

MARILLE: Template for practice examples

Author of this description: Terry Lamb		
Title/ name of example: KS4 – Responding to Poetry		
Internet address (URL) of example (if available): http://www.teachers.tv/video/383		
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Example from	<input checked="" type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Other subject: _____	<input type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom)
Type of example: <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Classroom video <input type="checkbox"/> Lesson plan/ scenario <input type="checkbox"/> Other:		
Target group (Age, type of school, languages,...):	Suburban secondary modern school (ages 14-15)	
Detailed description of example:	<p>The English (as majority language) teacher is encouraging the appreciation of poetry from different cultures by playing recordings of two poems in non-standard English. The first is a poem (Unrelated Incidents, aka The Six O’Clock News) in Glaswegian (the dialect of Glasgow, Scotland) and the second (Half-Caste) is spoken in Guyanian dialect. The teacher wishes the learners to find a way into the poems, so uses video recordings to bring the poems to life and to encourage the learners to engage with them.</p> <p>As well as being read in non-standard English, the poems engage with issues of dialect, prejudice and identity.</p> <p>The class then works in groups in order to prepare feedback on the subject, purpose, emotion and craft of the poems. In a follow up lesson, they present the drawings, collages and poems they have produced themselves as homework tasks in response to Half-Caste.</p>	

Which aspects of knowledge, skills and attitudes relevant for plurilingualism are promoted in this example?

Knowledge and understanding

Learners learn the language needed to deconstruct a text. At the same time, they develop a critical awareness of ways in which speakers of non-standard English can be marginalised, and of how the ways in which we describe people can be unintentionally negative.

Skills (language use)

The lesson includes opportunities to analyse poems in terms of content, language and structure. It also enables them to develop their own presentational skills using their own strengths, e.g. writing a poem, producing a drawing or collage.

Attitudes

The lesson directly addresses commonly held attitudes towards non-standard English. It encourages empathy and critical reflection on ways in which attitudes can be discriminatory. As such, it opens the doors to consideration not only of attitudes towards different accents and dialects, but also of attitudes towards different languages.

Evaluation of example

Positive:

Group work enables learners to discuss and rehearse their ideas in a safer environment than in front of the whole class.

The teacher uses a range of resources in order to engage learners in different ways as she wants to ensure that they can relate to the subject matter. Given that the concepts are complex and related to attitudes, it is essential that the lesson is interesting and inclusive to different learning styles.

Negative:

Other comments: The learners produce a range of work which demonstrates their progress in the skills involved in deconstructing a text. However, it also shows great sensitivity towards the ideas expressed and the development of empathy.