved in the literature process. Both can analyze the critical approaches to literature as the reader response criticism that is based in critical thinking and point of view depending on the reading, the bibliographical approach which is based on the author's context, or the philosophical approach that is centered on morals.

Teaching Literature is important for the improvement in students' linguistic and grammatical competences. ,

Literature can develop the students' linguistic competence by learning how to express meanings in English, but also that they can develop their communicative ability. On the other hand, literature provides to the students genuine and authentic samples of language and also teach them the different kinds of text, and genres that literature can have. Therefore, the literature's texts can be interpreted in different ways, for that reason; students will be increasing their critical thinking. (Agustín, 2007, p. 8)

As the author states, using the literature can increase the linguistic competences in the students. With literature, the professor can analyze different points of views in order to think outside the box and recreate the story based on

what they think; whereas, the students practice the basic fundamentals of literature.

In our time, students do not read as they used to causing the affectation of their vocabulary and also grammar. For this reason, literature helps to improve the syntax, semantics, of the English language just by reading, listening and understanding what they are reading.

English language can be seen by three perspectives

- The system of rules in our heads: this is the ability of producing sentences as a language competence.

- The formal descriptions of the rules: this ability is based in the branch of linguistic that is concerned with the form and structure, it means the syntax of sentences.

- The linguistic etiquette: this point is centered on the social implication of the usage that is what people refer as good or poor grammar, the things that people should or should not do into the grammar field. (Koll and Funk, 2012)

Books can give the students lots of grammar in order to understand those point and practicing them by examples that they can find outside the world of the school.

Moreover, the English pronunciation is important too, for this reason teaching literature by reading and repeating for the student can improve their speaking and listening skills.

Professors should use this educational tool in order to create a better and different education for the students in this century.

Teachers should offer a variety of texts and also remember that students may read at very different levels of difficulty in English, for this reason, this thesis is going to support and develop the idea of using literature in class in order to improve the grammar and linguistic competences that students nowadays need to be more competitive and can succeed in this globalization century; moreover, with the use of literature the student can improve also their linguistic competences in order to be more communicative in the language.

1.2 Objectives

General Objective

To develop linguistic competences for teaching literature using the tale “The Happy Prince” by Oscar Wilde as a pedagogical technique for the students of seventh grade at Centro Educativo Horizonte 2000.

Specific Objectives

- To determine what pedagogical techniques help for teaching literature in students of seventh grade.
- To define what linguistic competences the students need according with the new syllabus establish by the MEP for the school year 2017.
- To create didactic material for improving the linguistic competences on the short story “The Happy Prince” by Oscar Wilde.

1.4 Scopes and Limitations

1.4.1 Scopes

This research is proposed to teach a foreign language using the literature tool in order to improve linguistic and grammatical competences. With this information, the institution can be able to apply literature techniques and also create their own techniques. For this research the only literature tool to use is the short story “The Happy Prince” by Oscar Wilde; however, the research can be used as a guide in order to use another short story in class.

1.4.2 Limitations

Among the limitations that affected this study, the researcher has encountered the following 1) the lack of English bases for some new students in the institution. 2) The validity or truth of the answers that the students provide in the questionnaire.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

2.1.1 High school background

Centro Educativo Horizonte 2000, recognized by the MEP, was found in 1999 based on preschool and primary education and also for seventh and eighth grade. In 2001 the ninth level was opened.

In 2002, Centro Educativo Horizonte 2002 opened the tenth and eleventh grade. In 2003 was the first bachelor's graduation. In 2005 began a process of restructuration with the purpose of improve the quality of the services that the institution gives.

2.1.1.1 Vision

Be a leading institution in the field of comprehensive and individualized education, supported by the ability of a teaching team, focusing on growth and accomplishment with the principles and institutional proposed goals, working in community with students and parents to strengthen efforts to develop and train constructivist children, youth and adults.

2.1.1.2 Mission

Offering a new alternative educational service in an environment of academic excellence and human quality, characterized by the attention and the friendly and personalized service, providing for the integration of students based on the ethical, moral and Christian principles.

2.2 Theoretical Context

2.2.1 Literature in English Teaching

Literature is an important subject in the curriculum in some institutions around the world, for this reason, professionals decided the teaching aspect in three options that are style, manner and tact.

Manner has to do with how you conduct yourself in working with students, for example, the extent to which you are open-minded, flexible, tolerant, or civil in their relationships with students. Style has to do with particular, consistent, typical ways of interacting with students that reflect your beliefs and attitudes. Tact has to do with how you react to immediate, specific classroom situations. Knowing how to react on the spot requires a certain thoughtful, sensitive “mindfulness” to the particular aspects of a situation. You are also orienting by demonstrating your own passion or interest in literature through how you talk about certain texts—the fact that you have certain strong preferences for certain authors or texts. As in teaching any subject, exuding your own passion or interest in the classroom may do more than anything to foster student interest in literature. While your students may not all share your own enthusiasm, they may appreciate the fact that you have an enthusiasm for what you are doing. (Beach, Appleman et al, 2011, p.54)

The way of how the teacher acts about a certain text or reading, can improve the students’ interest on the topic. The teacher should create an especial

environment to get the students involve in the reading process, in which the student can feel the professor's passion about the reading.

The Yogyakarta University of Technology located in Indonesia has a particular way to teach literature for the semester of the literature courses. The professor of this university ask to some students to make groups, each of them choose a leader, and the leader should choose a novel, British or American, and then the group read it. The objective of this interaction of students and literature is that they should give their points of view in the meetings of the class and then give an essay to the professor about the reading. The students should read 4 novels during the semester.

While the alternative communicative tools help students increasing the number of friends and providing media to discuss anything happen in their personal life and express their idea, they tend to make use of such device to express their private feeling and thought even a medium for business and but they rarely use it to increase the quality of their study. To maintain interpersonal relationships among the students, the course needs to be designed to encourage students to work individually and in groups (Hariyanti, 2014, p.273)

This is part of the main objective in the Yogyakarta University of Technology, the interaction, the students' understanding, and discuss about literature, it can be in groups or individually. Basically, this university use the reader response approach, this is a useful way to keep the students involve and engage in the literature process by getting the minimum interference from the professor. Literature is the central objective for the professors in this university located in Indonesia and the students use this resource as their main pedagogical tool for learning.

The students can feel more comfortable when they read a book, or even a short story in English, but at the same time, they share their opinions. "Reader-Response supports activities that encourage students to draw on their personal experiences, opinions, and feelings in their interpretation of literature." (Truong, 2009, p. 5). This approach can be used to make different activities in order to understand the literature and at the same time, the students learn in meaningful ways using their emotional intelligence.

In the Yogyakarta University of Technology the professors use the Reader Response Approach in order to make students understand the topic whereas in Japan the method is totally different. For Japan schools, the method used is the Grammar-Translate Method. This method is based on the translation of English into the native language, Japanese in this case.

This lack of linguistic and literary competence, attributed to systemic and cultural factors already mentioned, is the reason given by some Japanese lecturers for their choice of Japanese as a medium of instruction for teaching English literature and for their choice of the grammar-translation approach (yakudoku) as preferred teaching methodology (Yahya, n.d, p.30)

Teaching English in Japan is difficult for the geographic isolation that the country suffers. For this reason, English literature is teaching by the Grammar Translation Method; however, this method is not funny for the students as they start to become more proficiency in the language.

On the other hand, in Arab countries the literature courses are totally different

“...the study of these literatures or classics becomes not just a subject for academic study, but one of the chief temples of the human spirit, in which all should worship. Such a tradition is imported in its totality without considering the cultural, social, and moral backgrounds of the host context” (Abu-Shomar, 2016, p.301)

Most of the English literature courses are based on Anglo – American literature, all the universities in Jordanian follow the same syllabus and only teach American and British literature in their courses.

For the United States literature courses, the language barrier does not exist at all, but the students are involved in the literature by using the different perspectives to literature

“...some students in my class saw Ama Ata Aidoo’s story about a Ghanaian teacher’s alienation in the rural community where she taught as an illustration of how sexist and homophobic Africa is compared to the United States. My point is not to deny the prevalence of African sexism and homophobia, or to silence students’ critiques of this sexism and homophobia, but rather to gesture to the ways in which such binary constructions reproduce colonialist understandings and attitudes, an argument that Chandra Mohanty has made at some length in relation to Western feminism’s representations of the Third World. The overt demonization of the non- West, however, is a less common response amongst my students, many of whom are fairly politically sophisticated and quite critical of U.S. state policies and ideologies. More often the disconnection they see between the literary texts and their own experience leads them to patronize the Other.(Barnard, n.d, p.47)

The students in The United States should think outside the box and see what is happening in the outside of The United States just by using literature, for this case, the professor tries to make them critical thinkers.

Therefore, professors around the world teach literature in different manners, but the main objective of all of them is to create in students the feeling of think critically by using the different critical perspectives to literature, and also the Reader Response Approach, that is useful in order to create a comfortable environment to make the students learn without feel any pressure.

2.2.2 Different Theories for Teaching English Literature

2.2.2.1 Transmission Theory

This theory is based on direct instructions for the students. “The transmission model is reflected in literature curriculums in which the primary focus is on coverage of different literary periods, historical backgrounds, and biographical information about authors, literary concepts, or genre characteristics, as reflected in literature textbooks”. (Beach, Appleman et al, 2011, p.7).

The teacher is the one with all the knowledge; whereas, the students just read and answer the professor questions. The students depends completely on the teacher’s instructions, because the student is like an empty base, and is the professor responsibility to fill the students with knowledge.

2.2.2.2 Text-Centered Theory

Sometimes, teacher work with this theory, in which the text is the base of the class, and there are just “Correct” or “incorrect” answers, because everything is based on what the text says.

“teachers adopt the curriculum goal of having students learn analysis of a text as an autonomous, aesthetic object as modeled by the teacher as the expert reader who is often assumed to have the “right answers.” Related to this theory is the use of literature to teach reading comprehension strategies such as inferring the main point, predicting, or using graphic organizers to organize perceptions. While teaching these strategies is certainly important, this focus on reading instruction often assumes that the meaning is inherent “in” the text so that student answers, particularly on a test or quiz, are judged as “correct” or “incorrect,” ignoring variations in meaning based on students’ own knowledge, beliefs, and purposes—the “student-centered” theory—associated with the students’ transactional, aesthetic experience.”(Beach, Appleman et al, 2011, p.42)

The text is the center of the class, for this reason the reading comprehension is just to answer what is explicit in the text. The students, just need to find what the professor want to know; however the students do not interfere in the reading as a critical thinker nor make any literal analysis.

Besides of that, this technique is important when the teacher is initiating the students in the literary process and the student could improve their reading skills by the reading comprehension.

2.2.2.3 Student-centered theory

This theory was create in order to change the text-centered and teacher-centered learning process. It is to encourage the students to be their own motivation in order to learn “...one problem with this theory is that it leaves the responsibility for learning up to the student” (Beach, Appleman et al, 2011, p.7). For this reason, if

the student doesn't have the motivation or if the student fail, it is just his or her responsibility.

The Student- Centered Theory helps the student to become a responsible adult in the future, because is the only one who is responsible for his/her own learning; however, if the student does not create the responsibility habit, this theory in his/her learning process fails, and the teacher should use another one. This theory can help the students understand the value of the responsibility.

2.2.2.4 Socio cultural learning theory

This objective of this theory is the learning process of the student by the helping of some tutor or other student who is more proficient in the task. "Through participation in these groups or communities, people acquire uses of these practices and tools that are then internalized and developed over time." (Beach, Appleman et al, 2011, p.8). This theory is Based on the work of Lev Vygotsky and his ZDP (Zone of proximal development) in which the teacher or other students are a guide for the ones who are not proficient in the topic in order to became proficient

The ZDP is important in order to learn literature. Socio-cultural learning theory therefore emphasizes the importance of creating a social community that supports learning literature. (Beach, Appleman et al, 2011, p.8). The students can join to some literary community in order to practice and share their literary knowledge. This theory is helpful in order to see the different social and critical perspectives that students can have about a reading.

2.2.3 Pedagogic techniques in order to develop linguistic competences

Techniques and also strategies for the development of the linguistic competences in students are important because it helps the students to improve their self-confidence in order to communicate with others, but also it helps to construct a better self-esteem of themselves. The vocabulary of the students in their second language learning can be affected positively; moreover, the students can increase their skills in order to create text and also to reach a thinker new level.

Many teachers in preschool, school, and high school, read aloud to their students in order to get their attention and also to make them listen to the correct pronunciation of the words. “Become a skillful listener starts first with the intention to talk less and listen more. Learning to stop talking so much and to listen is a powerful step in loving ourselves and other people” (Leigh and Brady, 2005, p. 9)

Listen is a way of motivation for people, if they listen they learn more about other things and people. However, the listening skill can improve the speaking skill.

That teachers can use listening comprehension and pronunciation to make the class more interesting and motivating; also, teachers can read the literature aloud with the students to developing reading and speaking skills. Moreover, it also leads to improve pronunciation. Another way to teach those skills can be by dramatization, improvisation, role-playing, reenactment, discussion, and group activities. Moreover, the pronunciation can be

improving before, during and, or after the reading process (Hişmanoğlu, 2005, p. 59)

The listening skill is not only related with listen it is related with reading and speaking skill if teachers know how to improve those skills at the same time, as for example just reading aloud with students, this activity can be improving their vocabulary, pronunciation, reading and speaking skills as well.

On the other hand, using poetry, the teacher can improve the critical thinking, listening and speaking of the student

The professors can use a technique called responding, that is about to ask questions about the poem, before read it. Then, the professor can make with the student a brainstorming of the ideas that the students previously give. In this pre- reading activity, the professor can work with the context that students think is related with the poem. Those activities are based on the speaking and listening skill (Agustín, 2007, p. 13)

This pre- reading activity can increase the critical thinking of the student, by making them discriminating ideas about a poem just by reading the title. Some question that the teachers can use relate just with the title are what do the students think the poem is about? Why the poem is called like that? Does the poem is about a person, an animal, a place, a legend?

Teachers can also work with the analysis and critical thinking of the students by discussions of the literary works “Any discussion of literary works requires some degree of distancing, abstraction, labelling, and generalization, or, in other words, theorizing, even if that theoretical activity is implicit and subconscious” (Vandergrift, 1990, p. 2) besides that, professors should take into consideration those details

Taking into account the reading process, is important to make people more literacy in their culture; moreover, there are techniques to improve the reading skills in students.

