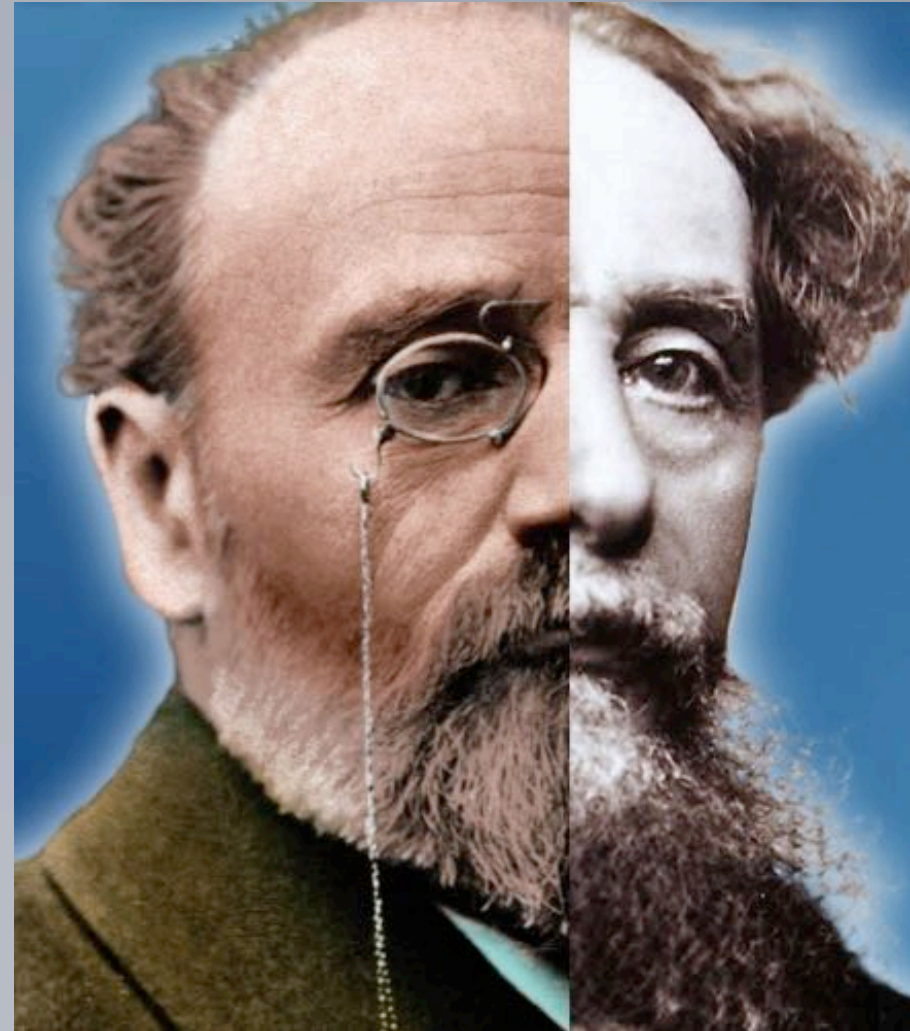




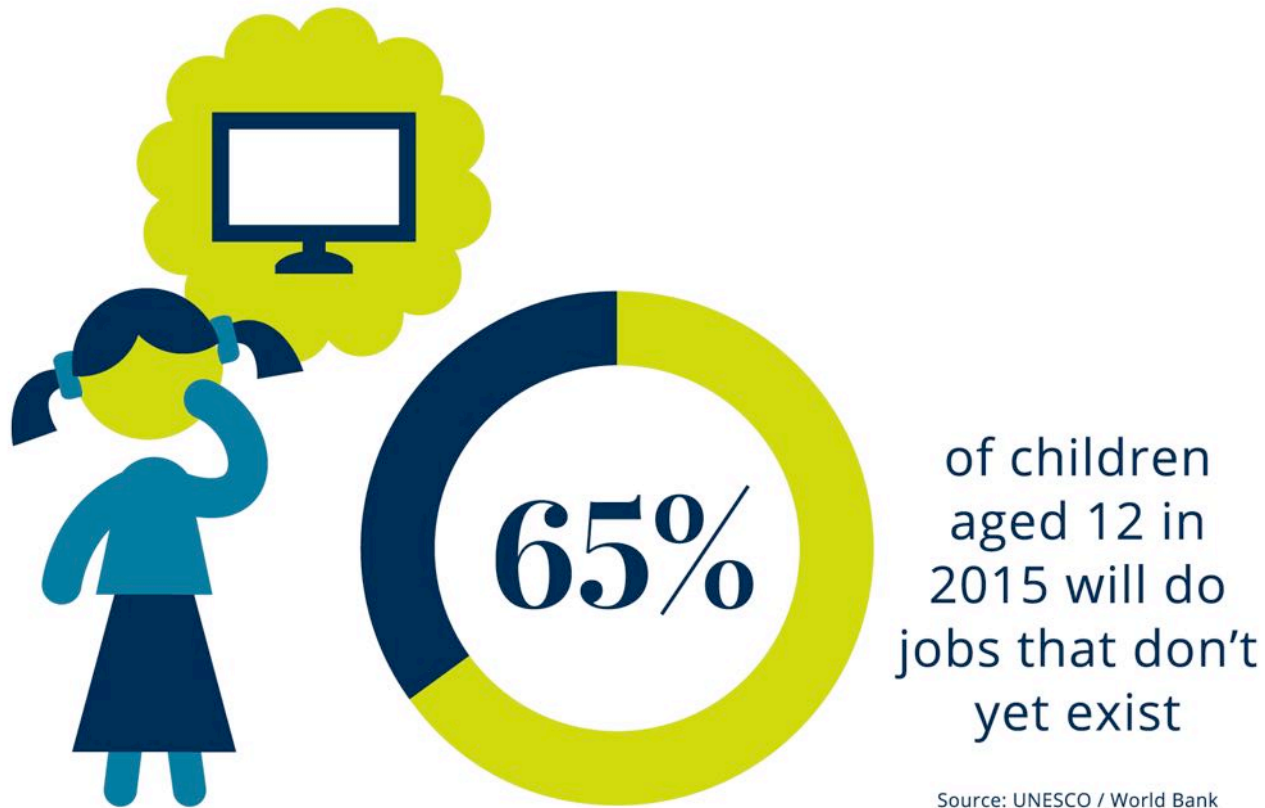
Pearson

Teaching Language Through Literature

Roy Bennett
Pearson Educational
Consultant



**About today's
session...**



How does this affect the way we teach?

‘Facing unprecedented challenges and opportunities, this generation requires new capacities. Whether in traditional or more entrepreneurial work environments, young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value.’



Source: OECD, *Global Competency for an Inclusive World*

‘They need to bring judgment and action to difficult situations in which people’s beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognise that their own understanding of the world is inevitably partial.’



