

# TEACHING CHILDREN'S & TEEN LITERATURE & FILM

TEFL DAY | 10 March 2016 | University of Münster

## TEFL Day plenary and workshop abstracts

**Dr Sandie Mourão PLENARY** (Nova University, Lisbon)

*Multimodal Texts: Pictures and Words on Pages and Screens*

In this plenary session I shall be talking about multi-modal texts in the form of picturebooks and short animated films. I shall focus on the way response and interpretation to these texts can provide learners of all ages, from primary through to upper secondary, with opportunities for cognitive, linguistic and socio-emotional development.

**Gail Ellis** (British Council Adviser Young Learners and Quality, EU Region)

*The Challenge of Selecting the 'Right' Picturebook*

One of the greatest challenges facing teachers in a story-based approach is selecting the 'right' picturebook for a specific class. Pupils may have limited language in the target language but ideas, concepts and aspirations relevant to their developmental age. Real success depends on having the right story for the linguistic and cognitive ability and interests of the children. This session will enable you to reflect on the criteria you can use when selecting picturebooks and to evaluate their potential language learning opportunities that match your context in order to maximise children's enjoyment, involvement and learning. This session is aimed at primary and lower secondary teachers.

**Thorsten Merse** (Westfälische Wilhelms-Universität Münster)

**Dr Amos Paran** (University College London, Institute of Education)

*Teaching Postcolonialism in the EFL Classroom: From Theory to Practice*

After a short discussion of the background to post-colonial literature we exemplify a number of ways in which specific works of literature originating in the Indian sub-continent can be used in EFL classrooms. We will focus on three works in particular: Aravind Adiga's short story, *The Elephant*; Shamim Sharif's film, *I can't think straight*; and Vishwajyoti Gosh's graphic novel, *Delhi Calm*.

**Julie McAdam** (University of Glasgow)

*Hope Reclaimed: Children's Literature and Social Change*

Children's Literature provides a safe space to examine sensitive and challenging topics with diverse groups of children, so that they can develop self-esteem, empathy and through the empathy engage in social action connected to issues of social injustice. This workshop will look at two picturebooks, David Wiesner's *Mr Wuffles* and Yangsook Choi's *The Name Jar*, and focus on how these texts can generate themes connected to identity, language, community and intercultural communication. This session is aimed at lower secondary-school teachers and will include examples of work completed by children who wished to change their school environments.

**Dr Anthony Pavlik** (Westfälische Wilhelms-Universität Münster)

***Dramatic Responses to Literature in the Language Classroom***

This workshop will examine some practical ways to use drama in the language-learning classroom as a development of reading fictional texts. The workshop will involve using guided dramatic activities, role play and improvisation as practical and enjoyable ways to go beyond the text, to check learners understanding, and to integrate other language skills practice, such as speaking and writing.

**Dr Saskia Kersten** (University of Hertfordshire)

***Formulaic Language in EFL: Building Blocks and Teddy Bears***

This workshop explores the role of formulaic language in second language development. Formulaic language plays an important part in everyday language use, comes in a wide range of forms and fulfils a variety of functions, for example information manipulation, discourse organisation and signalling of group identity. The workshop starts with some awareness raising activities to allow participants to explore the notion of formulaicity and its ubiquity and multifacetedness using examples from TV shows and a range of texts from different genres. Then, suggestions are made how to teach chunks of language in a communicative language classroom, providing the participants with hands-on ideas for their teaching.

**Emma McGilp** (University of Glasgow)

***Translating the Verbal, the Visual and the Spaces Between***

This workshop considers how to support children to use their visual, digital and critical literacy skills to translate both the verbal and visual in picturebooks, while being aware of how their decisions might change the gaps in between. In addition to using German and English picturebooks, with the support of online translation tools learners can translate picturebooks in a range of languages. Through translation children learn about how picturebooks work, while also considering the translation process and factors that might influence their decision making. The workshop is aimed at lower secondary teachers, and aims to show that through translating picturebooks, learners not only develop their language skills, but also the ‘multiliteracies’ they need for the 21st Century.

**Susanne Franz** (Theatre Director), **Professor Mechthild Hesse** (University of Education, Freiburg) and **Daniel Volaric**

***From Page to Stage: Turning Young Adult Novels into Plays***

The process of turning a novel into a play and the rehearsal process will be presented. Examples of writing a script, learning to use the body (voice, gesture, mime, movement...) will be experimented with in the workshop. Different methods of getting learners to act will be tried out with teachers.

**Dr Sandie Mourão** (Nova University, Lisbon)

***Picturebooks under a Magnifying Glass***

Beginning with a look at how a picturebook is made and the meta-language we need to talk about picturebooks, this workshop takes a very practical approach to getting to know picturebooks. It will continue with suggestions using a variety of different titles suitable for teenage learners, promoting an approach to literature that engages them in thinking critically about what they see in pictures, read in the words and what they know about the world.