The activity to increase the reading process is to read the poem at home and make them comprehension question and in the classroom, and also ask to the students the feelings that the poem evokes on them. Another activity can be relate with the writing skill, that is to invent and write the biography of the author, taking into account if the author had a family, another job, if the author were sick, or a healthy person. That biography is making up just by reading the poem and thinking about the life that the author probably had. (Agustín, 2007, p. 14)

With the comprehension question, the teacher can test if the students understand the poem and the points of view of each student about it. And also can increment the imagination of the student by the activity that the students have to create a biography knowing nothing about the writer.

Another strategy that involves the reading and writing skill that can be usefuls to use the differences of the characters

The teacher ask to students to make two column on a paper, write the name of the first character in a column and in the other column write the name of the second character. The students have to note the descriptions and the actions of each character. With this activity, the students can work later in a discussion of the characters and their interactions (Campbell, 2007, p. 44)

In this activity, the teacher uses another technique of reading comprehension, and also includes the speaking and listening skills, because the students have to read the story to understand each character, in this case can be the protagonist and the antagonist. For the listening skill, this activity is important because each

student has to pay attention to their partners in order to give arguments. But also the teacher can ask for the point of view of some students, in order to catch the attention of the other students for the participation.

Teachers can use exercise as point the main idea in the paragraph “The summary sentence is frequently, though not always, on the first or second sentence of the paragraph. If your purpose is to understand the main idea points of a passage you should locate and underline this sentence in each paragraph” (Sullivan and Garbutt, 1991, p. 14) With this exercise the students can figure out that the main idea is not only in the first sentence or the second sentence in the paragraph. Moreover, the students can come to a logical inference between paragraph and in that way, the students can make summaries in the correct method to do it.

Teachers should take into account the correct text for the students, taking consideration of motivation, interests, and language level of the student. “The teacher need to take into account the cultural backgrounds, language level, and also the needs of the students. However, for the teacher is essential to cause positive reactions in the students.” (Hişmanoğlu, 2005, p. 57) This author mention the importance of the correct selection of texts for the students, the professor always should take into account the student’s level in order to create a better environment for the class. Furthermore, the teacher, by choosing the correct text can help the students to increase their confident while reading.

Another way to be sure about the selection of the text in order to help the students by increasing their self-confidence can be

“... by questionnaires, interviews, checklist of titles, and the analysis of school reading and library circulation records. The professor also can investigate the attitudes toward the literature and the influence of the behavior of the students. Although literature is commonly used as a supplement to informational content in the school curriculum, there have been studies of the benefits of this relationship. (Vandergrift, 1990, p. 29)

Literature, can be an influence in the behavior of the students, it can also be good for the curriculum and they can also be more literate and proficient in the language.

2.2.4 Critical perspectives to literature

Nowadays, literature has been a great opportunity to learn another language “TL provides learners with authentic material, input in the TL, cultural enrichment, language enrichment, personal involvement, motivation for continued language learning, content knowledge, language proficiency, and the knowledge of important literary works in the TL” (Bell, n.d, p. 131)

The author, in her research, emphasize that literature is not just for reading, is more than that. Literature is a good input for students in order to learn a language; moreover, while students are reading literature, they are getting engage by emotions and personal involvement by the reading.

There are some perspectives using literature that are related with criticism. Those are different perspectives that the people or students, in this case, can consider when the student read a piece of literature. “Adopting different

perspectives is a challenge for adolescents who often assume that their perspective is the only perspective” (Beach, Appleman et al, 2011, p. 11) beside of that, when the students are involved in the different perceptions that a short story can offer, they can be more skilled in order to recognize different points of view or perspectives

2.2.4.1 Historical or Biographical Perspective

This perspective is used to understand that the author who writes the book had a life, and his or her life can be reflected in their literature.

“We must not forget that all people, including authors, are a product of their times and they, like the rest of us, grow and change in their views and in their awareness of social concerns and injustices” (Vandergrift, 1990, p. 33). This approach is emphasize in the life of the author and his or her background and how that background affects his or her writing.

2.2.4.2 Moral and Philosophical Perspective

It is concern with content and values. This perspective can help readers learn morals and development their understanding of the world.

That Fictional statements are not genuine statements, but they are links of sentences, all the same. The identity of a novel, story, play is established through the identity of the sentences in which statement is made. Although, the criteria for sentence identity are generally much closer in fictional, and all literary. The identity can be found by the function of the fictional and nonfictional sentences. (New, 1999, p. 17).

It means that is the reader who recognize the identity of the sentence. To illustrate this, New (1999) in his book "Philosophy of Literature" mention: The Merchant of Venice, a play written by Shakespeare, in which the quality of Mercy is not mention as something spontaneous, but the character Portia declared that it is true, but that is something that the reader supposed. However, nobody knows if Shakespeare declared that fictionally or not.

2.2.4.3 Formalist Perspective / New critical Perspective

The Formalist Perspective: This perspective is focused on the text as the formal work of art; emphasizes detailed examination and explanation, plot, character, tone and structure.

"In other words, the social, historical, and political background of the text, as well as the reader's reactions or knowledge of the author's intention, distract from and are not relevant to the interpretation of the literary work" (Truong, 2009.p. 3)

This perspective is based more on the formal elements of literature, such rhythm, metaphors, similes, plot, and setting for instance.

The function of the text is the main characteristic of this perspective, for this reason the text is explained as "... the text itself--the words that appear on the page, rather than related discourses such as parallel stories by students--must remain the exclusive focus of discourse in instruction." (Blaup, 1993, p .4)

2.2.4.4 Psychological Perspective

Students can understand if the behavior of a character is caused by hidden and unconscious reasons within the reading.

“This psychological interpretation is an excellent tool for reading between the lines” (Gnanasekaran, 2014, p. 75). In other words, how the author’s mind and personality reflects on the text.

2.2.4.5 Mythological and Archetypal Perspective

This perspective examines the elements of human life as a universal view as they occurs across cultures.

“...is similar to the structuralist analysis of literature ... the connections that may be discovered in literature written in different times and in vastly different locations in the world. (Guerin et all, 2005, p. 273) It proposes that the human life has been build up in patterns. The student can create the connections by literature of different time and context in the world.

2.2.4.6Feminist Perspective

The unique nature of woman, the roles positions and influence of women within literary text are the main objectives of this approach.

“A feminist critique would focus on how such works treat women and also on either the short comings or enlightenment of the author as a result of this treatment” (Guerin et all, 2005, p. 271) This perspective mention that most of the literature presents a masculine male-controlled view in which the role of women is negated or have less importance during the reading. For this reason this perspective can be easily identified on readings with women as one of the main characters.

2.2.4.7 Reader Response Perspective

It is based on how the reader is part of the literature by assimilating and analyzing the literature context. Students should appreciate the complexity; of the books and therefore the teacher's as an artistic object that was endlessly rich and self-consistent. (Beach, 1993, p. 15)

As the students read the text, it acts as a stimulus in which they react in their personal way, the feeling associations, and also memory can be arise as at the time that students read. This perspective can be feeling through the text while the students read their literature. However, the students can give different points of view depending on the time, age, and also their cultural background.

2.2.4.8 Deconstructionist Perspective

It is based on the semantic of the texts. "That is, literary works cannot be encapsulated as organically unified entireties, and therefore there is not one correct interpretation, but only interpretations each one possessing its own validity". (Guerin et al, 2005, p. 275) this means that the text is based on how the language is used. The text does not have a unique meaning, every meaning depends on the reader and how the reader interprets the text

2.2.4.9 Marxism Perspective

It claims that literature is not independent art of its time and culture, but rather a product of it.

“...is emphasize in the economy and social conditions” (Guerin et all, 2005, p. 327) Moreover, it is focus to analyze how the competition between different classes inspired or influenced a given work.

Those perspectives are useful in order to analyze literature. To know how to analyze a character, why the character is acting in a particular way, how the author can link with author in another time for instance.

For the use of this perspectives the teacherr should take into account the text to choose.

“In formulating your tasks, you would then select those tools that would best assist students in completing these tasks. For example, to help students define patterns, you may select the writing tool of “listing” a character’s actions, followed by “mapping” similar patterns in those actions, and then “freewriting” about the meaning of those similarities in terms of how these patterns reflect certain cultural norms” (Beach, Appleman, Hynds, & Wilhelm, 2011, p. 50)

The teacher can use different strategies in order to understand other perspectives that the text could have implicit and explicit, and then use it in order to promote the critical think in the students.

2.2.5 Linguistic Competence

The linguistic competence refers to the knowledge of the language that a native speaker or a person in his/her L2 can possess. It is related with the proficiency of mastering a language. The speaker does not manage the language in isolation.

The notion of linguistic competence as a cognitive system that produces knowledge not antecedently present in the mind of the subject, e.g., knowledge of grammatical relations in response to certain stimuli is an important contribution to philosophical understanding of linguistics, and of cognitive psychology in general. This notion has not been as well received as

it should have been, in part because of certain false things that have been said about it. In particular, it has been said that a grammar of a language, conceived as a theory of linguistic competence, is an idealization, and that speakers know the rules of the correct grammar of their language. This paper shows that a theory of competence is not in any interesting sense an idealization, and that although a theory of linguistic competence, i.e. a grammar, aims at describing some real aspect of speakers, there is no reason to suppose that this is an aspect that would make it appropriate to say that speakers know the rules of the grammar. (Tienson, 1983, p.99)

The people who have this linguistic competence are able to follow a conversation because they understand the language; moreover those people are more proficient in their second language, but also the linguistic competence can be applied for the native speakers. Linguistic competence means that the people are not affected by grammatical mistakes in the actual performance. However, linguistic competences are important because the students can use the language or the second language without any complication in order to express themselves, for this reason, the speakers are able to create sentences using different tenses, utterances, etc.

The linguistic competence refers to the way someone acquires a language, using a direct method, in this case the person is not conscious about the learning, and just acquires the language in order to communicate with others; it refers that learners do not pay attention to grammar rules, but the meaning of the conversation and vocabulary. However, the linguistic competence pursues the understanding not only of the speaking and listening skill, but also the grammar skill in order to be proficient in the language. Nevertheless, grammar has a great participation on the linguistic competence, because the speaker should be

proficient by using grammar in his or her daily situations. The grammar based on the point of view of the linguistic competence defines by Chomsky (2002) as

A grammar of a language purports to be a description of the ideal speaker-hearer's intrinsic competence. If the grammar is, furthermore, perfectly explicit - in other words, if it does not rely on the intelligence of the understanding reader but rather provides an explicit analysis of his contribution - we may (somewhat redundantly) call it a generative grammar. A fully adequate grammar must assign to each of an infinite range of sentences a structural description indicating how this sentence is understood by the ideal speaker-hearer. This is the traditional problem of descriptive linguistics, and traditional grammars give a wealth of information concerning structural descriptions of sentences. (p.5)

The idea of grammar is not only to know the syntax and every factor that affects it, but is a matter of understanding and well speaking.

Linguistic competence is also a matter of various influences "linguistic knowledge is actually produced at a given time depends on non-linguistic factors such as memory, motivation, attention, and the peripheral nervous system, factors that can be affected by fatigue, drugs, environment, etc." (Tienson, 1983, p. 100) This means that people who are proficient on a language, can be affected by outer factors causing an inadequate use of grammar and vocabulary.

Every student is different and everybody has their own problems and difficult situations in their minds, for this reason a teacher should not judge by just a test's grade. The teacher should create a diversity of didactic material in order to help the students by giving them different opportunities to create and analyze their own knowledge by getting more absorb in the activities rather than the outside problems that they already have.

For the linguistic competence in our time, there are four motives that can help the student to understand better what they are reading, as it can be seen:

“... are four main motives of the importance of using literature to teach. Firstly, the Valuable Authentic Material that is how learners are exposed of samples of real life as newspapers, magazines, advertisements, and more. Secondly, Cultural Enrichment that means how students can use literature as a facility of understanding how the communication takes place in that country, and also students can appreciate how characters in such literary works see the world outside. Furthermore, literature adds a lot to the cultural grammar of the students. Thirdly, the language Enrichment, this reason is that students learn about syntax, functions of sentences, different ways to link ideas, which develop and enrich their own writing skills. Finally, the personal Involvement that means the students can be drawn into the text; in addition, becomes enthusiastic to find out what happened as events unfold via the climax; can feel the emotions of characters and also share their personal emotional responses. This process helps to remove identity crisis and develop into an extrovert student.” (Hişmanoğlu, 2005 p. 54)

Those are important reasons of why teachers should use literature in order to get students more proficient in their reading and writing skills; it helps to improve their cultural knowledge, and also can be efficient in order to increase the student's critical thinking. However, the reason of Cultural Enrichment is a little complex because

the relationship between culture and the literature is not all simple, some novels, short stories and plays may achieve the illusion of representing reality, but those can be just fiction; however, other short stories novel or plays can clearly represent the reality that the society lives in their own times. (Lazar, 2009, p. 16)

Students can feel more confident when they give their own opinion and they also can share their emotions with the characters on the novels, short stories or texts. As well as all those things that are mentioning before “Literature also shows

students new ways to view the world around them by constructing meaning from the text” (Khatib and Rahimi, 2012, p. 36).

Students can be more identified with their own context, because they start to develop the critical thinking and it makes to understand more about the situations that they can deal in their future.

“There has been a debate about how, when, where and why literature should be incorporated in English as a Second Language (ESL) and English as a Foreign Language (EFL); however, teaching Literature to students can improve their interaction among teacher and student about interesting ideas, learning and improve instructions for all.” (Hişmanoğlu, 2005, p. 53)

That means that Literature can help by the interaction between teachers and students to improve the learning of the students. But teachers should take into account that, there is not specific time to teach Literature.