Source: OECD, *Global Competency for an Inclusive World*

*‘To be effective **global citizens**, learners need to be **flexible, creative and proactive**. They need to be able to **solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups**.*

Source: OECD, Global Competency for an Inclusive World

These skills and attributes are increasingly recognised as being essential to succeed in other areas of 21st century life too, including many workplaces.'

These skills and qualities cannot be developed without the use of **active learning** methods which involve **learning by doing** and **collaborating** with others.'

Source: OECD, Global Competency for an Inclusive World

*‘Tell me, I will forget
Show me, I may remember
Involve me, and I will
understand.’*



Knowles' 4 Principles of Andragogy



#1

Adults need to know why they are learning something.



#2

Adults learn through doing (even if they make mistakes).



#3

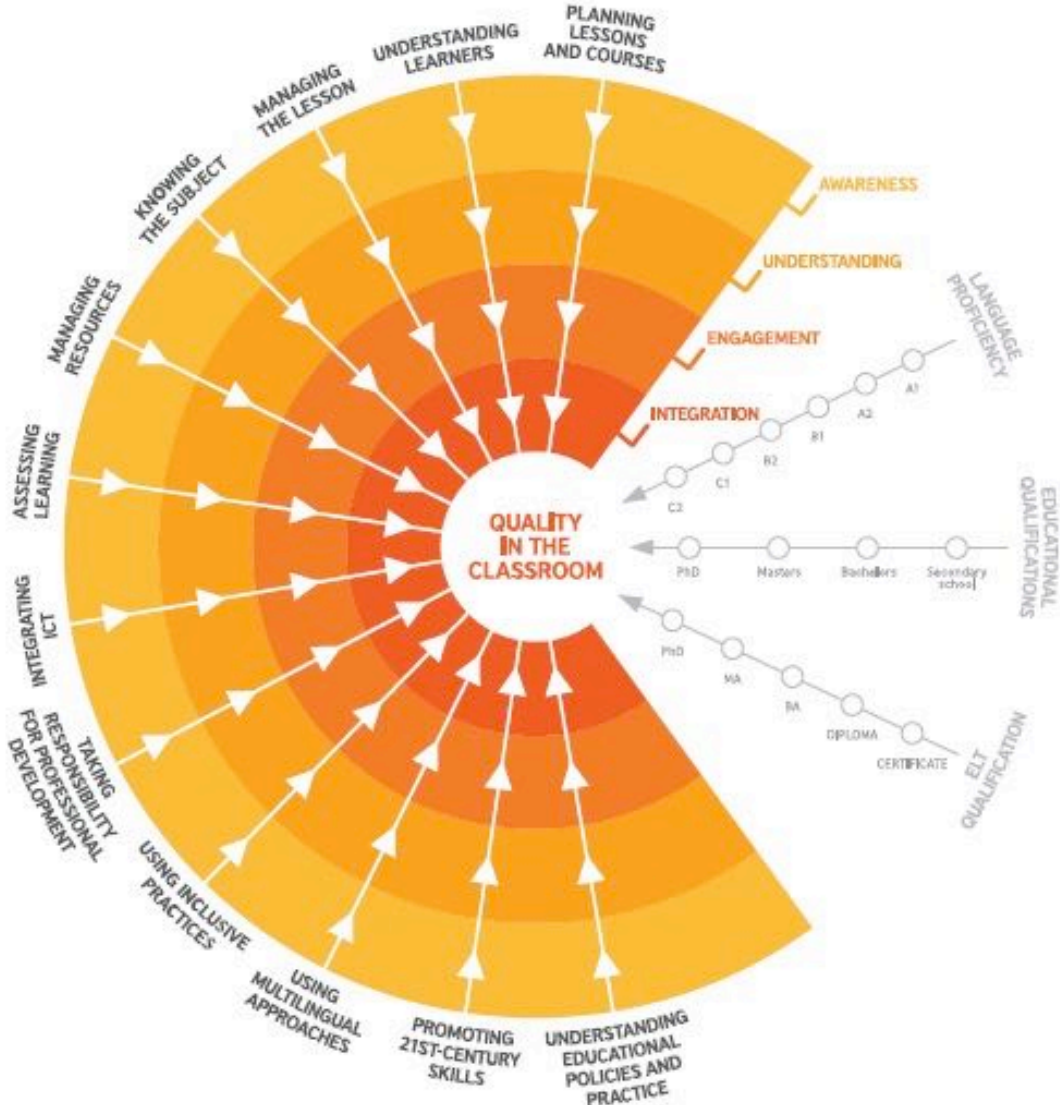
Adults are problem-solvers.



#4

Adults learn best when the subject is of immediate use.

Session objectives based on the British Council's CPD Framework



The 12 professional practices

- 1. Planning lessons and courses**
- 2. Understanding learners**
- 3. Managing the lesson**
- 4. Knowing the subject**
- 5. Managing resources**
- 6. Assessing learning**
- 7. Integrating ICT**
- 8. Taking responsibility for professional development**
- 9. Using inclusive practices**
- 10. Using multilingual approaches**
- 11. Promoting 21st-century skills**
- 12. Understanding educational policies and practice**

Today's session will focus on elements of:

