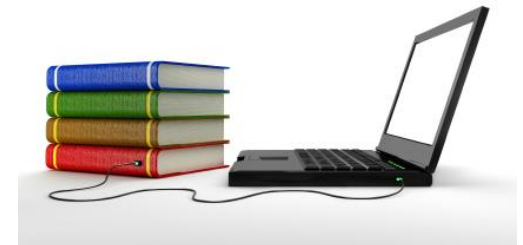


EDB PROFESSIONAL DEVELOPMENT FOR TEACHERS 2015-16

Effective use of IT to Explore Literary Texts in the Junior
Secondary English Classroom

Richard Davis

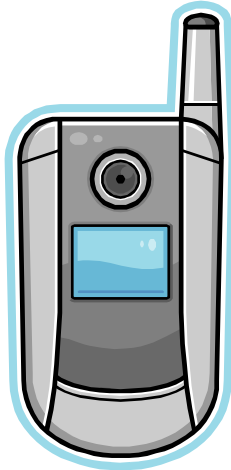
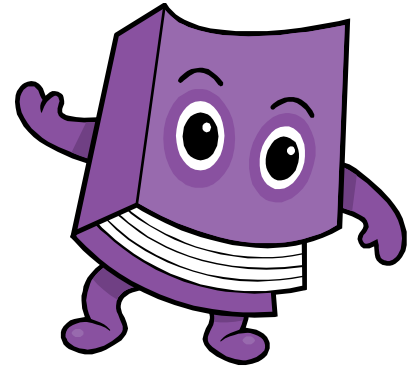
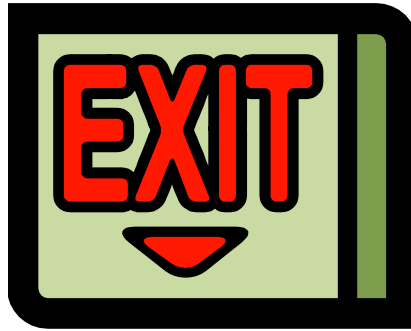


Icebreaker

1. Do you use **stories** or **poems** or **songs** with junior forms? Why?
2. What kind of support do your students need to appreciate them?
3. Have you used any e-resources or aspects of IT with the above texts?



Housekeeping

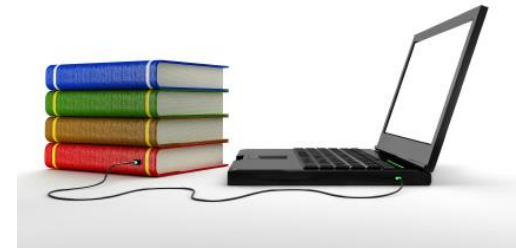


Aims

- (1) To introduce some e-resources which can be used with literary texts.
- (2) To take part in demonstrations and activities which illustrate how to engage students with literary texts including analysis, problem solving and creativity.
- (3) To consider how to design activities and tasks to engage students with literary texts.
- (4) To reflect on the effective use of IT in the teaching and learning of literary texts.



Introduction



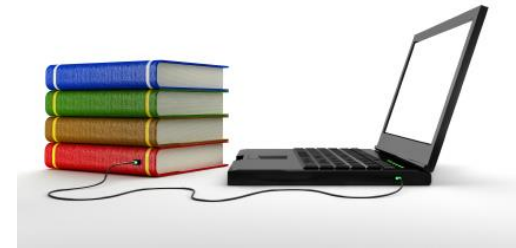
What are literary texts?

Texts that have aesthetic value and are primarily for entertainment.

Skyscraper, skyscraper,
Scrape me some sky:
Tickle the sun
While the stars go by.
Tickle the stars
While the sun's climbing h
Then skyscraper, skyscr
Scrape me some sky.



Introduction



Why use literary texts?

Literature can make positive contributions to the language class in that:

- It can be motivating and thought-provoking.
- It provides meaningful (and memorable) contexts for new vocabulary and structures, thus encouraging language acquisition and expanding students' language awareness.
- It provides access to new socio-cultural meanings, offering opportunities for the development of cultural awareness.
- It stimulates the imagination, as well as critical and personal response, thus contributing to the major aim of educating the whole person.