2.2.5.1 Develop the reading and writing competence

The reading process is important for the literacy process in the people’s culture; moreover, there are techniques to improve the reading skills in students, those can be with poetry

“That one activity to increase the reading process is to read the poem at home and make them comprehension question and in the classroom, and also ask to the students the feelings that the poem evokes on them. Another activity can be relate with the writing skill, that is to invent and write the biography of the author, taking into account if the author had a family, another job, if the author were sick, or a healthy person. That biography is making up just by reading the poem and thinking about the life that the author probably had.”(Agustín, 2007, p. 14)

With the comprehension question, the teacher can test if the students understand the poem and the points of view of each student about the poem. And also can increment the imagination of the student by the activity that the students have to make up a biography knowing nothing about the writer

Teachers can use the technique of point the main idea in the paragraph to create a summary “The summary sentence is frequently, though not always, on the first or second sentence of the paragraph. If your purpose is to understand the main idea points of a passage you should locate and underline this sentence in each paragraph” (Sullivan and Garbutt, 1991, p. 14) With this exercise the students can figure out that the main idea is not only in the first or second sentence in the paragraph as they students are used to think. Moreover, the students can come to a logical inference between paragraphs and in that way, they can make summaries.

2.2.5.2 Develop listening and speaking competence

Many teachers in preschool, first or second grade, read aloud to their students in order to get their attention and also to make them listen to the correct pronunciation of the words. “Become a skillful listener starts first with the intention to talk less and listen more.” (Leigh and Brady 2005, p. 9)

Listen is a way of motivation for people, if they listen they learn more about other things and people. However, the listening skill can improve the speaking skill

“Teachers can use listening comprehension and pronunciation to make the class more interesting and motivating; also, teachers can read the literature aloud with the students to developing reading and speaking skills. Moreover, it also leads to improve pronunciation. Another way to teach those skills can be by dramatization, improvisation, role-playing, reenactment, discussion, and group activities. Moreover, the pronunciation can be improving before, during and, or after the reading process” (Hişmanoğlu, 2005, p. 59)

The listening competence is not only related with listen, it is related with reading and speaking competence if teachers know how to improve those competences in the students at the same time. Just reading aloud with students, can be improving their vocabulary, pronunciation, reading and speaking competence as well.

2.2.6 Using elements of literature with the students and the short story “The Happy Prince” by Oscar Wilde

2.2.6.1 Character

The character is the representation of a person, place, or thing that perform traditionally human activities in a work of fiction. It can be divided in protagonist, antagonist and minor character.

- For the short story “The Happy Prince” the protagonist are the statue of the Happy Prince and the Swallow.
- Antagonist: Depends on the point of view, for some students can be the poverty on the town; however, for other students can be the City Clerks and the Mayor who decide to take down the statue.
- The Minor Characters are the townspeople and the Charity Children

The students can identify these characters by using the round table technique in order to make the students recognize the character and their descriptions in the reading.

2.2.6.2 Narrator

The narrator is about who is telling the story. It can be divided in First person, second person, third person, and Omniscient.

- First person: the narrator participated in the story, the vision of the first person's narrator is limited in the story because just know what is happening as the character that the narrator is.
- Second person: the narrator address the reader directly in the reading. The reader can feel that he or she is part of the story by the second person's narrator.
- Third person: the third person is unidentified in the reading and does not assume a character place. This narrator reports what is happening in the reading.
- Omniscient: this narrator is not part of the reading; however, knows everything about the characters and the story.

In the case of the short story "The Happy Prince" the narrator is considered as the third person's narrator, because the narrator is unnamed nor unidentified, he is not a character in the story and can report the

events. The students can identify the kind of narrator by literature circles. The students can create groups and identify the narrator.

2.2.6.3 Setting

The setting is the place in which the story is develop. The students can identify the setting by making pairs and reading the story.

In the case of the Happy Prince is the city around the Palace of Sans-Souci, located in Haiti.

2.2.6.4 Symbolism

The symbolism reflect an object or person that is the representation of something or an idea greater that the object itself. The students can identifythe symbolism by sharing their point of view in a round table's activity and also an identified as a character activity.

The symbolism in "The Happy Prince" is reflected in the statue of the Happy Prince, the lead heart of the Happy Prince, the Swallow, the townspeople, and the Charity children.

The statue of the Happy Prince represents the self-sacrifice among people, the Lead heart of the Happy Prince represents the immortality, because it could not be melt, the swallow is a symbol of loyalty and also self-sacrifice, the townspeople represent the repression by their point of view about the statue, and the charity children represent a symbol of identification with the statue.

2.2.6.5 Personification

The personification is when objects or animal have human characteristics. The students can identify this by using the round table activity. For the case of the short story "The Happy Prince" the personification can be seen in the statue of the Happy Prince, the Swallow, the Swallow's friends and also the reed.

The students can use other techniques, depend on the topic. In this case, the elements of literature are a little general about the reading; however, if the teacher teach about critical perspectives, the teacher can use more the identified as a character's activity, and the round table can be a great opportunity to create a discussion. Those activities can be practice with the short story the Happy Prince; however, the activities can be used for whichever reading or poem.

2.2.7 Using Literature as a didactic resource for the short story "The Happy Prince" by Oscar Wilde

A didactic resource is the material for the students in order to make the topic more understandable in the classroom, it can be define as "the didactic resources are real objects that professors can use in several ways in order to improve pronunciation, spelling, certain structures as prepositions or comparative forms of adjectives". (García, 1996, p. 2)

The didactic resources are useful in order to help the students' comprehension of a topic, in this case to learn from literature. For the short story by Oscar Wilde "The Happy Prince" the didactic resources prepared by the teacher can be role-plays, or to make a TV Show in which they have to present a kind of news related with the chosen topic.

As another form of didactic resource for the reading skill are "multiple choice questions, giving answers to make questions of them, related drawings to the text, summarizing the plot, make a list of unknown vocabulary in the same language, and also write their personal opinions" (García, 1996, p. 4)

Those items can be helpful for the beginning of a reading, because everything is explicit in the text, the students should read and read again in order to find the answer to the question. The only thing that they are not doing at that moment is to use the perspectives to literature in order to create a critical thinking, but for beginners in literature this is a good way to begin.

The short stories of Oscar Wilde can support the English education by the student's interaction and the syntax and semantic fields. "Therefore, in the text inanimate characters are inanimate to give a moral message to the readers, and metaphors are used to evoke the reader's thinking" (Selcuk, 2009, p. 4) it is useful to use short stories in order to analyze the literature and the critical thinking of the students.

Those short stories are helpful in order to analyze the kind of literature, how the literature was seen in those years and how the classic literature can help to

improve the linguistic skills in a language. However, Marsh (2002) states that we can use a logical summary in order to study English literature that are the following:

- Think about the text: this step is based on think about the topic of the story, for example, in the short story “The Happy Prince” is the solidarity.
- Analyze the text: this step is based on the theme. Analyze with is the moral of the story. In the short story “The Happy Prince” is the value of the solidarity and self-sacrifice among the people for instance.
- Relate the studied part to the text as a whole: in this step, the teacher figures out how the students can interact with the text and the elements of literature

Literature can be also divide in intellectual traditions as Chambers and Gregory (2006) states in their book “Teaching and Learning English Literature” exists different methods and techniques in the learning process, those methods are:

- Philology: this model can provide the interpretation of individual words at three important levels that are semantic territory, etymological history and the semantic layers made up by their etymological history.
- Classic: It is provided by two things that are Literature as a pedagogy tool and the curriculum for Literature. In this method, students can make their own interpretations for the words of the authors.
- Rhetoric: the ancient discipline of the art of persuasion. This discipline can study lots of concepts, categories, analytical categories and methodological strategies that are easy to transfer from the analysis of speeches to the analysis

of literary works. This method can also analyze the ethical emotions and intellectual effects of the speakers

- Belles-Lettres: this is the kind of Literature that is write by well- educated readers and literary talents. The belles-lettristic write about their impression when they read some literature texts. This method became an important strand in the professional, historical and intellectual development of the discipline of English Literature.

Those models of linguistic and literature for teaching literature are important, because teachers can analyze the development of the students during classes by their critical analysis or exposition in front of the classes when they are presenting a literature topic.

The techniques to use during a literature class can be many, because everything depends on the creativity or the teacher. Bell (n.d) talk about different techniques in order to use the literature during classes and also outside classes that are:

- Using the title or a cover design of a book: the teacherr can show the cover of the book or just the title and ask to the students for example: What do they think about the title or the cover? What do they think the reading is about? Do they imagine who the main character is?
- Setting the mood: the teacher can make an activity in which students should close their eyes and imagine a picture that the teacher is telling them to imagine. Then, the student can write for three minutes about what the story is, based on

what they imagined. At the end of the activity, the teacher can choose some students in order to read what they wrote.

- Visual Prompts: this activity is like the previous one, but in this case, the teacher uses images that are designed according to the reading and questions the student based on the pictures and the reading.
- Using Theme: The teacher can use the main theme of the short story in order to ask question to the students and in this way, the students analyze the psychological approach of literature
- Key words and key sentences: selecting some words and sentences that help to understand the introduction of the short story, the students can think on a possible way to start the short story.
- Questionnaires: the teachers can give to the students some questions based on the central themes in order to be sure that they read the short story at home; however, those question can be done during the lecture in this class, if the students and teacher are reading at the same time.
- Biographical information: before the reading, the teacher shares with the students some information about the author and his or her background
- Sealing a time Capsule: after read a certain part of the short story, the teacher gives an index card on which the students make their predictions on the non-reading part of the text.
- Writing a prequel: the students write at least three or four paragraph that might appear before the first section of the short story.

Those are some techniques that teachers can do as a pre-reading, during reading, and post reading activities.

Another activity to see differences and analysis can be expressed as “In support of understanding character, I select a short story with two well-defined characters. I want students to pay attention to each character's physical characteristics and details and to compare and contrast characters” (Campbell, 2007, p. 44). The strategy uses here is a good approach for students in order to make them pay attention and what the teacher is saying about the characters in the short story; whereas, this technique also improve the listening skills of the students if the teacher is reading it aloud. However, students can pay more attention in details in order to understand better the reading and at the same time it is helpful for the analysis of the reading.

All of this techniques can be useful if the teacher keep the students' attention in the class, for this reason, the teacher can use instructional approaches. Those approaches are define as

“... educators use to instruct students are assigning students seat work to be done individually; lecturing students interspersed with question-and-answer periods (direct instruction); and stimulating students interaction through group discussion, debates, group projects, cooperative learning and the like (high students involvement instruction)” (Grossman, 2004 ,p.83)

This information imply that teachers should be aware of their classroom management before starts with the didactic resources in order to obtain a satisfactory and better result in the class and learning of the students.

During the reading the teacher should guide the students with some misunderstanding and mistranslations in the reading because it helps to understand the importance of working with a text, of reading, and of consulting a dictionary for more than one meaning of a word.

The teacher can use techniques such the correct warm up and wrap up in consideration to make understandable the topic in order to make the students do not lose the rhythm of what they are studying. With the warm up, the student is prepared to a new topic, with the wrap up, the students conclude the topic using the previous knowledge to let the teacher know that they understand the topic. The warm up and the wrap up also work as a feedback to the students.

Another technique to keep the attention of the students is by choosing a relevant topic for them “Actively involve your students in the learning process by encouraging them to react to your presentation, directing them to query you when they are confused or in doubt, and asking questions periodically to evaluate the effectiveness of your presentation” (Grossman, 2004, p, 84) By using the correct topic, the students can use their critical thinking, with the professor guide in order to develop more this skill. The teacher can encourage his or her students by using literature and asked them to compare the reading context and their own context.

2.2.7.1 Write and Share

Based on the book, *Teaching Literature to Adolescents* by Beach, Appleman et al (2011) there are some techniques that the teacher can ask the students like to write a short poem, or a short narrative; then, the teacher uses the round table with

the students in order to share their the texts that they already write. The students can read the other's texts and then they share their point of view or perspective about the literature.

This exercise is important because students can be more conscious about what happen near them, and also to take into account other people's feelings. The students can relate the literature and the feelings of the author by improving their perspective of criticisms.

2.2.7.2 Identified Students

Sometimes, teacher should look around and discover students' likes and dislikes, in order to create a better environment by choosing the correct text for them. "... assuming that if you *add* more magazines and best sellers to reading lists, and *add* more electronic and popular texts, your students will be magically transported into a lifetime of learning and reading." (Beach, Appleman et al, 2011, p.34) This technique is difficult, because not all the students would like the same, but the teacher can play with the dislikes of the students in order to make them drown into the reading and change their point of view by using the student's hobbies.

Nowadays, some students do not like to read, but they are too into comics and Japanese manga, with this information about students, teacher can choose different kind of literature works in order to get involved all the students.

2.2.7.3 Round table

The view of the literature's context is important in order to understand better the literature. For this reason, teacher can use the Round table and read with the student, in some parts of the reading, teacher can ask about the context of the reading, and try to make students understand how the life was in the author's period of time.

Students should always take into account the context of the author in order to understand better the world and the history.

2.2.7.4 Looking for context

The author's context is too important when the students need to understand points of view. For this reason, the teacher, before start with the reading, asks the student to make a little research about the author of the reading and his or her context.

Applying this technique, the student would be aware of the author's motivation and context, but at the same time, the students are using the critical perspectives to literature.

2.2.7.5 Working as the character

This technique can help the students to use their imagination and think in different ways. In this technique, the teacher asks the students to recreate a moment of some character by creating a diary or a newspaper in which they assume the

character's role by explaining the facts in the character's point of view "...this justifies adopting the goal of having students make connections to and reflect on ethical and identity issues in their own experiences" (Beach, Appleman et al, 2011, p.43)

Using this techniques, the students are aware of what is happening outside their self-think, and start to analyze the point of view of somebody else. The students can feel more confident during the class. For using this technique with the students, the professor should give some background of the literature, in order to make the students feel confident about the reading. The teacher is concerned that the student are managing lot of emotions in their daily life, but a positive affective environment helps learning in general." the affective strategy helps the students in their learning process, because they are using their emotional intelligence

This technique improve the student's experiences, encouraged to express their feelings and opinions , make connections between their own experiences, the professor can create a bond between students and the reading in order to make them experience a new field in their lives.

2.2.7.6 Sustained Silence Reading

This technique is based on take one day or more, in order to make the students read a text that they selected, based on the teacher' suggestion. The Sustained Silence Reading (SSR) can help the students to feel comfortable while reading something that they choose, can help in the reading process and also can make them feel engage with reading.