Planning lessons and courses

Understanding learners

Managing the lesson

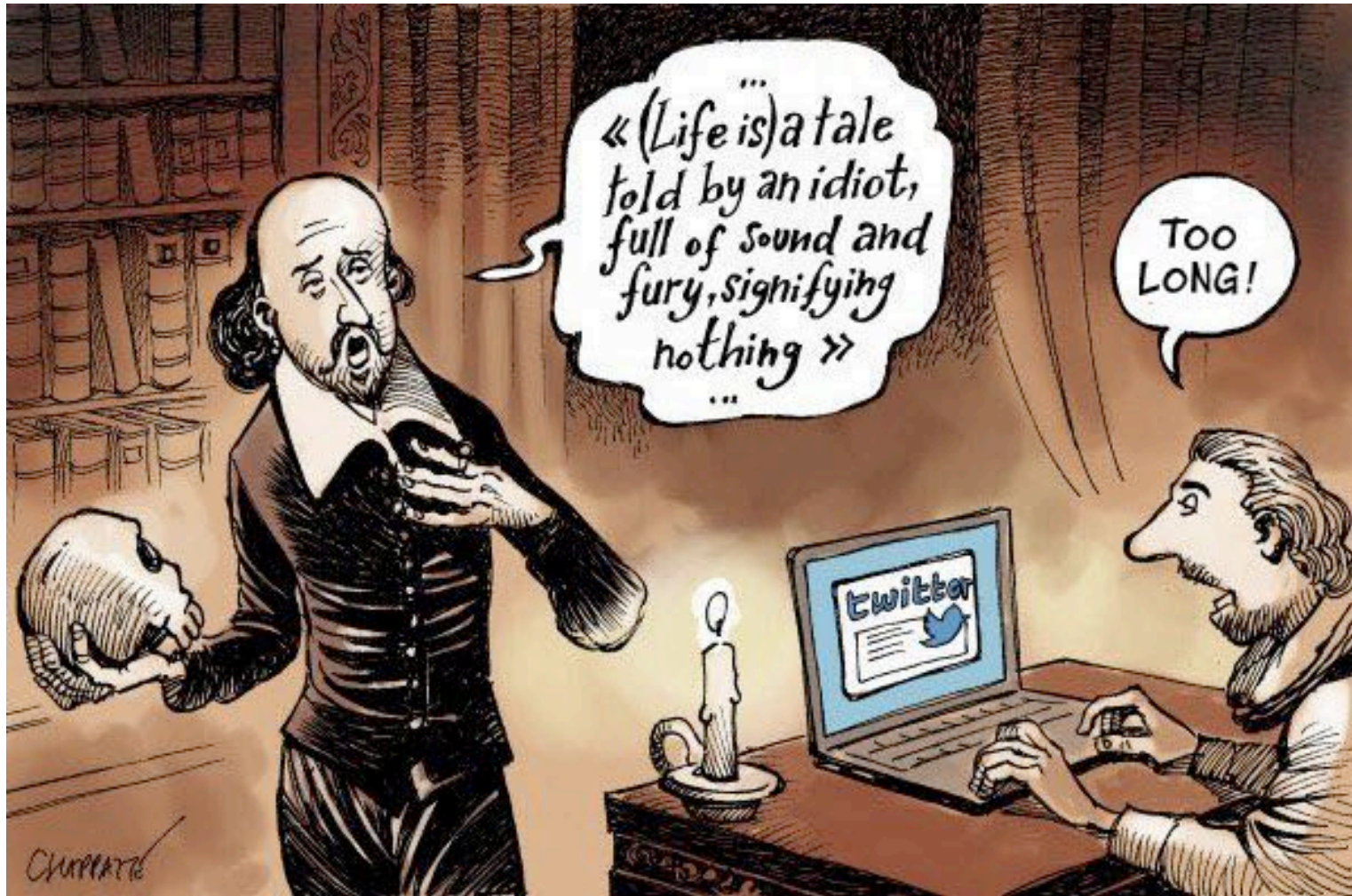
Knowing the subject

Managing resources

Assessing learning

Promoting 21st-century skills

**Should we teach literature
in the language classroom?**



Create a poster that shows the **advantages** and **disadvantages** of teaching literature in the language classroom



ADVANTAGES

- Provides examples of different styles of **writing**, and representations of various authentic uses of language.
- A good basis for **vocabulary** expansion.
- Fosters **reading** skills.
- An excellent jump-off point for **discussion** or **writing**.
- Literature can be very enjoyable to read. It involves emotions as well as intellect, which adds to **motivation** and may contribute to personal development.

ADVANTAGES

- It is part of the target **culture** and has value as part of the learners' general education.
- It encourages **critical** and **creative thinking**.
- It contributes to **world knowledge**.
- It raises awareness of different human situations and conflicts.

DISADVANTAGES

- Much literature is written in language that may be difficult for foreign language learners to read.
- Many literary texts are long and time-consuming to teach.
- The target culture on which the literature is based is alien to learners and may be difficult for them to relate to.
- By using texts as a basis for language teaching we may spoil learners' enjoyment and appreciation of them as literature.

◆ Why read literature? Answer the following questions.

- 1 Can you live in the past?
- 2 Can you live in the future?
- 3 Can you live in another place?
- 4 Can you be a completely different person?
- 5 Can you really understand what another person feels?
- 6 Can you love and be loved by a prince or a princess?
- 7 Can you die and live again?
- 8 Can you make terrible mistakes and avoid the consequences?

Why literature?

◆ Why read literature? Answer the following questions.

- 1 Can you live in the past?
- 2 Can you live in the future?
- 3 Can you live in another place?
- 4 Can you be a completely different person?
- 5 Can you really understand what another person feels?
- 6 Can you love and be loved by a prince or a princess?
- 7 Can you die and live again?
- 8 Can you make terrible mistakes and avoid the consequences?

If your answer to all or most of the questions is 'no', what you need is (good) books to read. Great literature is the low-tech, low-cost means to let you answer 'yes' to all these questions.

Why literature?