Ferradas <http://www.teachingenglish.org.uk/article/britlit-using-literature-efl-classrooms>

Introduction

Example

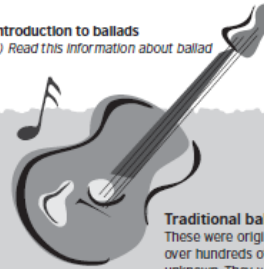
Ballads – Year 3

1. (Non – Authentic) Ballad – form, rhythm
2. Write own
3. Background Information
4. Traditional Ballad – Analysis
5. Traditional Ballad – Listen
6. Sing

Semester A	
Elective module	Elective materials NS3 Teacher's notes 6
Poems and songs	Ballads → A
Short stories	
Drama	
Popular culture	Comic s Photo c

3. Introduction to ballads

a) Read this information about ballad



A ballad is a kind of narrative poem, a poem which tells a story. It is a very old Western poetic form. There are two forms of ballad in English:

Traditional ballads

These were originally sung and were passed down from generation to generation over hundreds of years as part of the oral tradition. Their original authors are unknown. They were a form of entertainment for people who could not read. They were also a record of historical events: many traditional ballads concerned real people and their deeds. They relied on rhyme, rhythm and repetition (the key features of ballads), but stanza length varied. Traditional ballads were dramatic and often tragic and involved stories of kings or nobles, or ordinary working people.

Literary ballads

These have been written by poets in the last two or three hundred years and are poems rather than songs. Both form and themes, which borrow heavily from traditional ballads, have become fixed in literary ballads. They are as follows:

1. Plot

- A dramatic or tragic episode is described. The ending is invariably unhappy.
- The supernatural may play a part.
- The themes may be love, conflict, great bravery, death, ghosts.
- The story involves ordinary people: not the rich and powerful.

2. Narrative

- Limited strictly to events rather than background or characterisation.
- Often in the first person.
- Often involves or is entirely through dialogue, though there is no indication as to who is speaking or when the speaker changes.
- Often in the form of question and answer.

3. Language

- As poems of the ordinary people, the language is simple and plain.
- Often forms of dialect are used, which may involve use of non-standard grammar.
- Events are described in the past tense.

4. Structure

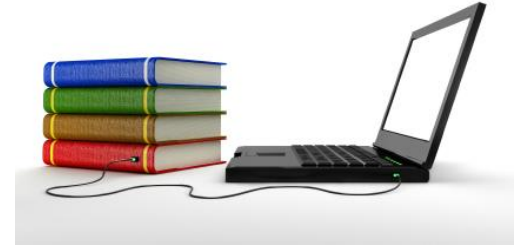
- Made up of 4-line stanzas.
- There may be a concluding stanza.

5. Form

Ballads contain the three 'R's':

- There is usually an ABCB **rhyming** scheme. Sometimes it is ABAB.
- **Rhythm** tends to be regular: the first and third lines carrying four accented syllables and the second and fourth carrying three. When this is not strictly the case, there are still usually 3 or 4 accents in each line.
- There is regular **repetition** of lines or parts of lines. There may also be incremental repetition: the alteration of a line or part of a line each time it is repeated.

Introduction



How can literary texts be used?

Classroom work with literary works may involve pre-reading tasks, interactive work on the text and follow up activities.

Effective Staging

- Pre-reading.
- Reading
- Post-reading

Introduction

Effective Staging

Pre-reading and prediction

- Using pictures/video/ sound as prompts, eg, show students illustrations and ask them to speculate on the story
- Building on shared narratives, eg, working together in groups to work out a story before reading the text - teachers can tap into students' imagination.
- 'Chunking' and 'stepping stones', eg, providing chunks of text from the target story, but leaving gaps which students can fill in by creating narrative. When students finally read the text they meet familiar sections.
- Narrative building questions. For example, asking questions about a story the students have not read yet - this is a fun way of building a story.



Introduction

Effective Staging

Pre-reading.

Reading.

- Colour the first line of each section of the story to break the text into accessible sections and provide easy reference for the teacher.
- Students read the text section by section and answer selected questions about the characters in the story.
- Guided Reading with a recording/CD.