Based on the information you gather on students' reading interests, you could set up an individualized reading program or what is often referred to as "sustained silent reading" (SSR), in which you devote several weeks or one day a week to having students simply read self-selected texts. A central goal of such a program is to foster a positive attitude toward reading through allowing students to choose their own texts to read and to gain satisfaction from that reading. The very fact that students make their own choices provides some incentive for them to reading a text, as opposed to assigned texts. This does not mean that they necessarily need to complete the text—they also need to learn to reject texts that they may not enjoy and choose another text. (Beach, Appleman et al, 2011, p.49)

The students, at the end of the period of time for reading, can share their different experiences, points of view and also create and present a summary about the chosen text or a report.

2.2.7.7 Different Perspectives

Teachers can use the different perspectives in order to develop more their critical thinking and analyze better the literature. "In formulating your tasks, you would then select those tools that would best assist students in completing these tasks.

For example, to help students define patterns, you may select the writing tool of "listing" a character's actions, followed by "mapping" similar patterns in those actions, and then "freewriting" about the meaning of those similarities in terms of how these patterns reflect certain cultural norms." (Beach, Appleman et al, 2011, p.51)

This technique can help the student analyse how the reading can be linked with the context (author or students' context). Students can create a presentation and explain the points that he or she find in the reading.

2.2.7.8 Literature Circles

Sharing an opinion about a reading in 40 minutes of lesson with at least 25 students is difficult. For this reason, another technique is that the teacher can ask to the student to make groups and share their opinions “By working in small groups of three to five, students have much more time to talk than in large groups.” Beach, Appleman et al, 2011, p. 193). All the students can have time to share their points of view in a confident and comfortable environment.

Those activities can be used for the teacher in order to teach literature, it does not matter the kind of book to teach, all those activities can create a good environment among the students, and also can help the teacher create more activities during the class.

2.2.8 English Literature in Costa Rica

In Costa Rica, some private institutions teach literature, as Lincoln High School, as they mention in their webpage. This institution teaches by the Direct Method, for this reason the students have the Spanish language as their second language, and English is the first language.

The Direct Method, which is also known as The Natural Method or Conversational Method, has been popular since it enables students to communicate in the foreign language with this method, the students can be proficient on their target language; however, in Costa Rican public education would be difficult to apply this method because for some teacher it is a waste a time and not all them are proficient in their target language. Nevertheless, there are some high schools called Experimentales Bilingües, in which the students received more than 10 lessons of English, taking into account the aspects of conversation, grammar, listening, and also English Literature. Those High Schools use the Direct Method for teaching a language.

English has been a matter of fact for the Costa Rican education since 1944, but the programs of English Teaching are not specialized in a proficiency learning for the students. As the official program of the Ministerio de Educación Pública, MEP (Ministry of Public Education) for English in III Cycle, seventh grade, launch in 2016, it does not have a program that teaches grammar, nor literature just basic topics as, directions or instructions, Costa Rican's culture, checking list for shopping, daily routines, and so on.

2.3 HYPOTHESIS

The hypothesis is defined by Sampieri, Fernández and Baptista (2014) as:

The hypothesis indicates what we are trying to prove and are defined as tentative explanations of the phenomenon investigated. They are derived

from existing theory and should be made by way of propositions. In fact, they are provisional answers to research questions. (p.104)

That means that the researcher make the hypothesis based on the fact that he or she tries to prove. It is a tentative explanation to prove a fact that is not tested, yet. However, the same authors, Sampieri, Fernández and Baptista (2010) define hypothesis as “They are defined as tentative propositions about the possible relationships between two or more variables” (p.97)

Moreover, the Merriam Webster Dictionary (2015) defines hypothesis as “An idea or theory that is not proven, but that leads to further study or discussion” For this reason the hypothesis is important in a research, because without a hypothesis there is not research or facts to investigate about. The hypothesis must have be testable.

With greater literary incentive during classes, more improvement of the linguistic and grammatical competences.

2.3.1 Independent Variable

An independent variable is the variable you have control over, what you can choose and manipulate. The Merriam-Webster Dictionary (2015) establish that an independent variable is “a mathematical variable that is independent of the other variables in an expression or function and whose value determines one or more of the values of the other variables” This variable does not depend on another factors, and works by its own.

According with Leroy (2011) an independent variable is the one that:

“...describes what is expected to influence the outcomes. A treatment is a specific condition of this independent variable. The goal of a user study is to compare the outcomes for different treatments. The independent variable is connected to the dependent variable, which measures the outcome, by means of the hypotheses”

This variable is influenced by the researcher and it is link with the dependent variable in order to create a hypothesis.

On the other hand, the University of Southern California (2010) defines it as “The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause”This variable can change the result if the researcher decided to manipulate it. The independent variable in this research refers to the use of literature.

2.3.1. Dependent Variable

This variable is the one that depends on the independent variable, as the University of Southern California (2010) defines it as: “The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause.” The researcher can use the independent variable in order to change the result of the dependent variable

However, The Merriam Webster Dictionary (2015) states that “a mathematical variable whose value is determined by that of one or more other variables in a function”. This means that the facts are dependent of the independent variable in order to get a result.

On the other hand, the dependent variable meaning can be found in the following explanation

The dependent variable is 'dependent' on the independent variable. As the experimenter changes the independent variable, the change in the dependent variable is observed and recorded. When you take data in an experiment, the dependent variable is the one being measured. (Helmenstine, 2016)

This variable always depended on the independent in order to show the result of the research. The dependent variable for this research is the improvement of the grammatical and linguistic competences

2.5 Operationalization of the hypothesis

The operationalization of the hypothesis is “to break it down into its basic segments to treat them separately, so guide us to the most important are the indicators. These indicators are those that allow us to measure the variables. The hypothesis should be operationalized through concepts, variables and indicators.”(Universidad Hispanoamericana, 2016)

| Hypothesis | Definition | Variable | Indicators |
|---|---|--|---|
| <p>With greater literary incentive during classes, more improvement of the linguistic and grammatical competences.</p> | <p>Literary incentive:</p> <p>The use of literature as short story, novels or poets as a tool for education</p> <p>Linguistic and grammatical Competences:</p> <p>There are approaches that are based on independent works and the professors in the role of a facilitator.</p> | <p>Literature</p> <p>Competences</p> | <p>The use of literature</p> <p>Didactic resources use by the teacher</p> <p>Characteristics of competences</p> <p>Didactic resources</p> |

CHAPTER III.

METHODOLOGICAL FRAMEWORK

3.1 Type of research

The nature of this research is qualitative. “The qualitative approach provided for the dispersion or expansion of the data and information” (Sampieri, Fernández&Baptista, 2014, p. 10) this means that this research is going to analyze how the students can improve their linguistic and grammatical competences.

The qualitative research is also define as

The behaviors and sensations of the actors, subjects or persons under investigation are observed and described without numerical measurement, for a basis of "cultural pattern to know. How do a group think? How it operates? What behaviors and attitudes does it have? Data is usually collected through open interviews, discussion groups, workshops, interaction with communities in natural environments, and also, through introspection, evaluation of personal experiences, life stories inspection, discourse analysis, etc. (Universidad Hispanoamericana, 2016, p.36)

In this research, the main goal is to prove how the use of literature can improve the linguistic and grammatical competences by using workshops and questionnaires in order to get the students' information.

This research belongs to the descriptive research, this means, according with Baptista, Fernandez, Sampieri (2014). It seeks to specify the properties, characteristics and profiles of people, groups, communities, process, objects or any other phenomenon undergo analysis. (p. 92). This research analyses the characteristics of using literature with teenagers as one of the tools to use for the learning process

On the other hand, the descriptive research can be seen as “The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic” (The Association for Educational Communications and Technology) as in this research, the data is collected by surveys, observation for the other institution that use literature in its courses, but also, a workshop with students of Centro Educativo Horizonte 2000

3.1.1 SUBJECTS AND SOURCES OF INVESTIGATION

3.1.1.1 Primary source

The primary source are the researches from other authors that were required in order to get the required information.

“A primary source provides direct or firsthand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs, listservs, and newsgroups are also primary sources. In the natural and social sciences, primary sources are often empirical studies—research where an experiment was performed or a direct observation was made. The results of empirical studies are typically found in scholarly articles or papers delivered at conferences. (Ithaca College Library, n.d)

Based on this definition, the primary sources used for this research are:

Didactic Resources for Teaching English, Teaching Language Through Literature: the Waste Land in the ESL Classroom, Reader-Response Theories, Innovative Approaches to Teaching Literature, To Read or Not to Read, Psychological Interpretation of the novel The Stranger by Camus, Teaching

English Through Literature, Cronología de la Enseñanza del Inglés en Costa Rica durante el Siglo XX, Teaching Oscar Wilde's Short Story "The Selfish Giant" to young ESL/EFL Learners through Reader Response Approach, The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom, The Direct-Method: A Good Start to Teach Oral Language, The use of Systematic Observation in Physical education, La Metodología de Talleres en los Procesos de Educación Popular, and Concepts on the Methodology of Teaching English.

3.1.1.2 Secondary source

This source is refer to the books, newspapers and other articles used in other to interpret the primary source

“Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research” (Ithaca College Library, n.d)

The secondary sources used for this research are:

Teaching by Principles An Interactive Approach to Language Peddagogy , Metodología de la investigación, Less is More, Teaching & Learning English Literature, Handbook of Critical Approaches to Literature, Metodología de la Investigación, Understanding English Grammar, Designing User Studies in Informatics, Health Informatics, How to Begin Studying English Literature, Philosophy of Literature, Manual para el Curso Métodos de Investigación,

Approaches and Methods in Language Teaching., The Short Oxford History of English Literature, In Defense of Reading, Guía, Trabajos Finales de Graducación, Tesinas y Tesis en Ciencias Sociales., Children's Literature, and A Framework for Task Based Learning.

3.1.1.3 Tertiary source

This source are the one who are not books or information that can be get by first hand, it refers to articles, abstracts and so on. It presents summarized versions, like an encyclopedia, of materials as books or researchers. The Virginia Polytechnic Institute and State University (2016) defines the tertiary sources as the one that: “provide overviews of topics by synthesizing information gathered from other resources. Tertiary resources often provide data in a convenient form or provide information with context by which to interpret it.”

For this research the used tertiary sources are:

Proyectosytesis, Merriam-Webster Dicctionary, about education, Primary and Secondary Sources, Introduction to Quantitative Methods, Objetivos Generales y Objetivos Específicos, What Is Descriptive Research?, and Primary, secondary, and tertiary sources.

3.2 SAMPLE SELECTION

The sample selection for this research is the nonprobability sample. This kind of sample is define as

It is when the choice depends on the characteristics of research and decision making of a person or group.

This type of sample is selected with "typical" subjects, for the purpose of cases that are representative of the population.

A representative population or universe is used to extract the data and define the sample during the process. The case studies are a sample in themselves and can be a person, a couple, a family; a company, department, etc. And this involves collecting as much information to understand the characteristics and conditions. (Universidad Hispanoamericana, 2016, p. 43)

According with this explanation, the sample uses in this research is the nonprobability sample. This sample selection is the one that involve the group of seventh grade in Centro Educativo Horizonte 2000.that have twelve students and the total population of the high school is forty seven students.

However, there are another kind of sample, that is the probabilistic sample in this case, itgenerates by formulas and applying certain quantity of people based on the population "It is when all subjects that make up the subgroup have the same chance of being chosen by a mechanical selection; It is essential in research focusquantitative, because the data is collected by surveys to analyse statistically." (Universidad Hispanoamericana)

3.3 TECHNIQUES AND INSTRUMENTS

3.3.1 Observation

For this research the first technique in order to get the data is the observation that is define that:

“Observational research is particularly prevalent in the social sciences and in marketing. It is a social research technique that involves the direct observation of phenomena in their natural setting. This differentiates it from experimental research in which a quasi-artificial environment is created to control for spurious factors, and where at least one of the variables is manipulated as part of the experiment. It is typically divided into naturalistic (or “nonparticipant”) observation, and participant observation. Cases studies and archival research are special types of observational research. Naturalistic (or nonparticipant) observation has no intervention by a researcher. It is simply studying behaviors that occur naturally in natural contexts, unlike the artificial environment of a controlled laboratory setting. Importantly, in naturalistic observation, there is no attempt to manipulate variables. It permits measuring what behavior is really like. However, its typical limitations consist in its incapability exploring the actual causes of behaviors, and the impossibility to determine if a given observation is truly representative of what normally occurs.” (Atlasti, nd)

According with the website, this research used a nonparticipant observation, because the researcher only see and takes notes about how the teacher applies the didactic resources in order to improve that with the students in Centro Educativo Horizonte 2000. However, the researcher makes a systematic

observation, this kind of observation is use to “... objectively describe teacher/student interaction in the classroom or sports field.” (Wright & Walkuski, 1995) According with this information the researcher uses a checklist in order to analyse how the students react to the approaches and methods in their Literature courses in order to explain the topic and make it understandable for the students.

3.3.2 Experimental Workshop

The other instruments in order to analyse how literature can help the student by improving their grammatical and linguistic competences is by experimental workshops, that is define as a working procedure with groups, which is limited in time and is done with certain specific objectives, allowing activation of an educational process based on the integration of theory and practice, the role of the participants, dialogues, and collective learning production, operating a transformation in the participants and in the start situation (Tapas, 2015)

Based on this statement, the workshop for this research has been applied in Centro Educativo Horizonte 2000 using the short story of Oscar Wilde “The Happy Prince” taking into account the critical approaches in order to analyse the short story and at the same time improve the grammatical and linguistic competences.

3.3.3 Questionnaire

A questionnaire can be seen as one of the most useful forms to gather information. Hernández et al (2010) define it as a group of questions according with the variable

There are three kind of questionnaires. The first one is the self-administrate. This questionnaire has been answered by the person who is been interviewed.