Reasons why we should use literature in the language classroom

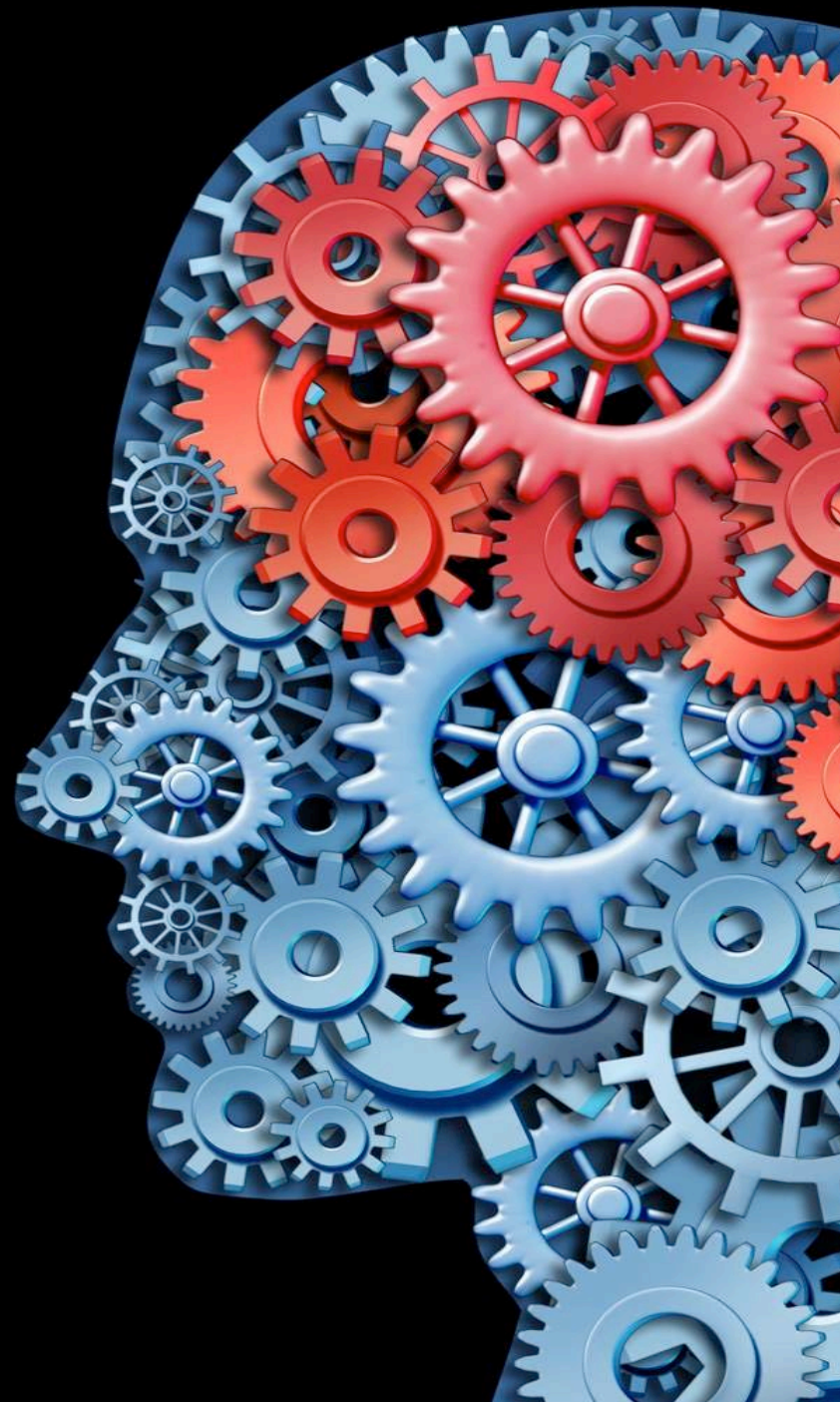




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1. Critical Thinking and Discussion

Literature can supply an excellent jump-off point for discussion and encourages critical thinking





*‘When a group is given a **task** to perform through verbal interaction, all speech becomes purposeful, and therefore more interesting.’*

Penny Ur

21st-century critical thinkers

- ▶ are open to a variety of perspectives
- ▶ wonder
- ▶ think “outside the box”
- ▶ always search for a reason
- ▶ are problem solvers
- ▶ are self-aware



THE 4 Cs





PROJECT ZERO

*Research on Visible
Learning*



Harvard

Graduate School
of Education

Thinking Routines

- ▶ Are simple exercises
- ▶ Have been developed at Harvard
- ▶ Are meant to be repeated
- ▶ Become habits of the mind
- ▶ Develop “critical thinking skills”



Harvard
Graduate School
of Education

THINKING MOVES



THINKING MOVE

COLOUR, SYMBOL, IMAGE

When in April the sweet showers¹ fall
And pierce the drought² of March to the root, and all
The veins are bathed in liquor of such power
As brings about the engendering of the flower,
5 When also Zephyrus with his sweet breath
Exhales an air in every grove and heath³
Upon the tender shoots⁴, and the young sun
His half-course in the sign of the *Ram*⁵ has run,
And the small fowl⁶ are making melody
10 That sleep away the night with open eye
(So nature pricks them⁷ and their heart engages)
Then people long to go on pilgrimages



COLOUR, SYMBOL, IMAGE

THINKING ROUTINE

Colour, symbol, image

C **COMPETENCES:** developing awareness of learning and thinking processes

The Prologue to *The Canterbury Tales* opens with a celebration of spring.

COLOUR

Choose a colour that you think best represents what 'spring' means for you.

SYMBOL

Choose a symbol that best represents the essence of the idea of 'spring' for you.

IMAGE

Sketch an image that you think best captures the essence of the idea of 'spring'.

Share your ideas with the rest of the class.

Which are the most recurring colours, symbols and images?



- ▶ Identify and distill the essence of an idea
- ▶ Use non verbal tools to conceptualise knowledge
- ▶ Represent an idea in many different ways

COLOUR, SYMBOL, IMAGE

THINKING MOVE

SEE, THINK, WONDER

SEE, THINK, WONDER

1

What do you SEE?

2

What does it make you THINK?

3

What does it make you WONDER?

SEE, THINK, WONDER



I, p. 164



THINKING ROUTINE

See, think, wonder

C **COMPETENCES:** developing awareness of learning and thinking processes

Before reading the text, look at this picture and answer the following questions.

SEE

1. Who do you see in the foreground?
2. How are they dressed?
3. Who are the people in the background?

THINK

1. What do you think the people in the foreground are doing?
2. What do you think the people in the background are doing?
3. Which elements make you suspect this is a theatrical production?

WONDER

1. Is the audience interested in what they see?
2. What play are the two men performing?
3. Is the play set in the present or in the past?

SEE, THINK, WONDER

- ▶ Encourages careful observation
- ▶ Stimulates thoughtful interpretations
- ▶ Makes students wonder “why”



THINKING MOVE

THINK, PUZZLE, EXPLORE



Big Brother is watching you!

Writing in 1948, Orwell described an oppressive, totalitarian state dominated by the figure of *Big Brother*. Surveillance of citizens' actions was possible through simple techniques of television cameras and through people spying and reporting on each other. In today's world the Internet has

made much more personal information available and very often we ourselves unwarily provide personal details when we use the social media. A British professor suggests that Orwell's novel can teach us to be more careful about protecting our privacy.



THINKING ROUTINE

Think, puzzle

C

COMPETENCES: developing awareness of learning and thinking processes

Think

1. What role do social networks play in your life?
2. What would your life be like without the services provided by companies such as Google or Facebook?
3. Could you live without the Internet?

Puzzle

1. When you use Internet services, are you aware of the fact that companies can collect data about you as a user?
2. Does this fact worry you? Why/Why not?
3. Do you think the Internet has helped to make people free? Why/Why not?

Privacy and the Social Media

How much information about yourself do you post on social media? What does Google know about you? Information technology today can create a complete profile of an individual and we are not sufficiently aware of the risks

Young people willingly give up their privacy on Google and Facebook because they have not read George Orwell's *1984* unlike previous generations, a leading academic has warned.

Noel Sharkey, professor of artificial

Explore

Now that you have read and analysed this article about the dangers of giving up your privacy on Internet companies, answer the following questions that will help you further explore this issue.

THINKING
ROUTINE

EXPLORE

1. Go to the privacy settings of your favourite social network and check what kind of personal information both other users and the company itself can know about you. Choose among the following.

a position	c tastes	f likes/dislikes
b name and surname	d friends	g other (specify)
	e activities	
2. Why do you think governments and big companies would be so interested in knowing data about a user like you?
3. Go back to the introduction to Orwell's *1984* and write a short text (max. 120 words) to explain why it can be considered not just a dystopic, but also a prophetic novel.

FURTHER INFO:

<http://www.visiblethinkingpz.org/>



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2. Vocabulary

Literature is an excellent basis for vocabulary expansion





IDIOMS

'Break the ice'

'Green-eyed monster'

'Send him packing'

'Seen better days'

'Knock, knock! Who's there?'



