

Contents

Thanks	page viii
Acknowledgements	ix
Introduction	xii
1 Using literature in the language classroom: The issues	1
1.1 What is literature?	1
1.2 What is distinctive about the language of literature?	5
1.3 The reader and the text	8
1.4 Literary competence and the language classroom	11
1.5 Why use literature in the language classroom?	14
2 Approaches to using literature with the language learner	22
2.1 An overview	22
2.2 A language-based approach to using literature	27
2.3 Stylistics in the classroom	31
2.4 Literature as content: How far to go?	35
2.5 Literature for personal enrichment: Involving students	39
2.6 The role of metalanguage	43
3 Selecting and evaluating materials	48
3.1 Selecting texts	48
3.2 Evaluating learning materials which make use of literary texts	56
4 Reading literature cross-culturally	62
4.1 Being a student	62
4.2 A consideration of cultural aspects in texts	65
4.3 Strategies for overcoming cultural problems	67

5 Materials design and lesson planning: Novels and short stories	71
5.1 Writing your own story	71
5.2 Distinctive features of a short story	72
5.3 Anticipating student problems when using a short story	75
5.4 Planning a lesson for use with a short story	77
5.5 Further tasks and activities for use with a short story	83
5.6 Designing your own materials for use with a short story	86
5.7 Using novels in the language classroom	89
6 Materials design and lesson planning: Poetry	94
6.1 Putting a poem back together again	94
6.2 What is distinctive about poetry?	96
6.3 Why use poetry with the language learner?	99
6.4 Exploiting unusual language features	101
6.5 Helping students with figurative meanings	104
6.6 Using poetry with lower levels	109
6.7 Using poetry to develop oral skills	116
6.8 Using a poem with students at higher levels	121
6.9 Anticipating student problems	127
6.10 Further tasks and activities	129
7 Materials design and lesson planning: Plays	133
7.1 What is distinctive about plays?	133
7.2 The language of a play	134
7.3 The performance of a play	135
7.4 Why use plays in the language learning classroom?	136
7.5 Using play extracts to think about language in conversation	138
7.6 Using play extracts to improve students' oral skills	146
7.7 Using play extracts with lower levels	152
7.8 Anticipating student problems	155
7.9 Further activities for play extracts	159
7.10 Using a whole play with students	161
8 Reflecting on the literature lesson	167
8.1 Thinking about observation	167
8.2 General observation of the literature lesson	170
8.3 Micro-tasks for reflecting on specific areas of teaching	170
8.4 Observing a student	176
8.5 Other ways of monitoring your teaching	178

9 Literature and self-access	179
9.1 What is a literature self-access centre?	179
9.2 Why have a literature self-access centre?	179
9.3 A simulation: First meeting for planning and setting up a literature self-access centre	180
9.4 Second meeting for setting up a literature self-access centre	182
9.5 Setting up a literature self-access centre: A case study	182
9.6 Worksheets to guide students in their reading	185
Answer key	189
Trainer's notes	216
Bibliography	255
Appendix: <i>Eveline</i> by James Joyce	259
Index	263

Index

References in *italics* indicate figures. References followed by 'n' indicate a note to the main text.

- Achebe, Chinua, 196
 advanced level students, xi, 29,
 30, 143, 152
 poetry, 106–8, 121–7, 127,
 206–8
 Ahmad, Rukhsana, 50
 Aiken, Conrad, 9
 Albee, Edward, 139
 alliteration, 7, 44, 189, 195
Andrea del Sarto, 36–7
 answer key, 189–215
 apostrophe, 44, 195
 approaches to literature, 22–47,
 192–6
 as content, 24, 25, 35–8
 language-based, 23, 25, 27–30,
 30
 metalanguage, 43–5
 monitoring different, 171
 personal enrichment, 24, 25,
 39–43
 stylistics, 27, 31–5, 33
 trainer's notes, 224–9
 archaisms, 98, 203
Arrow of God, 63, 196
As it Was, 116–18, 119–20, 120
 associations, 69
 assonance, 7, 44, 189, 195
Autobahn/motorway/autoroute,
 102–103

 background information, 37–8,
 128, 155
 examples, 36, 151
 monitoring use of, 175
 see also cultural background
 Barthes, Roland, 2
birthday, A, 98
 Blake, William, 121