As an example of this kind of questionnaire mention by Hernández et al (2010), is:

In the individual case, the questionnaire is delivered to the participant and he answers it, whether go to a place to do it (as when a form is completed to apply for jobs) or answers in your workplace, home or studio. For example, if a sample were participants managers of pharmaceutical laboratories in Bogota, it would go to their offices and they would deliver the questionnaires. The executives themselves administer the questionnaire and expect to do respond or would collect another day. The challenge of the latter situation is getting participants return the completed questionnaire completely” (p.233)

The other kind of questionnaire is the personal interview, that define as “Interviews involve a qualified person (interviewer) applied the questionnaire to participants; the first asks the questions to each respondent and records answers. Their role is crucial, it is a kind of filter.” (Hernández et al, 2010, 233)

The next kind of questionnaire is the phone interview. According to Hernandez et al (2010): “Telephone interviews are the quickest way to conduct a survey. Along with the application of questionnaires group is the most economical way to apply a measuring instrument, with the possibility of attending the subjects of the sample. It has been widely used in developed countries due to the rapid evolution of telephony.” (p.235)

Taking into account the purpose of this research. The personal interview is used in order to know how the teacher used the method and approaches that are already explained into the research. The interview that is used in this research, is based on the utilization of the Linkert scale. This scale is characterized by the five alternatives

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3.4 CONCEPTUAL, OPERATIVE AND INSTRUMENTAL DEFINITIONS OF THE VARIABLES

3.4.1 Variable No 1: Pedagogical Techniques

4.4.1.1 Nominal definition

Pedagogy is important when someone is teaching, because it is going to help in the teaching activities and teaching methods. The Cambridge Dictionary defines pedagogy as “the study of the methods and activities of teaching” However, the Cambridge dictionary defines the term Technique as “A way of doing an activity that needs skill” Using those definition means that pedagogical techniques are the way to help the students to get or improve their skills.

4.4.1.2 Operational Definition

To determine what pedagogical techniques help for teaching literature in students of seventh grade

4.4.1.3 Instrumental definition

The variable based on the pedagogical techniques would be analyzed using an interview with the students where the information obtained confirms how the teacher uses the pedagogical techniques during the class.

3.4.2 Variable No 2: Linguistic competences

3.4.2.1 Nominal definition

The linguistic competence refers to the knowledge of the language that a native speaker or a person in his/her L2 can possess. It relates with the proficiency of mastering a language. The speaker does not manage the language in isolation.

The notion of linguistic competence as a cognitive system that produces knowledge not antecedently present in the mind of the subject, e.g., knowledge of grammatical relations in response to certain stimuli is an important contribution to philosophical understanding of linguistics, and of cognitive psychology in general. This notion has not been as well received as it should have been, in part because of certain false things that have been said about it. In particular, it has been said that a grammar of a language, conceived as a theory of linguistic competence, is an idealization, and that speakers know the rules of the correct grammar of their language. This paper shows that a theory of competence is not in any interesting sense an idealization, and that although a theory of linguistic competence, i.e. a grammar, aims at describing some real aspect of speakers, there is no reason to suppose that this is an aspect that would make it appropriate to say that speakers know the rules of the grammar. (Tienson, 1983, p.99)

The people who have this linguistic competence are able to follow a conversation because they understand the language; moreover those people are more proficient in their second language, but also the linguistic competence can be

apply for the native speakers. Linguistic competence means that the people are not affected by grammatical mistakes in the actual performance. However, linguistic competences are important because the students can use the language or the second language without any complication in order to express themselves, for this reason, the speakers are able to create sentences using different tenses, utterances, etc.

3.4.2.2 Operational definition

To determine what linguistic competences the students need according with the new syllabus establishes by the MEP for the school year 2017

3.4.2.3 Instrumental definition

The variable is measured according to the selected instrument to obtain the necessary information. To evaluate the variable, the researcher apply the non-systematic observation technique with the students in order to analyze the improvement of the students.

3.4.3 Variable No 3: Didactic Material

3.4.3.1 Nominal definition

A didactic resource is the material for the students in order to make more understandable the topic in the classroom, it is define as “the didactic resources are real objects that professors can use in several ways in order to improve pronunciation, spelling, certain structures as prepositions or comparative forms of adjectives”. (García, 1996, p. 2)

The didactic resources are useful in order to help the students' comprehension of a topic, in this case to learn from literature. For the short story by Oscar Wilde "The Happy Prince" the didactic resources prepare by the teacher can be role-plays, or to make a TV Show in where they have to present a kind of news related with the chosen topic.

3.4.3.2 Operational definition

To create didactic material for improving the linguistic competences on the short story "The Happy Prince" by Oscar Wilde

3.4.3.3 Instrumental definition

To evaluate this variable, the researcher creates an experimental workshop in which the teacher explain the Victorian era and then the students read the "The Happy Prince". With this information and the reading, the students analyze the critical approaches on the short story in an oral way first, and then make an oral presentation about them with the short story in groups. However, the students can draw their favorite part of the short story and explain the reason of why they like it in front of the class.

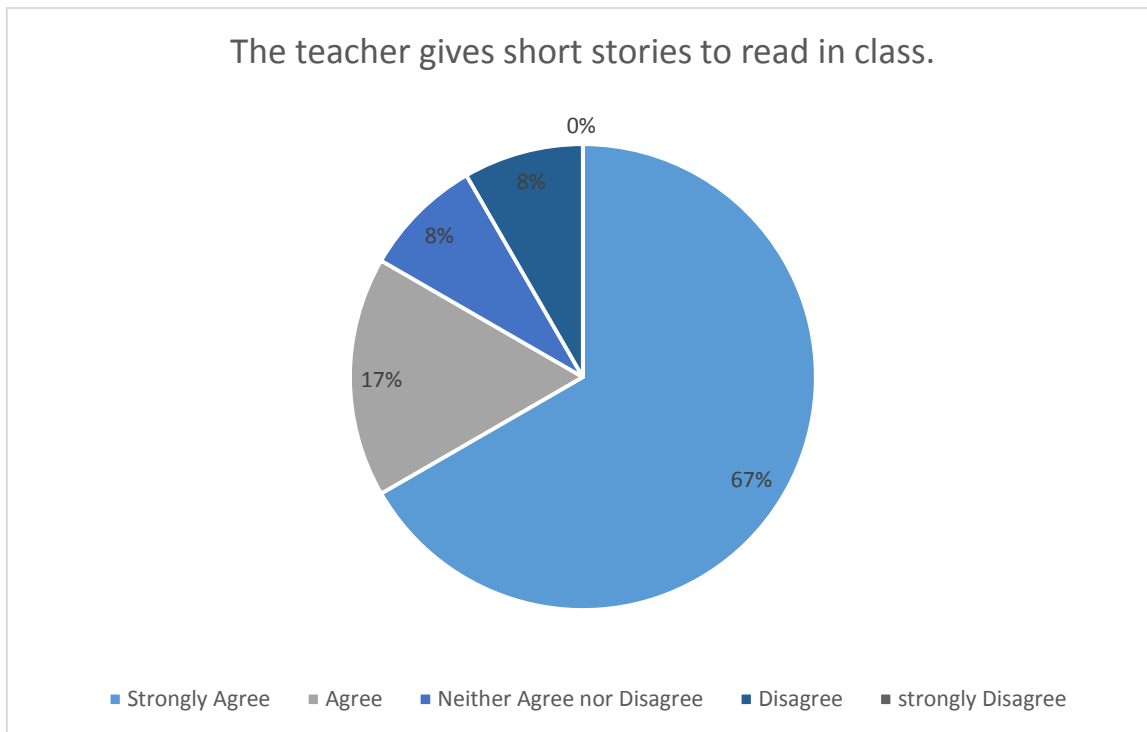
CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

4.1 Data Analysis and Interpretation

The information presented in this chapter contain the results of the instruments applied to the students of seventh grade from Centro Educativo Horizonte 2000, located in Uruca. The objective of applying the instrument is to analyze and determine how literature can help by improving of linguistic competences.

The instruments applied to the students of seventh grade consist in observation, an experimental workshop, and an interview that had fifteen utterance. The analysis of the data is interpreted by graphics; each graphic determines the percentage of the answers given by the students of seventh grade from Centro Educativo Horizonte 2000.

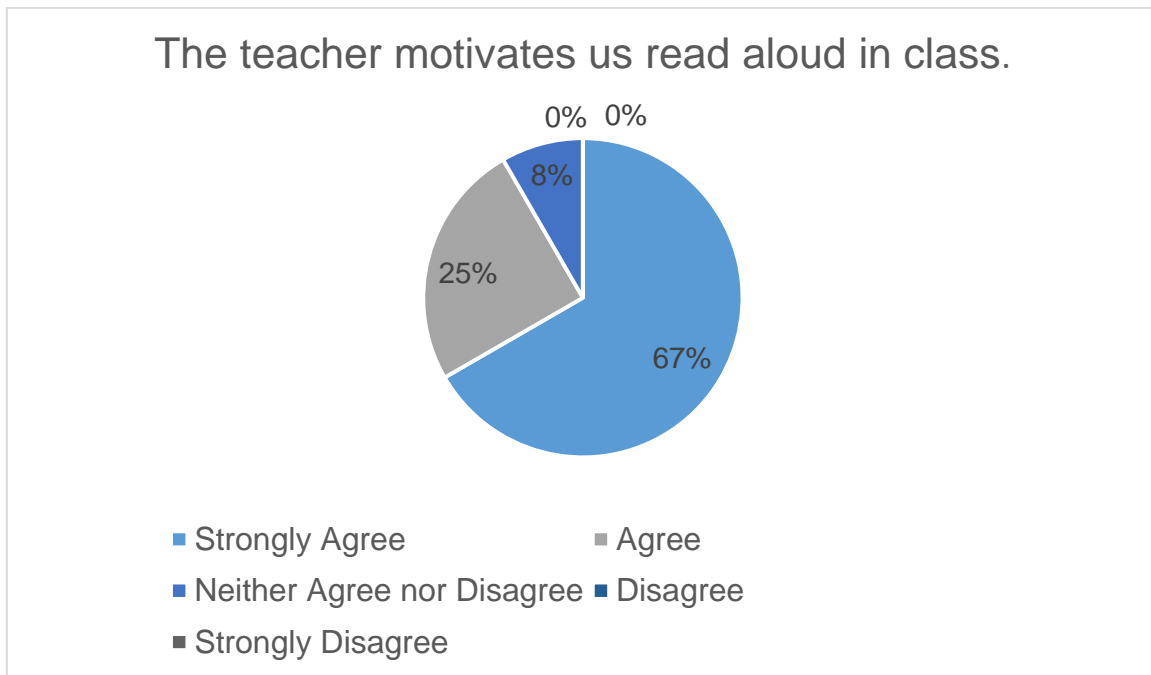
The purpose of the instruments is to obtain and analyze data in order to measure the relationship between the linguistic competences and literature for teaching a new language.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°1 “the teacher gives short stories to read in class”

In the statement N° 1, “**The teacher gives short stories to read in class**”, 8 students answered “**Strongly Agree**” that represents **67%** of the students. Then, 2 students marked “**Agree**” which is the **17%** of the total, then 1 student answered “**Neither Agree nor Disagree**” which is **8%**, 1 student answer “**Disagree**” that represent the **8%** of the students, and finally 0 students marked “**Strongly Disagree**” which represents the **0%** of the students.

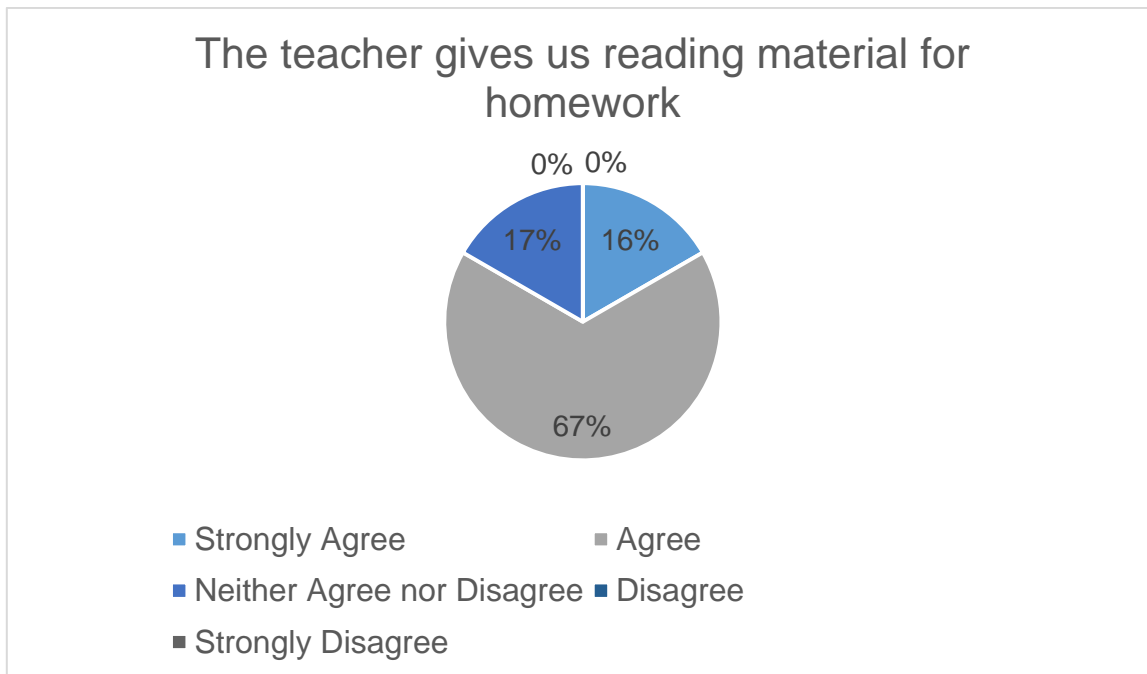
The **A+B** results are **84%** and **D+E** results are **8%**. The results demonstrate that a high percentage of students strongly agree and agree with the utterance that the professor gives short stories to read in class. On the other hand, a few students considered the opposite.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°2 “the teacher motivates us read aloud in class”

In the statement N° 2, “**The teacher motivates us read aloud in class**”, 8 students answered “**strongly Agree**” that represents **67%** of the students. Then, 3 students marked “**Agree**” which is the **25%** of the total, then 1 student answered “**Neither Agree nor Disagree**” which is **8%**, 0 student answer “Disagree” that represent the **0%** of the students, and finally 0 students marked “**strongly disagree**” which represents the **0%** of the students.