Introduction

Effective Staging

Well, here I am again, sitting outside the Principal's office. And I've only been at the school for two days. Two lots of trouble in two days! Yesterday I got punished for nothing. Nothing at all.

I see this bloke walking along the street wearing a pink bow tie. **It looks like a great pink butterfly attacking his neck.** It is the silliest bow tie I have ever

seen. 'What are you staring at, **lad?**' says the bloke. **richarddavis**
Good synonym. **lad mood.**

'Your bow tie,' I tell him. 'It is ridiculous. It looks like a pink vampire.' It is so funny that I start to laugh my head off.

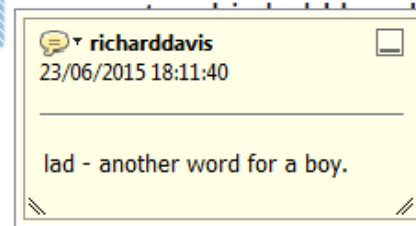
Nobody tells me that this bloke is Old Splodge, the

without it. I try not to look a dye my hair, sir,' I say.

'Yesterday,' says Splodge that you had black hair. Am

'Yes, sir,' I answer.

'Then tell me, lad,' he says 'white today?' I notice that I



This is tell his story,'

I look him straight in the



Introduction

Effective Staging

Pre-reading.

Reading.

Post-reading.

- Students explore the characters to understand them more fully.
- Grammar practice.
- Work on rhythm (poetry and songs).
- Students read and perform a narrative play/recite/sing.
- Students create posters about the text, choosing their favourite characters, chunks of text and writing/discussing their response.



Exploring Resources

Resources you can download and use in class

Aims

- To explore some resources
- To consider models of using e-resources/use of IT in the classroom
- To reflect on the uses of literary texts combined with technology



Exploring Resources

Resources you can download and/or use in class

Storybird

Film English

Teaching English

Have a look at the resources online and complete the worksheet



Exploring Resources

Models of using e-resources/using IT with literary texts

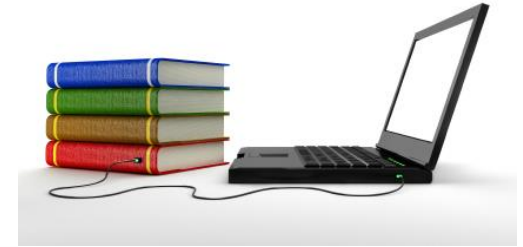
- No authoring – ready made resources.
- Authoring – students can add or create content.
- Lesson procedures – staging.



Exploring Resources

Selection criteria:

- topics and themes
- in [redacted] of students
- age
- ma [redacted]
- appl [redacted] cy
- la [redacted]
- [redacted] length

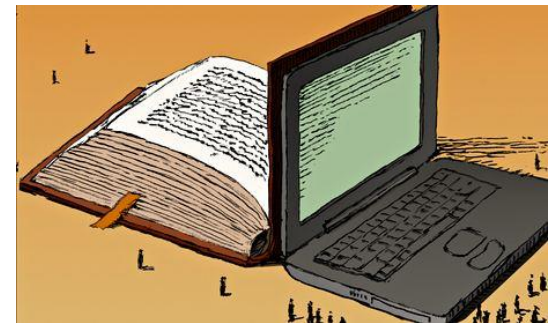


Demonstration 1

Stories (Key Features – openings, plot, dialogue and character)