25 The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper⁷ assistants ranged themselves behind him; the gruel was served out; and a long grace⁸ was said over the short commons⁹. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbours nudged him¹⁰. Child as he was, he was desperate with hunger, and reckless with
 30 misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'



VOCABULARY LAB

3. Complete the table of adjectives and nouns. Check your answers by referring to the text above.

Adjective	Noun	Adjective	Noun
	festivity	miserable	
starving			alarm
hungry		fearful	
	desperation	horrified	

CHECKPOINT

1. Complete the following summarising notes with the words below.

realistic • determined • Byronic • mystery • autobiographical • women • governess • harsh

- 1 The conditions Charlotte Brontë endured at school deeply influenced her life.
- 2 Charlotte worked as a teacher and a, which were usual occupations for impoverished young ladies.
- 3 *Jane Eyre* focuses on Romantic love, but is also
- 4 The protagonist is a strong and woman.
- 5 The male protagonist has the features of a hero.
- 6 It contains Gothic elements and some
- 7 The story is partly
- 8 It contains a strong critique of the role of in Victorian society.



HANDBAG

My mother's old leather handbag,
crowded with letters she carried
all through the war. The smell
of my mother's handbag: mints
and lipstick and Coty powder.
The look of those letters, softened
and worn at the edges, opened,
read, and refolded so often.
Letters from my father. Odour
of leather and powder, which ever
since then has meant womanliness,
and love, and anguish, and war



(Ruth Fainlight, Selected Poems, Cassell)

Focus on the following lexical features:

1. The things in the text, and their relationship, i.e. *handbag* (which contains) *letters*, *mints*, *lipstick*, *powder*, and which is made of *leather*. Students could talk about the things they carry with them, or that they remember their mother or grandmother having.



Focus on the following lexical features:

2. The complex noun phrases: *My mother's old leather handbag; The smell of my mother's handbag...* Students could construct complex noun phrases along similar lines to describe the things they have talked about previously.



Focus on the following lexical features:

3. The describing function of participles: *softened*, *worn*, *opened*, *read*, *refolded*. Students could describe their own (or remembered) objects using sequences of participles.



Focus on the following lexical features:

4. The sensations in the text: *the smell of...* *the look of...* Other expressions that follow this pattern are *the sound of* and *the feel of...* Students could apply these expressions to the objects they have been describing.



Focus on the following lexical features:

5. The abstract nouns in the text: *womanliness*, *love*, *anguish* and the way these are connected to concrete objects and actions: *womanliness* - *lipstick*, *powder*; *love* - *letters*; *anguish* - *opened*, *read*, *refolded*.

Students could search for abstract nouns which capture their own emotional associations with the objects they have been talking about.



Focus on the following lexical features:

6. The pattern of two syllable words ending in a *schwa* (unstressed central vowel sound): *mother*, *leather*, *powder*, *letter*, *father*, *odour*, *ever*. Students could add to this list, especially words that could fit the kind of loose associations created by the poem (*lover*, *brother*, *feather*, *lighter*, *never*, etc).

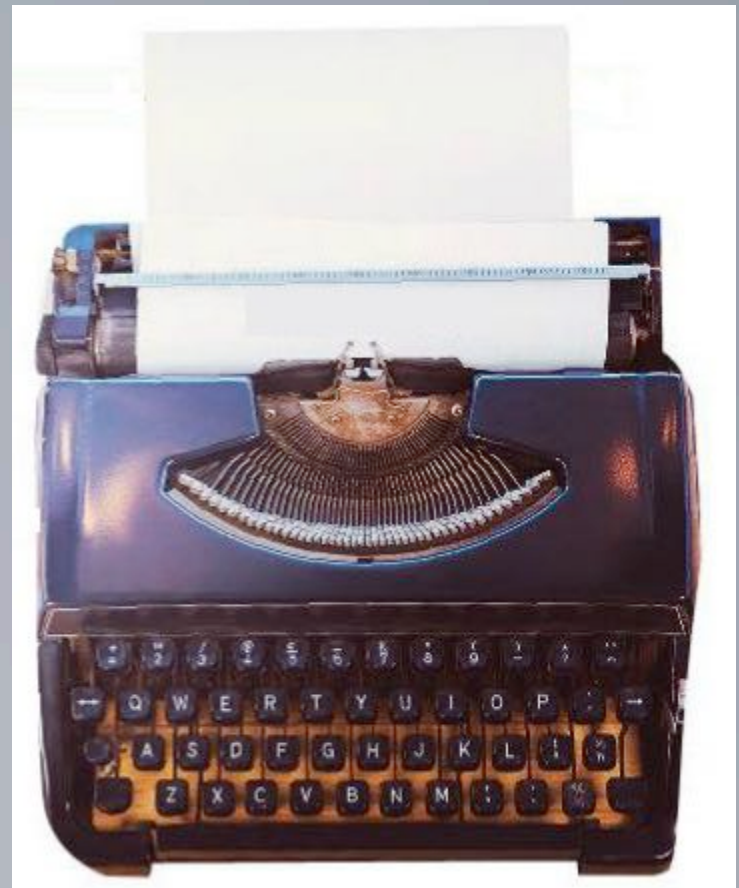




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3. Writing

Literature can help to improve writing skills by providing numerous stylistic models



USING POETRY

Attempt a 'personalised' version of the poem:

an extended noun phrase

+

the smell/look/feel/sound of...

+

a list of items

+

the smell/look/feel/sound of...

+

single item from the list + sequence of participles

+

odour/sound/appearance/feel of...