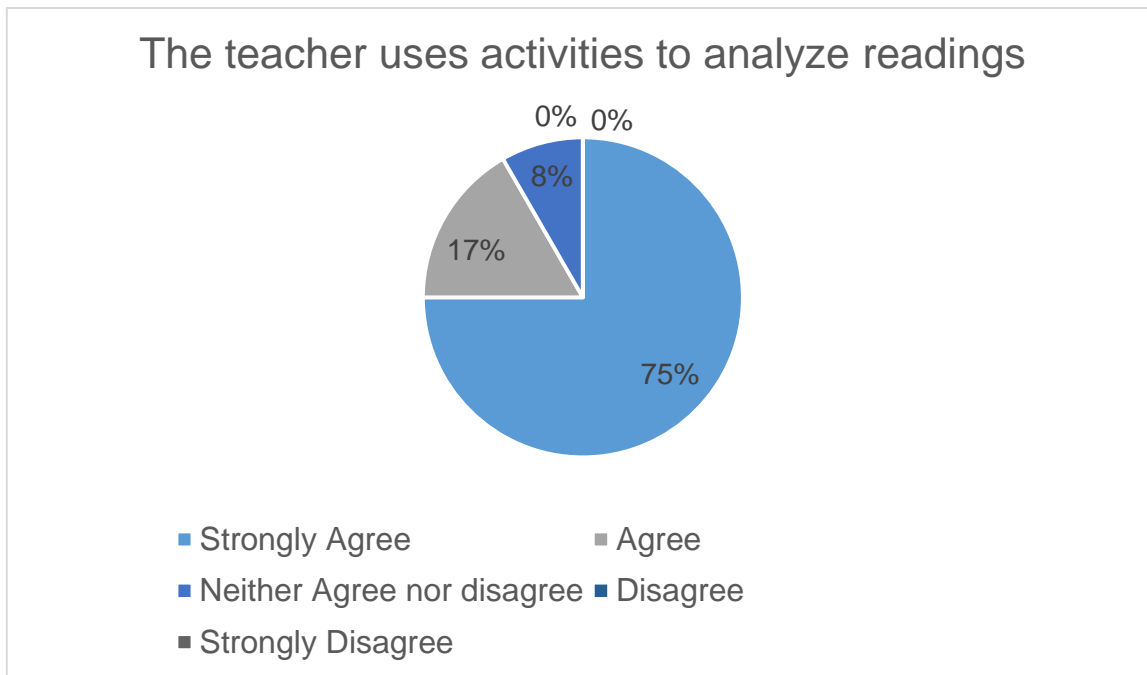
The **A+B** results are **92%** and the **D+E** results are **0%**. More students considered the statement true, while nobody thinks the opposite



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°3 "the teacher gives us reading material for homework"

In the statement N° 3, "**The teacher gives us reading material for homework**", 2 students answered "**Strongly Agree**" that represents **16%** of the students. Then, 8 students marked "**Agree**" which is the **67%** of the total, then 2 students answered "**Neither Agree nor Disagree**" which is **16%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

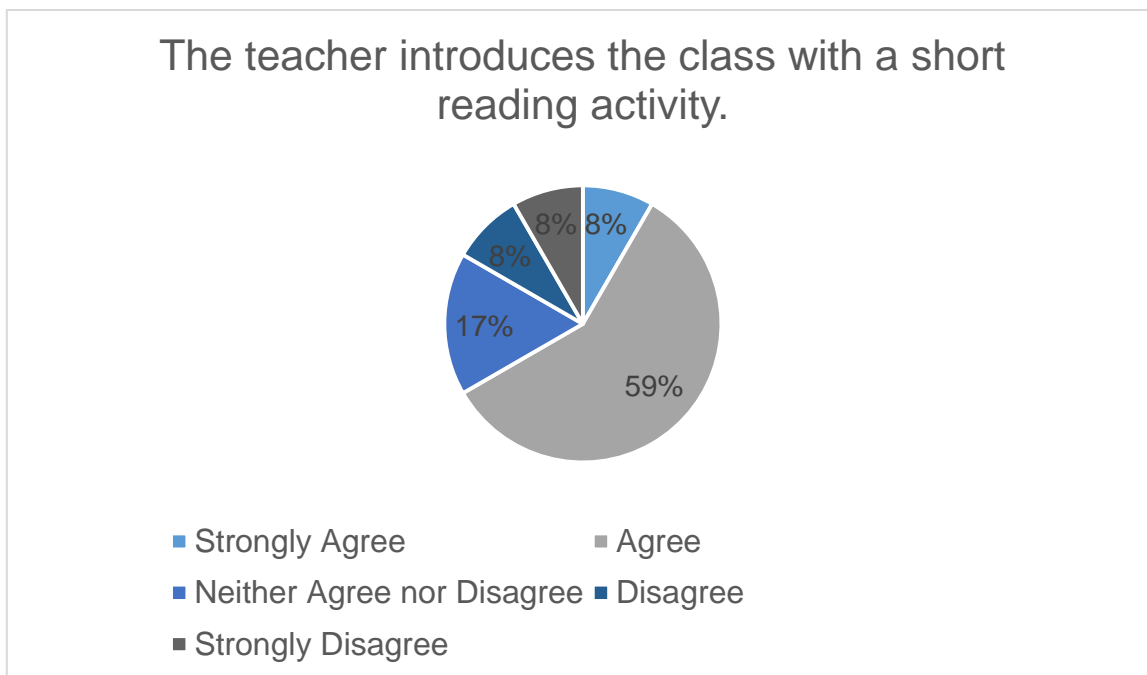
The **A+B** results are **83%** and the **D+E** results are **0%**. The majority of the students strongly agree and agree with the utterance about have reading material for homework. While no one disagree this utterance.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°4 "the teacher uses activities to analyse readings"

In the statement N° 4, "**The teacher uses activities to analyse readings**", 9 students answered "**strongly Agree**" that represents **75%** of the students. Then, 2 students marked "**Agree**" which is the **17%** of the total, then 2 students answered "**Neither Agree nor Disagree**" which is **8%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

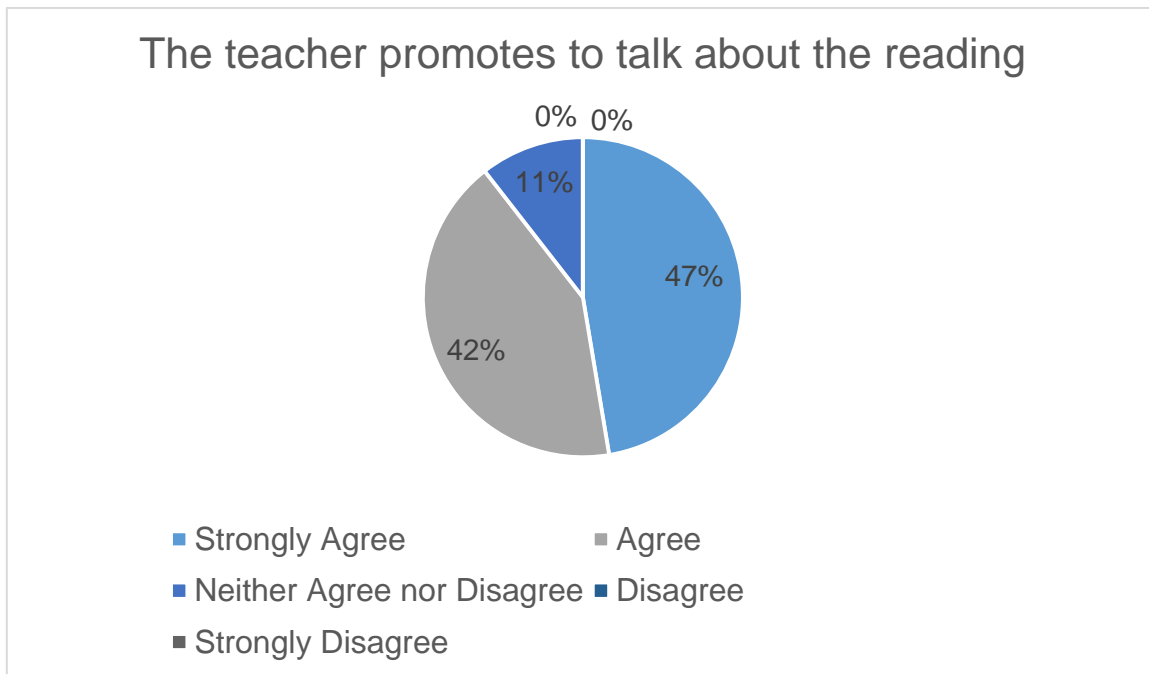
The **A+B** results are **92%** and **C+E** results are **0%**. This graphic illustrated a high percentage of the students strongly agree and agree with the statement, considering that the professor makes activities in order to analyse readings.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°5 "the teacher introduces the class with a short reading activity"

In the statement N° 5, "**The teacher introduces the class with a short reading activity**", 1 student answered "**Strongly Agree**" that represents **8%** of the students. Then, 7 students marked "**Agree**" which is the **59%** of the total, then 2 students answered "**Neither Agree nor Disagree**" which is **17%**, 1 student answered "**Disagree**" that represents the **8%** of the students, and finally 1 student marked "**Strongly disagree**" which represents the **8%** of the students.

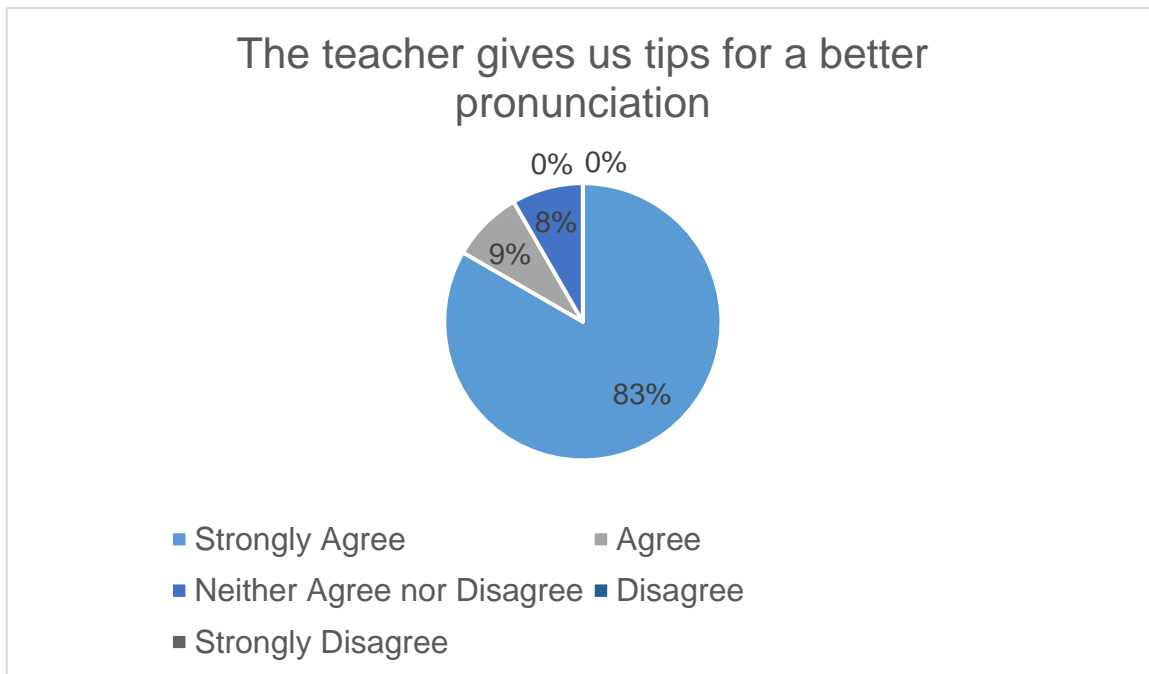
The **A+B** results are **67%** and the **D+E** results are **16%**. The majority of the students considered that the professor introduces the class with a short reading, while few students think the opposite.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°6 “the teacher promotes to talk about the reading”

In the statement N° 6, “**The teacher promotes to talk about the reading**”, 9 students answered “**strongly Agree**” that represents **47%** of the students. Then, 8 students marked “**Agree**” which is the **42%** of the total, then 2 students answered “**Neither Agree nor Disagree**” which is **11%**, 0 student answer “**Disagree**” that represent the **0%** of the students, and finally 0 students marked “**strongly disagree**” which represents the **0%** of the students.

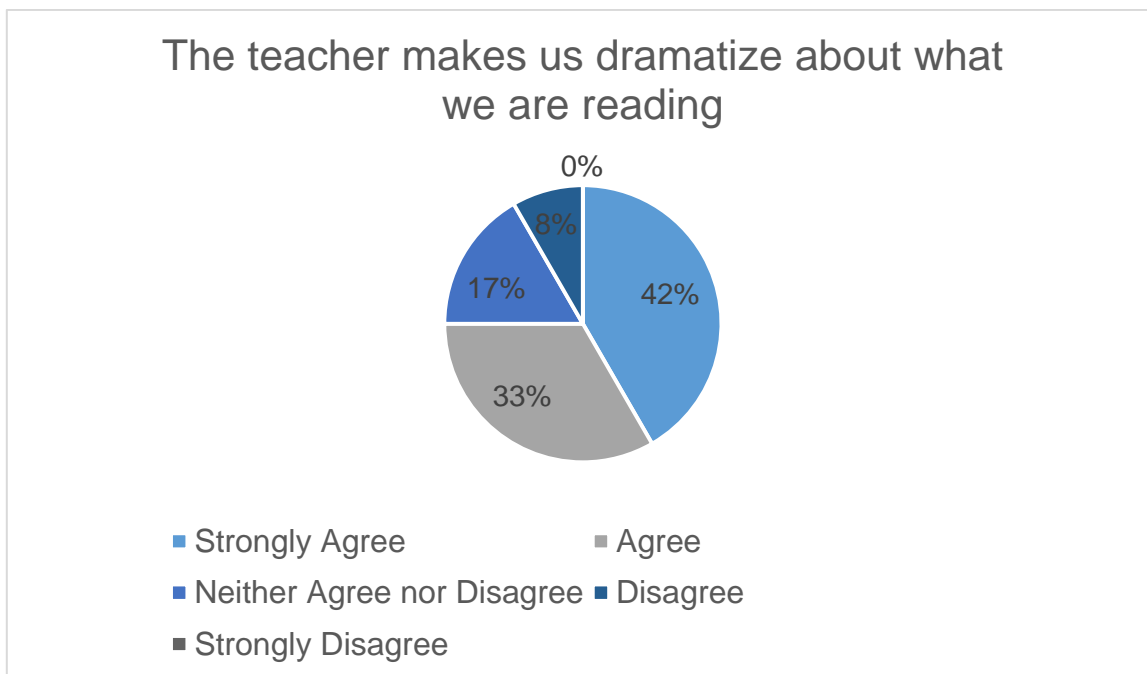
The **A+B** results are **89%** and the **D+E** results are **0%**. The results present the high percentage of the students who considerer this statement as true.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°7 "the teacher makes us talk about the reading"