Aims

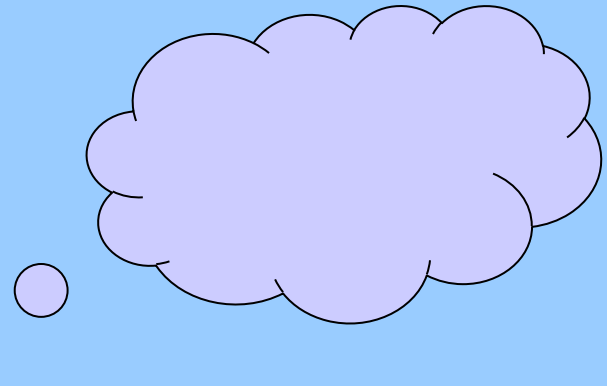
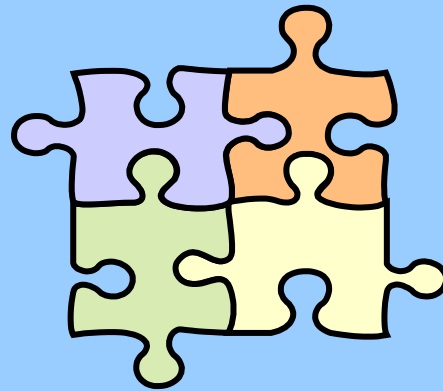
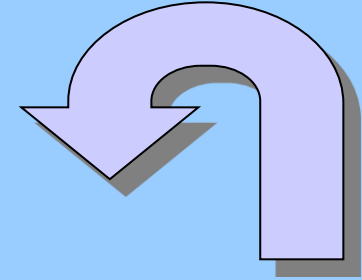
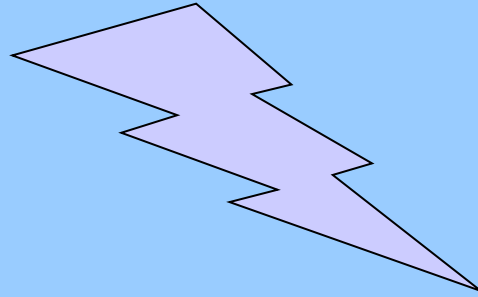
- To exploit a text and engage students to read, analyse and respond to texts.
- To consider ways for students to notice key features of stories.





Opening Techniques

How do stories start?

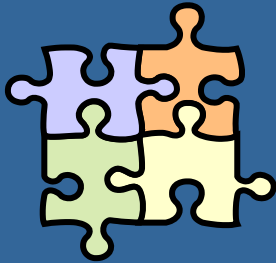


Opening Techniques

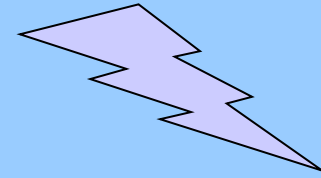


Terminology

How do stories start?

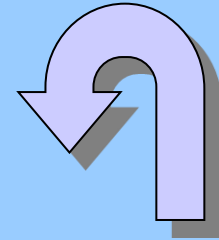


A shock statement.

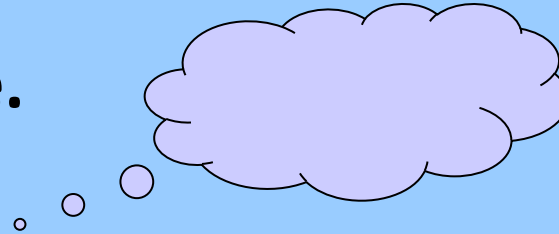


In the middle of dramatic action.

Starts in the future and then jumps back in time.



Dialogue.



A statement you can not understand.



Harry Chen looked like a middle-aged teacher.

He always wore a tie and an old cotton jacket, even in the hot sun.

His hair was going thin and he did not stand up straight.

He was fifty years old and for the past twenty years had been a lecturer in archaeology at a university in Singapore.



Do you like
this man?
Why / why
not?

Harry Chen looked like *** *_
*** teacher.

He always wore a tie and *** ***
*** ***, even in the hot sun.

His hair *** *** *** and he did not
*** *** ***.

He was *** years old and for the
past twenty years had been ***
*** in *** at a university in
Singapore.



How would
you finish
the next
sentence?

Harry Chen looked like a middle-aged teacher.

He always wore a tie and an old cotton jacket, even in the hot sun.

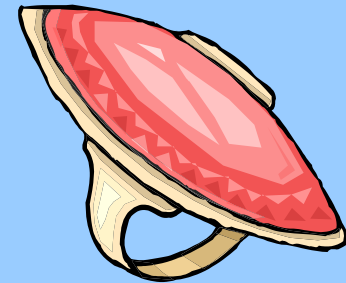
His hair was going thin and he did not stand up straight.

He was fifty years old and for the past twenty years had been a lecturer in archaeology at a university in Singapore.