+

...which ever since then has meant + abstract nouns

TO M.M. by Gerald England

The first time
we met as _____

We parted as _____

The second time
we met _____

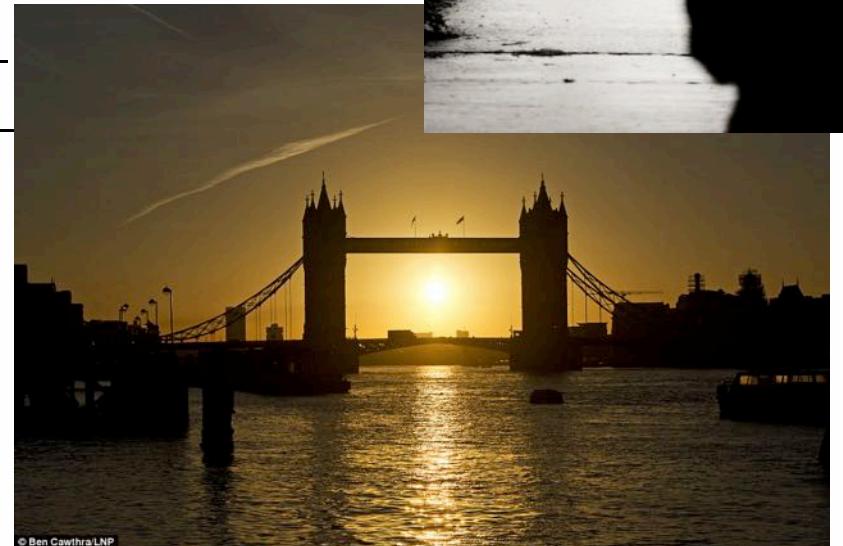
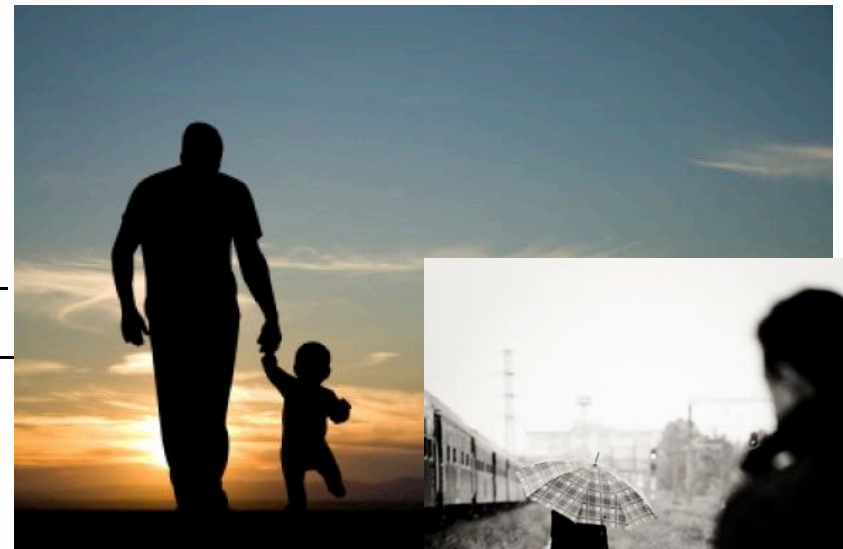
We parted _____

The last time
we met as _____

We parted as _____

We did not meet
again

We are now
not even _____



Remember Me (1862)



Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than you should remember and be sad.

Remember Me (1862)



Remember me when I am gone away,	A
Gone far away into the silent land;	B
When you can no more hold me by the hand,	B
Nor I half turn to go yet turning stay.	A
Remember me when no more day by day	A
You tell me of our future that you plann'd:	B
Only remember me; you understand	B
It will be late to counsel then or pray.	A
Yet if you should forget me for a while	C
And afterwards remember, do not grieve:	D
For if the darkness and corruption leave	D
A vestige of the thoughts that once I had,	E
Better by far you should forget and smile	C
Than you should remember and be sad.	E

Remember Me (1862)



Remember me when I am gone away,	A
Gone far away into the silent land;	B
When you can no more _____,	B
Nor I half turn to go yet turning stay.	A
Remember me when no more day by day	A
You tell me _____:	B
Only remember me; you understand	B
It will be late to _____.	A
Yet if you should forget me for a while	C
And afterwards remember, do not grieve:	D
For if _____	D
A vestige of the thoughts that once I had,	E
Better by far you should _____	C
Than you _____.	E

EXPLOITING OTHER GENRES

Fifty-word novel

- Ask students to give a plot summary of a novel in no more than fifty words.
- Alternatively, ask them to write an original fifty-word novel. There must be a beginning and an end!
- As an extension activity, students can work in pairs, putting their two novels together to make a ninety- or one hundred-word epic.

Headline

THINKING ROUTINE

Headline

C **COMPETENCES:** developing awareness of learning and thinking processes

The General Prologue to *The Canterbury Tales* contains many elements that introduce the main themes of Chaucer's collection.

Write a headline for the text you have just read that summarises and captures a key aspect that you find significant or really important.

You can include one of the elements you identified in the Thinking Routine you completed before reading the text.

Newspaper report

- Students write a short newspaper article on a text they have studied.
- Before writing, they search for authentic articles on a similar topic (e.g. a mysterious murder).
- Articles can be presented to the rest of the class using an online newspaper generator.

<https://newspaper.jaguarpaw.co.uk/>

Court Stunned by Duncan Murder

By BILL SHAKESPEARE

The Scottish court was in shock this morning after news broke of the grisly murder of King Duncan. The King's lifeless body was discovered by one of his most trusted kinsmen, Macbeth, Thane of Cawdor. It is thought that the murder was committed by Duncan's personal servants, after bloodied daggers were found in their possession. More to follow.



Reuters



Pearson

4. Culture

Literature teaches students about the target culture and raises awareness of different human situations



WHAT IS CULTURE?



We can distinguish between the following:

capital-C <i>Culture</i>	small-c <i>culture</i>
Great artists, writers, musicians	Ephemeral popular culture
Lasting, famous works of art, music and literature	Social mores (customs, norms, behaviours)
Great moments in the culture's history	Sensitivity to linguistic issues (connotations of words, 'ritualistic' language, paralinguistic behaviours, etc.)

ACTIVE INVESTIGATION

Shakespeare in advertisements

C **COMPETENCES:** critical thinking • creative thinking • digital literacy • effective communication

In the contemporary world Shakespeare has become much more than an icon of English literature: Shakespeare is today a universal figure that pervades literally every area of knowledge and every aspect of today's culture.

His most famous quote – 'To be or not to be' – has been used, rewritten and transformed in a variety of different ways and contexts, also in advertisements.

STEP 1 **CONSIDER** the expression 'To be or not to be'. The founder of one of the most successful advertising companies in the world, once declared that these are the rules for writing an effective motto: 'Make it simple. Make it memorable. Make it fun to read.' Focus on Shakespeare's quote 'To be or not to be'.

1. Is it simple?
2. Is it memorable? Why/Why not?
3. Is it fun to read?

STEP 2 **ANALYSE** a modern rewriting of this quote. Look at this picture and answer the questions.

1. Who does this picture represent?
2. What does the line written on the cover of the book say?
3. Can you explain the meaning of the pun contained in the line printed on the page?
4. Does the presence of Shakespeare help to make the message contained in this picture 'simple, memorable, and fun'? Why/Why not?



STEP 3 **SURF** the web and **SEARCH FOR** other ads rewritings of the famous 'To be or not to be', for example, 'To brie or not to brie' or 'To cof or not to cof'.

1. What do they refer to? What products do they advertise?
2. Are they 'simple, memorable, and fun advertisements'?

STEP 4 **MAKE YOUR OWN AD:** work in groups and plan a short ad (textual and graphic) for a popular product in which you draw inspiration from one of Shakespeare's plays.