In the statement N° 7, "**The teacher gives us tips for a better pronunciation**", 10 students answered "**strongly Agree**" that represents **83%** of the students. Then, 1 student marked "**Agree**" which is the **9%** of the total, then 1 student answered "**Neither Agree nor Disagree**" which is **8%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

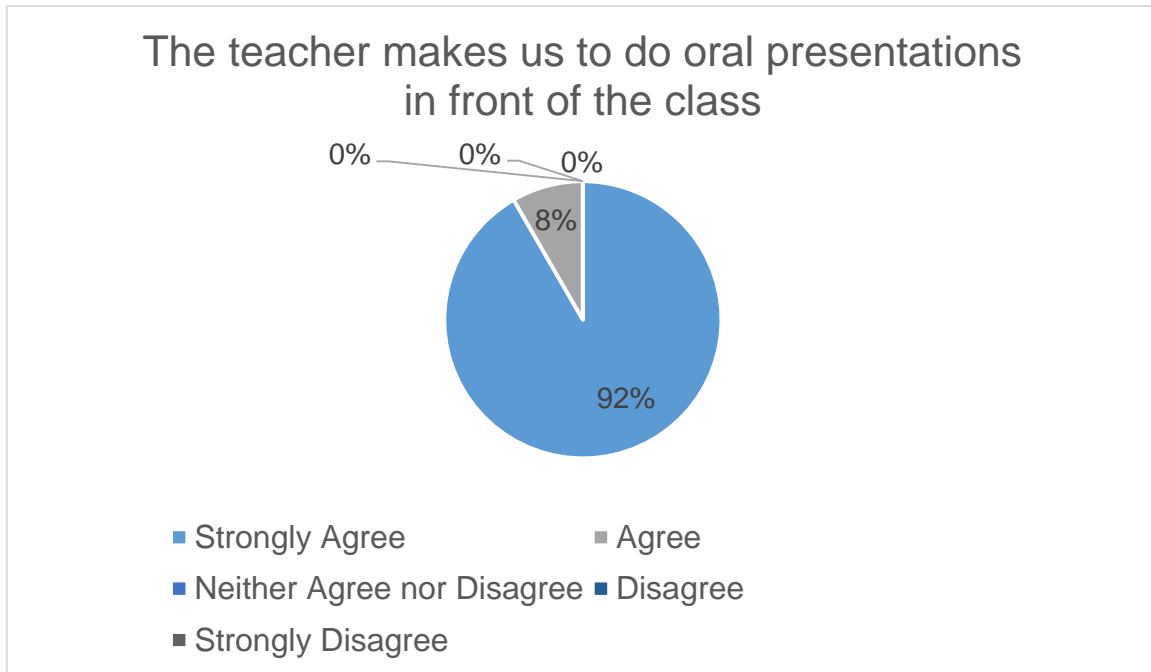
The **A+B** results are **92%** and the **D+E** results are **0%**. The majority of the students agree with this utterance, while no one disagree about this.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°8 “the teacher makes us dramatize about what we reading”

In the statement N° 8, “**The teacher makes us dramatize about what we are reading**”, 5 students answered “**strongly Agree**” that represents **42%** of the students. Then, 4 students marked “**Agree**” which is the **33%** of the total, then 2 student answered “**Neither Agree nor Disagree**” which is **17%**, 1 student answer “**Disagree**” that represent the **8%** of the students, and finally 0 students marked “**strongly disagree**” which represents the **0%** of the students.

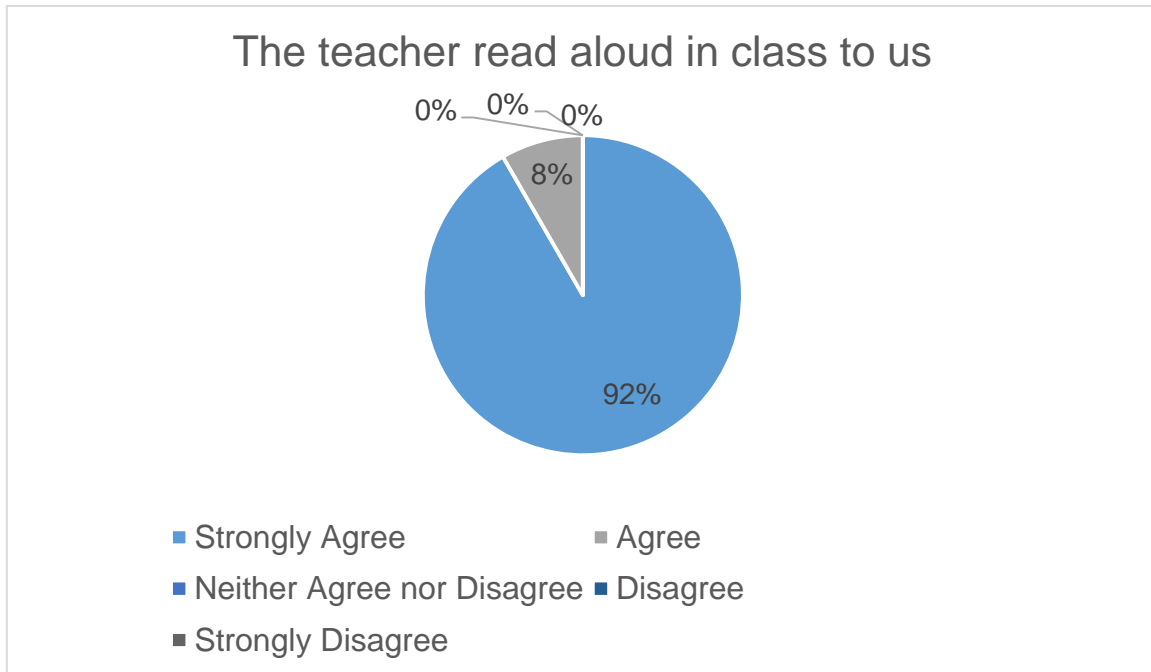
The **A+B** results are **75%** and the **D+E** results are **8%**. The high percentage of the students agree with the statement that is about the use of dramatizing what the students read, while no one disagree with the utterance.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°9 "the teacher makes us to do oral presentations in front of the class"

In the statement N° 9, "**The teacher makes us to do oral presentations in front of the class**", 11 students answered "**strongly Agree**" that represents **92%** of the students. Then, 1 student marked "**Agree**" which is the **8%** of the total, then 0 student answered "**Neither Agree nor Disagree**" which is **0%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

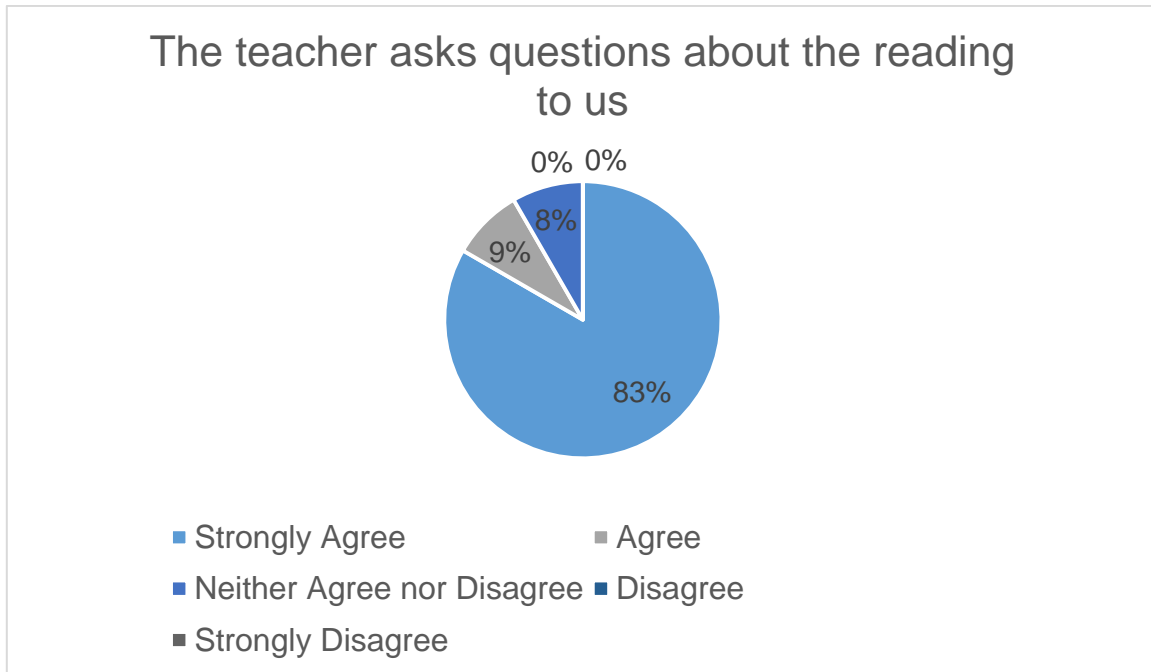
The **A+B** results are **100%** and the **E+D** results are **0%**. All the students agree that the teacher makes them do oral presentations in front of the class.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°10 "the teacher read aloud in class to us"

In the statement N° 10, "**The teacher makes us talk about the reading**", 11 students answered "**strongly Agree**" that represents **92%** of the students. Then, 1 student marked "**Agree**" which is the **8%** of the total, then 0 students answered "**Neither Agree nor Disagree**" which is **0%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

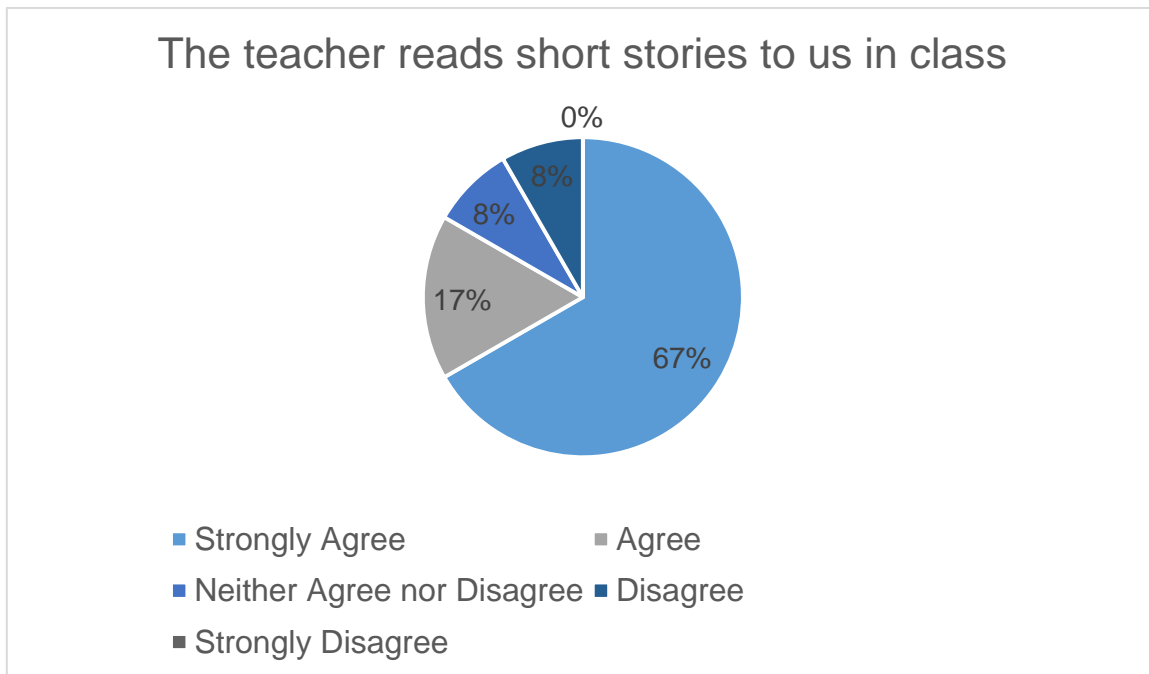
The **A+B** results are **100%** and the **D+E** results are **0%**. All the students agree the statement that the teacher read aloud in class.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°11 “the teacher asks questions about the reading to us”

In the statement N° 11, “**The teacher makes us talk about the reading**”, 11 students answered “**strongly Agree**” that represents **83%** of the students. Then, 1 student marked “**Agree**” which is the **9%** of the total, then 1 student answered “**Neither Agree nor Disagree**” which is **8%**, 0 student answer “**Disagree**” that represent the **0%** of the students, and finally 0 students marked “**strongly disagree**” which represents the **0%** of the students.

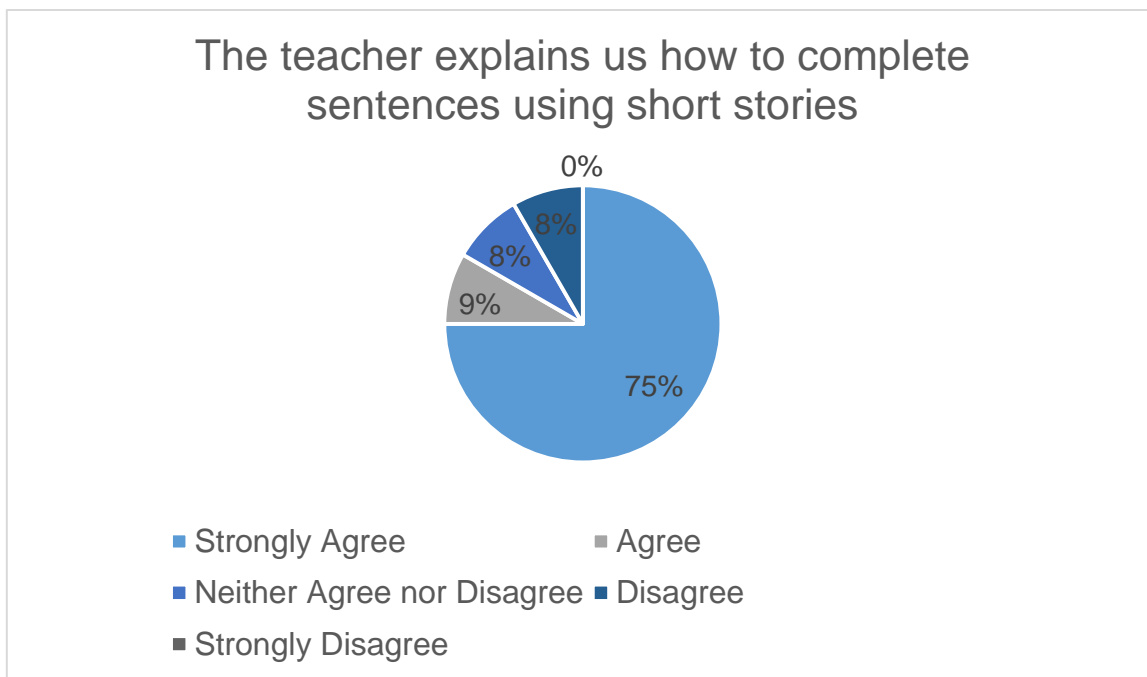
The **A+B** results are **92%** and the **D+E** results are **0%**. The higher percentage of students agree with the utterance, while nobody disagree with the utterance.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°12 “the teacher reads short stories to us in class”

In the statement N° 12, “**The teacher reads short stories to us in class**”, 8 students answered “**strongly Agree**” that represents **67%** of the students. Then, 2 student marked “**Agree**” which is the **17%** of the total, then 1 students answered “**Neither Agree nor Disagree**” which is **8%**, 1 student answer “**Disagree**” that represent the **8%** of the students, and finally 0 students marked “**strongly disagree**” which represents the **0%** of the students.