Boesman and Lena and other plays,
 151
 Bowen, Elizabeth, 75
Brideshead Revisited, 63–4, 197
 Brontë, Emily, 97
 Browning, Robert, 36–7
 Brumfit, C., 2, 13, 28

 Carroll, Lewis, 96
 Carter, R., 2, 13, 22, 28, 46n
Case for the Defence, The, 86, 87,
 88
 characters, 85, 149, 164, 164
Children, 110, 205
Children Coming from School, 97
 choral readings, 118–20, 120
 Collie, J., 46n, 188n
 compound words, poetry, 103,
 204
 content approach, 24, 25, 35–8,
 192
 conversational language, 136,
 137, 138–46, 144, 146,
 209–13
 Cook, Guy, 61n
 costumes, 150, 150
 course type and text selection,
 48–9
 Cowper, W., 18
 critical theory, xi, 17, 20n
 Crossman, I., 20n
 Crystal, D., 20n
 Culler, J., 12, 13, 20n
 cultural background, 62–70, 172
 students', 8–11, 52, 53, 190–1
 of texts, 16–17, 76, 84, 123–4,
 129
 trainer's notes, 231–2
 cummings, e. e., 94–5, 202

Index

- D'Aguiar, Frederick, 114
Days, 112
dialects, 98, 203
Dickinson, Emily, 104
Donne, John, 97
double meanings, 7, 189
Dragon's Village, 64–5, 197
Dubliners, see 'Eveline' extract
Duff, T., 27, 46n, 168
Dumb Waiter, *The*, 152–54, 154, 213–14
- Eagleton, T., 2
elementary students, xi, 29
 play extracts, 152–5, 154, 213–14
 poetry, 109–16, 205
evaluating materials, 56–61
 sheets, 57–60
 trainer's notes, 230–1
Evans, Gareth Lloyd, 133
'Eveline' extract, 72, 77–8, 79–83, 199–201, 259–62
Evening, 104, 106
examinations, 10, 191
- figurative meanings, see metaphors
Fitzgerald, F. Scott, 18
Fowler, R., 166n
frank albert and viola benzena owens, 98
Frost, Robert, 105, 204
Fugard, Athol, 146, 151
- Gate-keeper's Wife*, *The*, 50
genre, 66, 163–4
Gillie, C., 81, 124
Gower, R., 22, 46n
grammatical rules, poetry, 115
Greene, Graham, 86, 87, 88
Gull's Flight, 104, 105–6, 204
- He Treats then to Ice-cream*, 112, 113
Hello and Goodbye, 146–7, 151
Hill, J., 46n
historical context, *London*, 123–4
House for Mr Biswas, *A*, 32–4, 33, 194–5
- Ikoli, Tunde, 134
Importance of Being Earnest, *The*, 139, 141–3, 209–13
intermediate students, xi, 28–9, 30, 147, 152
 poetry, 109–16, 205
interpretation of texts, 2, 3, 8–11, 19, 190–1
 monitoring, 173–4
 poetry, 101, 130–1
 short stories, 76, 86
- Jabberwocky*, 96
Jones, Evan, 98
Jones, G., 20n
Jones, Keith, 131n
Joyce, James, see 'Eveline' extract
Julius Caesar, 156, 157, 158
- Kangaroo*, 96
key symbol, xii
- Laird, Ursula, 40
language
 expanding awareness, 18–19, 159–60
 novels, 89
 plays, 134–5, 156
 poetry, 99–100, 128, 130, 131
 short stories, 74, 75, 85–6, 198
 special use in literature, 2–3, 5–8, 189–90
 using literature to acquire, 17–18
language-based approach to
 literature, 23, 25, 27–30, 192, 193–4
 observing, 171–2
 see also stylistics
Larkin, Philip, 112