He was also a

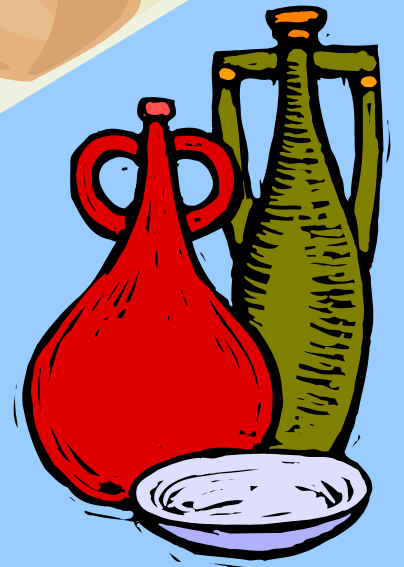


What
does he
steal
in
this story?





If he's a lecturer in archaeology, he might steal...





In the intro, did we read/hear (about):-

- his family?
- his name?
- his clothes?
- his shoes?
- his hair?
- his job?
- his salary?
- his age?
- his eyes?
- where he lives?



We read/heard (about):-

- his name
- his clothes
- his hair
- his job
- his age
- where he lives

in **5** sentences

In 5 sentences, we learn about him, trust him, are even bored by him and then in the 6th sentence ... a shock: we learn he's also ***a thief!***



*The **shock**
sentence
technique*



‘Finders Keepers’ from *The Fruitcake Special and other stories* by Frank Brennan (Cambridge English Readers)

Harry Chen, a lecturer in archaeology at a university in Singapore, is also a thief, who has a private collection of artefacts he has stolen.

He is frustrated that he cannot afford the choice items on display in the antique shops.

One day, his superior, Professor Teo, asks Harry to check through a collection of goods found in a nearby grave. There appears to be little of interest until Harry accidentally smashes a sealed pot. Inside is a whistle with the inscription *BE STILL*. He decides to keep it.

1

Choose a
job

For example:-

Media:
Journalist

Finance:
Bank clerk

Art/Design:
Cartoonist

Science:
Biologist

Medicine:
Nurse

2

Build a
character

For example:-

Clothes

Stature /
stance

Age

Speech

Eyes

3

Add the
shock
sentence

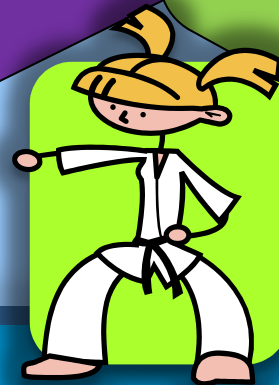
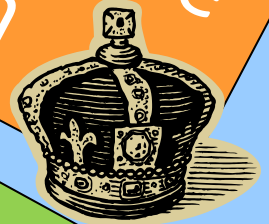
She was also ...

a skydiver

the cook to the
queen

a spy

a karate
champion





Harry Chen looked like a middle-aged teacher.

He always wore a tie and an old cotton jacket, even in the hot sun.

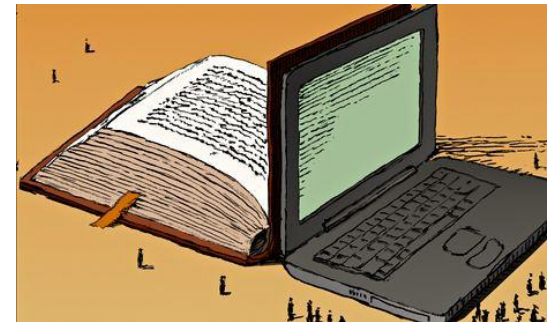
His hair was going thin and he did not stand up straight.

He was fifty years old and for the past twenty years had been a lecturer in archaeology at a university in Singapore.