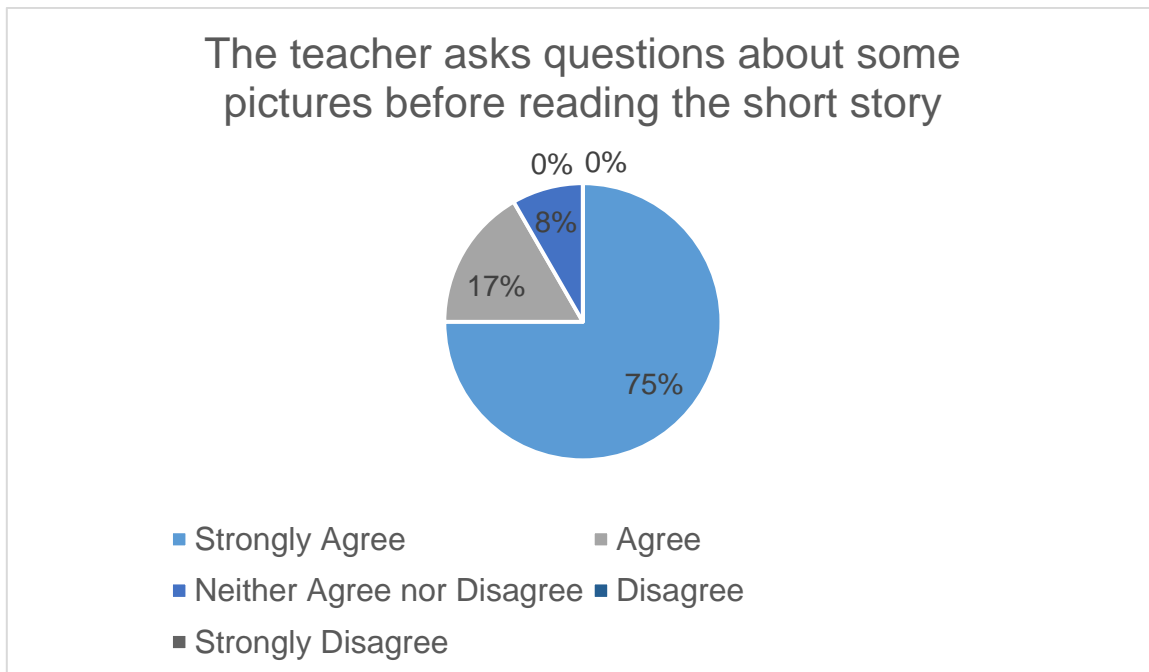
The **A+B** result are **84%** and the **D+E** results are **8%**. The majority of the students considered that the teacher reads short stories in class, while just one student considers the opposite.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°13 "the teacher explains us how to complete sentences using short stories"

In the statement N° 13, "**The teacher explains us how to complete sentences using short stories**", 9 students answered "**strongly Agree**" that represents **75%** of the students. Then, 1 students marked "**Agree**" which is the **9%** of the total, then 1 students answered "**Neither Agree nor Disagree**" which is **8%**, 1 student answer "**Disagree**" that represent the **8%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

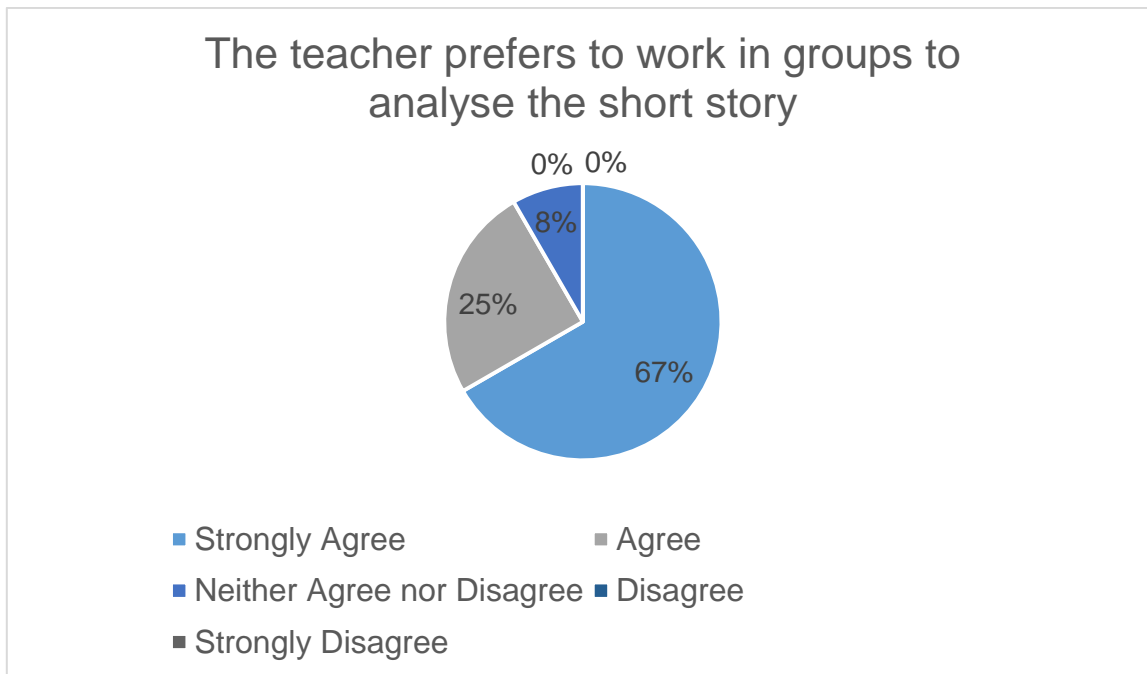
The **A+B** results are **84%** and the **D+E** results are **8%**. The graphic represents that the majority of the students agree to the statement that the teacher explains them how to complete sentences using short stories.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°14 "the teacher asks questions about some pictures before reading the short story"

In the statement N° 14, "**The teacher asks questions about some pictures before reading the short story**", 9 students answered "**strongly Agree**" that represents **75%** of the students. Then, 2 student marked "**Agree**" which is the **17%** of the total, then 1 students answered "**Neither Agree nor Disagree**" which is **8%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

The **A+B** results are **92%** and the **D+E** results are **0%**. The high percentage of the students demonstrate that the teacher asks questions about some pictures before reading the short story.



Source: Ugalde Salazar, Carolina. Universidad Hispanoamericana. I Term 2017. Statement N°15 "the teacher prefers to work in groups to analyse the short story"

In the statement N° 15, "**The teacher makes us work in groups to analyse the short story**", 8 students answered "**strongly Agree**" that represents **67%** of the students. Then, 3 student marked "**Agree**" which is the **25%** of the total, then 1 students answered "**Neither Agree nor Disagree**" which is **8%**, 0 student answer "**Disagree**" that represent the **0%** of the students, and finally 0 students marked "**strongly disagree**" which represents the **0%** of the students.

The **A+B** results are **92%** and the **D+E** results are **0%**. The high percentage of the students considered that the teacher prefers to work in groups to analyse the short stories. While nobody thinks the opposite.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions and Recommendations

The purpose of this chapter is to enclose the research that have been studied during the first period of the year 2017 at Centro Educativo Horizonte 2000, in which the research is about on how to improve the linguistic competences using literature in students of seventh grade.

The collected data used for the research has been analysed in order to create recommendations in the study process of the students and also for the teacher in the field of literature and linguistic competences.

The following conclusions are the outcomes of the data analysis based on the questionnaires applied to the students of seventh grade at Centro Educativo Horizonte 2000.

Conclusion: According to data obtained through the instruments, the teacher uses short stories in the class to have the student read. This means that the students are developing their reading skills during the class.

Recommendation: Teacher should increase the level of the short story to the students in order to make them acquire more vocabulary.

Conclusion: the data indicates that the teacher ask the students read aloud in class for the improvement of the speaking skill.

Recommendation: to encourage the use of the speaking skill and pronunciation, the teacher should make them read more, as the teacher is doing until now.

Conclusion: the utterance suggest the use of reading material as homework prove that the students are practicing their reading skill outside the class.

Recommendation: the teacher should continue doing this, because students should practice their reading skill in their houses, not only practicing in the class.

Conclusion: according with the data, the teacher make the students analyse literature by activities; the critical thinking of the students can increase.

Recommendation: according with the conclusion, the teacher is doing the correct process in order to make the students think critically about a short story.

Conclusion: the teacher begins the class, sometimes, using reading activities, but not always.

Recommendation: The teacher should use little reading activities for the beginning of the classes in order to create a warm up for the reading skill.

Conclusion: the utterance suggest that the teacher make the students to talk about the readings.

Recommendation: the teacher should do this with other reading activities, not only the short story seen in class.

Conclusion: before, during and after the reading, the teacher tries to improve the student's pronunciation by giving tips for that to the students.

Recommendation: the teacher is doing a good job by giving pronunciation's tips to the students.

Conclusion: the teacher not always ask the students dramatize about what they are reading.

Recommendation: the teacher should use more techniques to dramatize short stories in order to help them encourage the fear of being in front of the class and also create a better environment for the students.

Conclusion: all the students agree with the utterance about the oral presentations in front of the class.

Recommendation: the teacher should use a good technique to make the students lose the fear of talking in front of an audience.

Conclusion: according to the data, the entire class agree with the utterance about how the teacher reads aloud to the students in class.

Recommendation: the teacher should continue doing this, because the students can improve their listening skill and also be more relate with the pronunciation of the words.

Conclusion: according with the results of the interview, the majority of students agree with the fact that mention that the teacher ask questions to the students about the readings.

Recommendation: the teacher should do this in the same way, because with the questions, the students can create their own critical thinking, practicing reading comprehension and also improve their speaking skill when they answer the questions.

Conclusion: though the results of the data, the teacher reads short stories to the students in class.

Recommendation: the teacher should make more activities using short stories in order to make the students learn more vocabulary.

Conclusion: the data suggest that the teacher has the students complete sentences using short stories.

Recommendation: the teacher should continue using this technique in order to teach verbal tenses, and also improve the writing skill of the students.

Conclusion: according with the data results, the teacher pictures to make a before reading activity for the students.

Recommendation: the teacher should use this technique more often with other short stories also, because the students are free to think about the pictures and what happen in them, in order to have an idea about the short story.

Conclusion: the data results suggests that the teacher makes the students work in groups in order to analyse short stories.

Recommendation: the professor should use this activity more often, because students can analyse the different point of view of their classmates and can discuss about it them.

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ANNEXES

General Objective: To develop linguistic competences for teaching literature using the tale “The Happy Prince” by Oscar Wilde as a pedagogical technique for the students of seventh grade at Centro Educativo Horizonte 2000.

The following survey is anonymous and the information collected on it is confidential. Its use is for mere academic purposes. Thanks for your participation.

Instructions: Mark with an “x” in the box, according to your experience. Mark the level of agreement if you believe the utterances described below are present in the teaching-learning process of English. The level of agreement is: 5 (Strongly agree), 4 (agree), 3 (neither agree nor disagree), 2 (disagree), 1 (Strongly disagree).

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| The teacher gives short stories to read in class | | | | | |
| The teacher motivates us to read aloud in class | | | | | |
| The teacher gives us reading material for homework | | | | | |
| The teacher uses activities to analyse readings | | | | | |
| The teacher introduces the class with a short reading activity | | | | | |
| The teacher promotes to talk about the reading | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| The teacher gives us tips for a better pronunciation | | | | | |
| The teacher makes us dramatize about what we are reading | | | | | |
| The teacher makes us to do oral presentations in front of the class | | | | | |
| The teacher reads aloud in class to us | | | | | |
| The teacher asks questions about the reading to us | | | | | |
| The teacher reads short stories to us in class | | | | | |
| The teacher explains us how to complete sentences using short stories | | | | | |
| The teacher asks questions about some pictures before reading the short story | | | | | |
| The teacher prefers to work in groups to analyse the short story | | | | | |

Pre reading activities:

Talk about how would be the short story “the Happy Prince”

Show them images relate with the short story “The Happy Prince” in order to let them have an idea about the short story.

Write a paragraph about the “Happy Prince”

During reading activities:

Students read the short story the Happy Prince

Interact with the students about their point of view of the short story in every ending paragraph

Underline the verbs in past and circle the verbs in present.

After Reading activities

Watch the video “The happy Prince” that can be found on youtube <https://www.youtube.com/watch?v=QlwupcYwimY>

Talk with the students about their point of view of the short story

Prepare a verbal tense change activity with some paragraph of the short story “The Happy Prince” and explain how they change the verbal tenses.

Make a little research about Oscar Wilde and his context

Prepare a presentation about the problems seen in the short story

Make a list of comparison and similarities about the context in the short story and our context

Students change the ending of the story

Prepare a presentation showing the ending of the story

Dramatize in two groups half and half of the short story "The Happy Prince"