Intercultural Competence:

- the ability to bring the culture of origin and the foreign culture into relation with each other;
- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships

*Common European Framework
of Reference for Languages*



Conseil
de l'Europe

Council
of Europe

Child Labour



GLOBAL ISSUE

Child labour



C **COMPETENCES:** social responsibility • global awareness • critical thinking • problem solving

The young Oliver Twist offers us a shocking picture of how hard and miserable childhood could be in the 19th century, bringing out themes of being orphaned, suffering poverty and humiliation and being forced to work. Sadly these issues do not belong to the past for all children as you will see in the documents below.

STEP 1 **Define the ideas.** Read the quotations and look at the images. Work with a partner and answer the following questions.

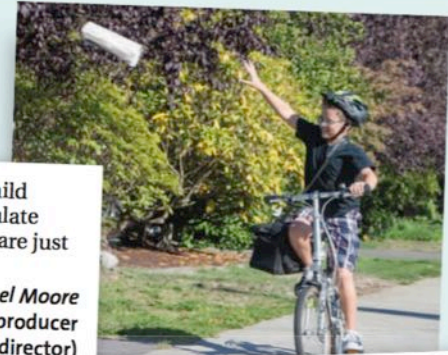


'In India, innocent and poor children are victims of child labour.'

Malala Yousafzai
Nobel Peace Prize winning activist
against educational discrimination

'You can't regulate child labour. You can't regulate slavery. Some things are just wrong.'

Michael Moore
(American film producer
and director)



'Child labour perpetuates poverty, unemployment, illiteracy, population growth, and other social problems.'

Kailash Satyarthi, Nobel Peace Prize
winning activist against child labour

1. Do you do any type of job or jobs? Are you paid for your work?
2. In your opinion, what types of activities should children engage in?
3. What very clear ideas do the three quotations above give about child labour?
4. What does Michael Moore compare child labour to?
5. What similarities and differences can you see in the two photographs?

C. Dickens

Ageing



GLOBAL ISSUE

Ageing



C **COMPETENCES:** social responsibility • global awareness • digital literacy • creative thinking

Heaney's poem *Digging* expresses a positive attitude to older people, showing respect for the figures of a father and a grandfather together with a commitment to maintain the positive values of their life, work and experience. In many societies today, however, ageing and the elderly do not command this respect. The material below will help you reflect on various aspects of the issue of ageing.

1 **Define the issue of ageing.** Read the following text and answer the questions.

1. What is the goal of the Madrid International Plan of Action on Ageing?
2. Which four facets of life are affected by an ageing population?

'A society for all ages encompasses the goal of providing older persons with the opportunity to continue contributing to society. To work towards this goal, it is necessary to remove whatever excludes or discriminates against them. Population ageing has profound implications for many facets of human life. An ageing population will affect everything from economies, labor markets to health and social care. This prospect requires a better understanding of the implications and possibilities posed by population ageing as well as the situation of older persons themselves.'

United Nations – 2002 Madrid International Plan of Action on Ageing (para. 19)



S. Heaney



Pearson

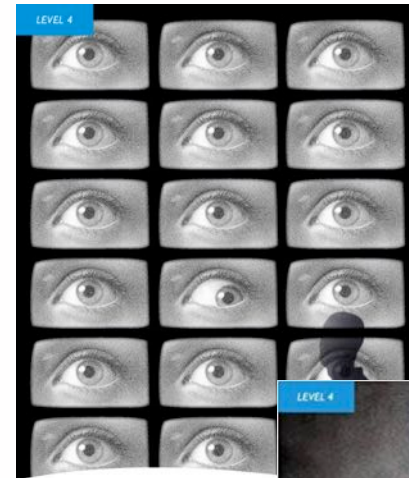
5. Reading

Literature fosters reading skills



Extensive reading

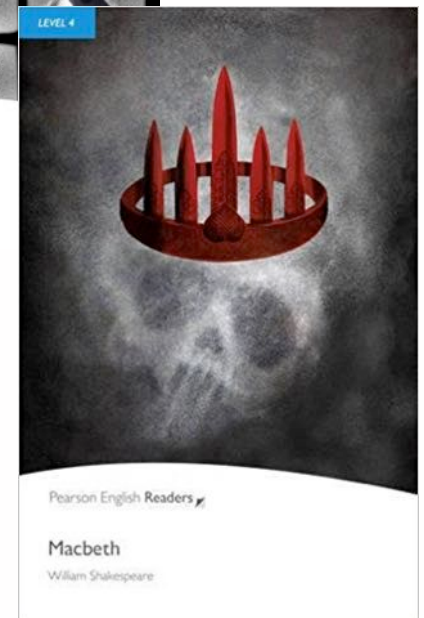
- Students read as much as possible
- They read a variety of materials
- They select what they want to read
- Reading is for pleasure, information and general understanding
- Reading is its own reward
- Reading materials are well within the linguistic competence of the student
- Reading is individual and silent
- The teacher is a role model