Demonstration 1 - Stories

Toondo version of Finders Keepers

<http://www.toondoo.com//ViewBook.toon?bookid=611471>



Demonstration 1- Stories

Toondo – interface

Demonstration 1- Stories

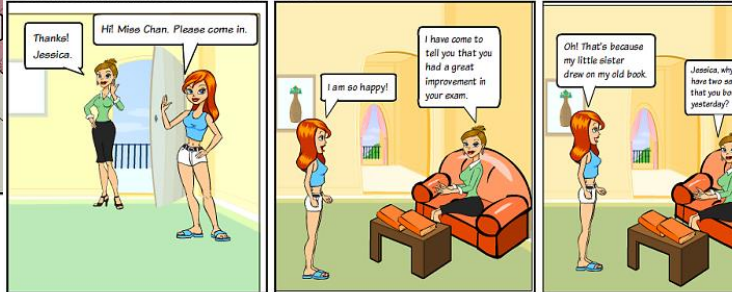
Toondo – a means of re-purposing

Examples of work with junior secondary students

MAX'S COMICS - BY MAX YUEN



A GIRL, A TEACHER, A BOOK - BY YANICESO



MY STORY - BY JAMESHON



Demonstration 1- Stories

Toondo – a means of re-purposing

Examples of work with junior secondary students

<http://ywjsq2.pbworks.com/w/page/99273138/Max>

Stage 1: Introducing the task and *ToonDoo*

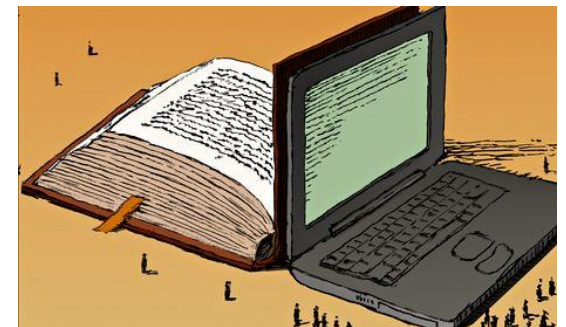
Stage 2: Creating the comic strip online

Stage 3: Commenting on each other's work

Demonstration 1- Stories

Toondo – a means of re-purposing

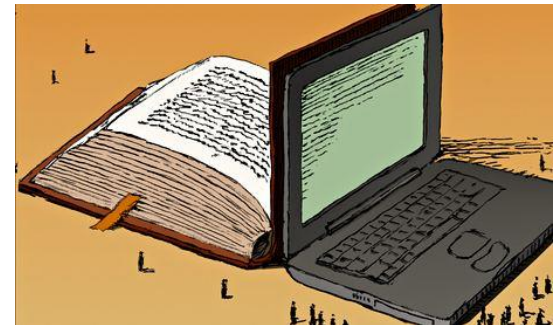
1. Why is Toondo a useful tool?
2. How does it help students to notice key features?
3. What issues might you have with classroom management?
4. How much time do students need to complete a toondo?
5. How would you assess or give feedback on a toondo?
6. Are there any other issues you can think of?



Demonstration 1- Stories

Toondo – can be used....

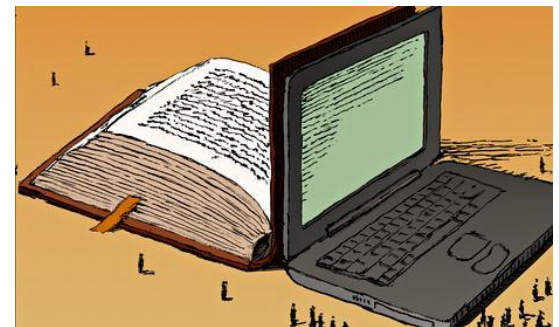
- To enable the students to interpret the text visually.
- To check understanding of the story.
- To enable close analysis in order to select 'key' features.
- To share interpretations.
- For peer and self-assessment.
- For formative assessment.