Pearson English Readers

1984

George Orwell



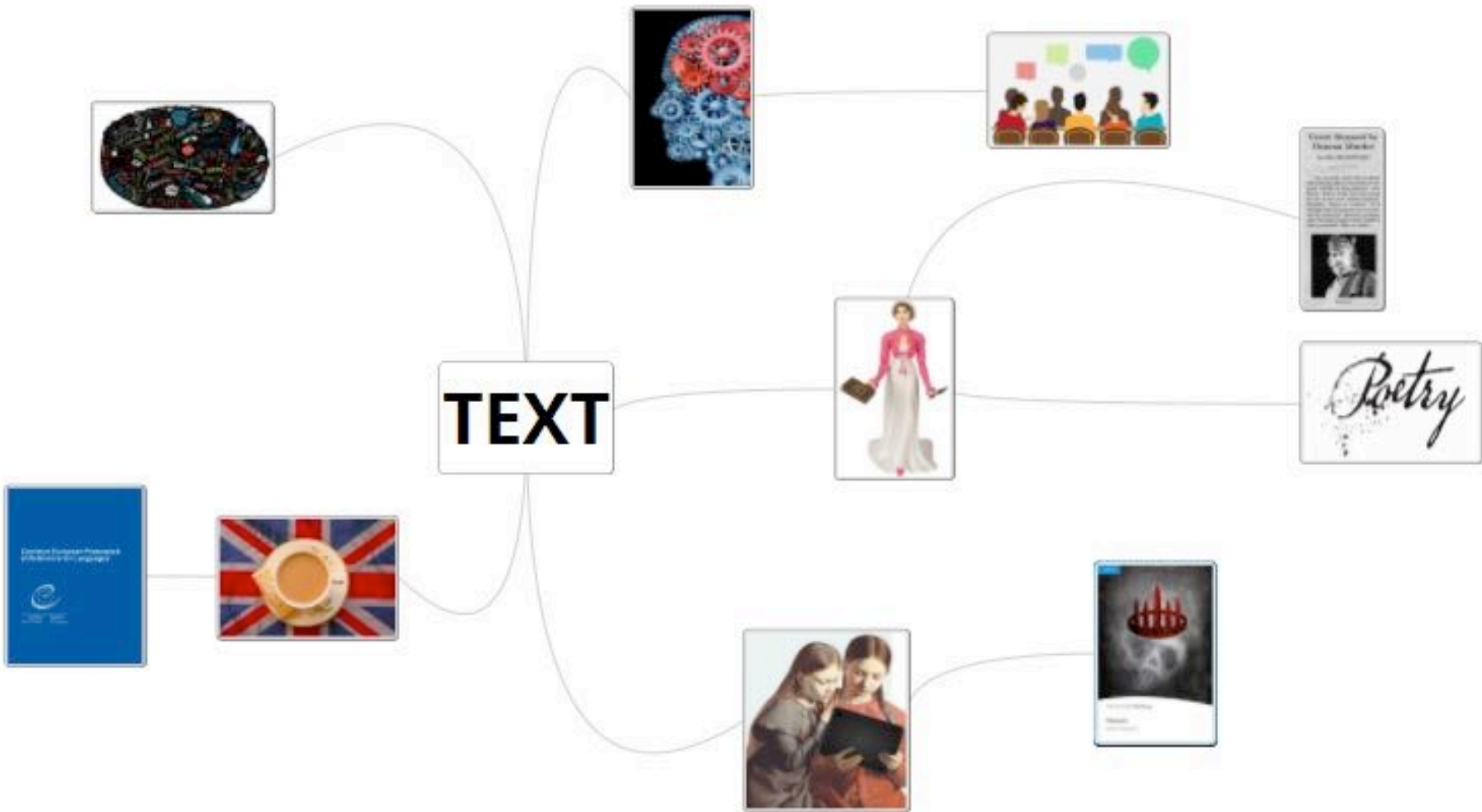
Pearson English Readers

Macbeth

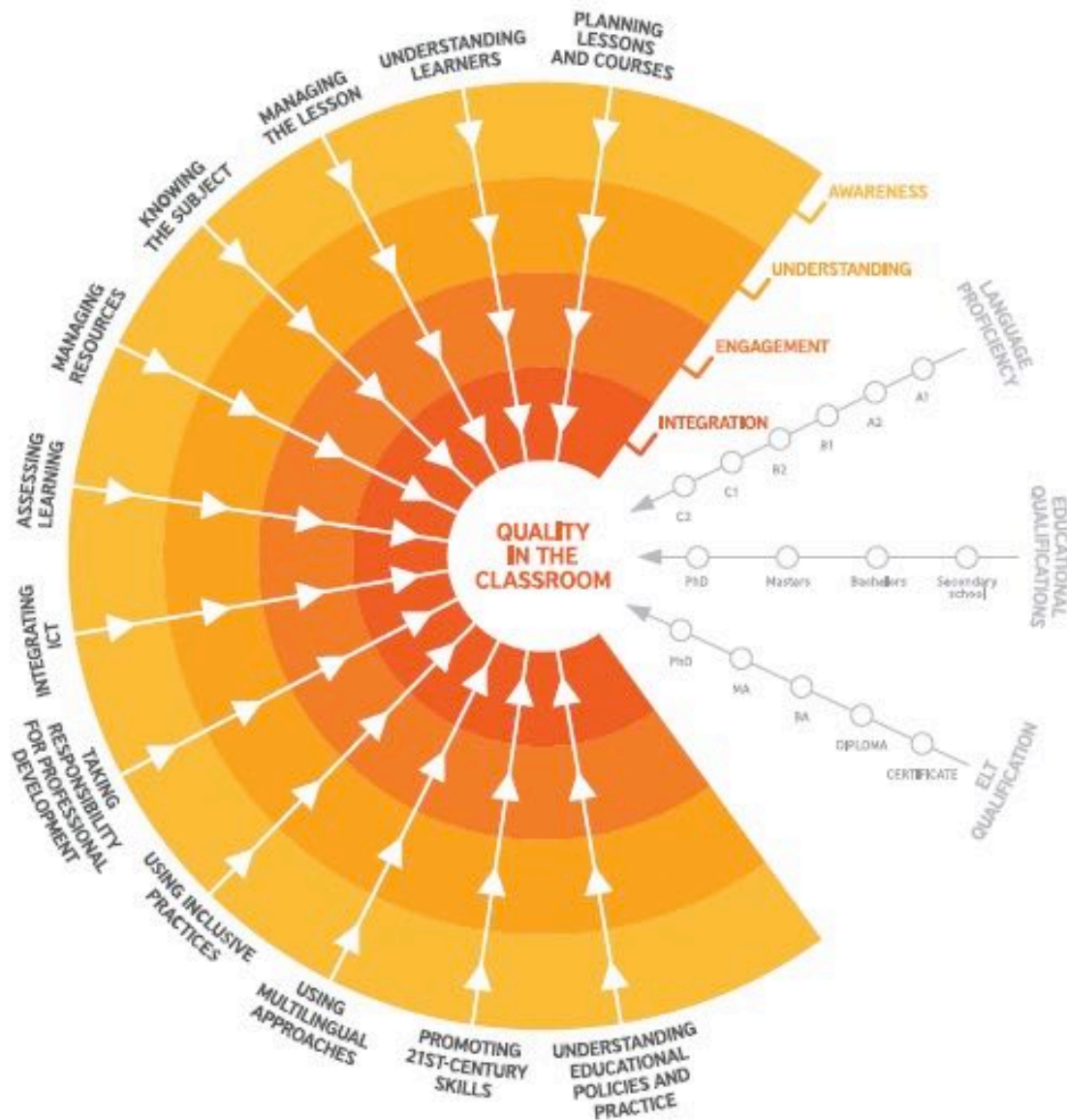
William Shakespeare



<https://it.pearson.com/amazing-readers.html>



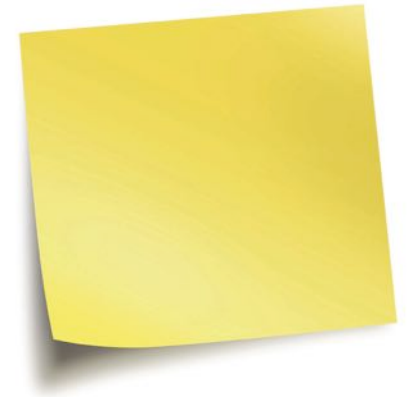
Review/reflection



<https://www.teachingenglish.org.uk/article/british-council-cpd-framework>

Today we focused on elements of the following professional practices:

- Planning lessons and courses
- Understanding learners
- Managing the lesson
- Knowing the subject
- Managing resources
- Assessing learning
- Promoting 21st-century skills





Pearson
Academy



Thank you!

roy.bennett@pearson.it

ALWAYS LEARNING