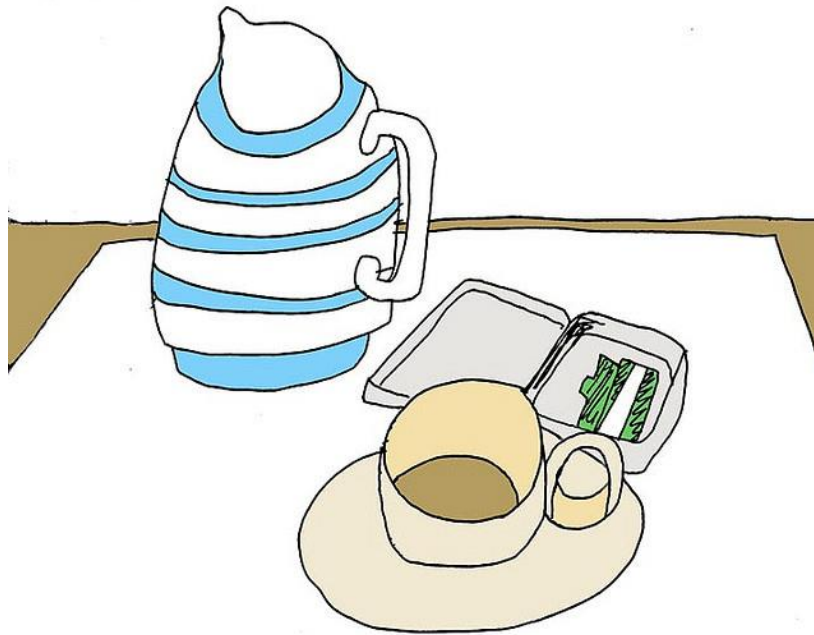
Demonstration 1- Stories

CHAPTER 5 - BY RBARRINGTOND

WWW.TOONDOO.COM



Break – 15 minutes



Demonstration 2

Reading Texts – creating a soundtrack

Aims

- To encourage intensive reading.
- To dramatise a text.
- To provide a way to practise speaking from written texts.



Demonstration 2

Are your junior forms creative?

Do they like to read?

Do you read to them?

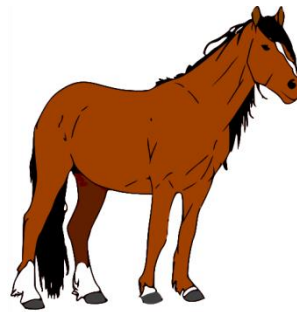
How do they respond to texts that are read to them?



Demonstration 2

Let's create a soundtrack!

Look at the pictures.



What sound effect or background music would you add to the image?



Demonstration 2

Add your sound effect to the poem.

Listen to my poem.

When I point to your table. Make your sound effect!

- 1. Is there anybody there?**
- 2. Knocking**
- 3. A horse eating grass**
- 4. A bird flying**
- 5. Knocking**
- 6. Is there anybody there?**



Demonstration 2

Let's look at 'Booktrack Classroom'

<https://www.booktrackclassroom.com/content/intro>

<https://www.booktrackclassroom.com/content/intro?bp50555=1>



Demonstration 2

Booktrack Classroom

1. Why is Booktrack Classroom (BC) a useful tool?
2. What do the students need to do?
3. What would you need to do in terms of preparation?
4. What kind of student would benefit from BC?
5. How would you evaluate or assess the students work?
6. Are there any other issues to consider?



Other Resources for songs and poems

Aims

- To look at some resources to practise listening
- To look at resources that introduce some poetic features



Other Resources for songs and poems

Do you use poetry?

How do use poems and or songs?

Do your students like poems and songs?

Have you used any IT or e-resources to with poems and songs? What?



Other Resources for songs and poems

Lyrics Training

<http://lyricstraining.com/>

Look at the site and make notes on:

1. Song selection
2. Language level
3. What you have to do
4. What kind of feedback you get
5. Other things you can do



Other Resources for songs and poems

Lyrics Training

What kind of issues does this resource raise?



Other Resources for songs and poems

Magnetic poetry

<http://magneticpoetry.com/pages/play-online>

Look at the play online poetry kits.

Use the worksheet provided and try to write a haiku poem.

How could you use this resource with your students?



Other Resources for songs and poems

Magnetic poetry

<http://magneticpoetry.com/pages/play-online>

spring in the garden
flowers grow blossom and bloom
daffodil and rose

do cover cold but al &
is is if green full fall
must more me ly love long it
she secret poetry my
wet was walk up then the
will wild why who when
would



Other Resources for songs and poems

Magnetic Poetry

- Themes
- Use it to teach word order/word class
- Scaffolding/structure



Round up

Introduction

Exploring Resources

Demonstration 1 Stories – key features

Demonstration 2 Reading – creating soundtracks

Resources for poems and songs



Feedback

Please complete the feedback forms.