- Lawrence, D. H., 96, 106, 107
 Lazar, G., 131n
 Leech, G., 31, 99, 131n, 203
 lesson plans, exchanging, 178
 lessons, observing, 167-78
 trainer's notes, 250-1
Lessons of the War, 97
 linguistic problems, 171-2
 linguistic proficiency, students',
 51, 53-4
 literary background, students',
 51, 54
 literary competence, 11-14, 191,
 222-3
 literature
 definitions, 1-5, 4, 189, 221-2
 reasons for using, 14-19,
 223-4
Little Fish, 106, 107
London, 121-7, 127, 206-8
 Long, M., 22
Lower Depths, The, 134-5, 208-9
 lower level students, *see*
 elementary students
maggie and millie and mollie and
 may, 202
 Mais, Roger, 97
 Maley, A., 13, 22, 27, 46n
Man Who Had All the Luck,
 The, 164, 164
 Mander, John, 117
 materials
 designing own, x, 86-8, 87,
 233-4
 see also evaluating materials;
 selecting materials
 meaning of texts, *see*
 interpretation
 metalanguage, 43-5, 195-6
 metaphor, 7, 44, 189, 195
 in poetry, 104-8, 203, 204-5
 metonymy, 44, 195
 Mitchell, Adrian, 102
 Morain, Genelle, 166
 motivation, students', 15 76, 128,
 129, 138, 156
 Moulding, S., 22
 multiple meanings, 7, 189
 Murdoch, Iris, 2
 Naipaul, V. S., 32-4, 33, 194-5
 narrative point of view, 74-5,
 86, 199
 novels, 89
 neologisms, 100, 203
 non-verbal communication, 138
 novels, 89-92
 adapting activities, 91-2
 short stores compared, 88-90,
 201-2
 worksheet, 186
 observation, classroom, xii,
 167-78
 micro-tasks, 170-6
 for professional development,
 168-9
 of students, 176-7
 trainer's notes, 250-1
Old Mama Dot, 114-15
 Oliphant, Margaret, 75
Open Door, The, 75
 oral skills
 plays, 146-51, 160-1, 213
 poetry, 115, 116-20, 206
 Osterloh, Karl-Heinz, 70n
 Ousby, I., 81
 oxymoron, 44, 195
 Paley, Grace, 2
 paradoxes, 44, 195
Partly Because, 40
 Paterson, Evangeline, 40
 Patten, Brian, 108
 Pearson, M., 22
 performances, of plays, 133,
 135-6, 137, 209
 personal enrichment approach,
 24, 25, 39-43, 67, 192,
 195

Index

- observation task, 173
- personification, 44, 195
- Pinter, Harold, 152, 159
- plays, 133–66
 - anticipating problems, 155–8, 157, 158
 - conversational language, 138–46, 144, 146, 209–13
 - further activities, 159–61
 - higher level students, 143, 152
 - intermediate students, 147, 152
 - language, 134–5, 208–9
 - lower level students, 152–5, 213–14
 - oral skills, 146–51, 150, 213
 - performance, 135–6, 209
 - reasons for use, 14, 136–8, 136, 191
 - trainer's notes, 244–9
 - using whole, 161–4, 164
 - worksheet, 187
- plots
 - to novels, 89–90
 - to short stories, 73, 75, 85, 197–8
- poeticisms, 7, 189
- poetry, 94–132, 202–8
 - anticipating student problems, 127–9
 - distinctiveness, 96–9, 203
 - exploiting unusual features, 101–3
 - figurative meanings, 104–8, 204–5
 - further tasks and activities, 129–31
 - higher level students, 121–7, 127, 206–8
 - lower level students, 109–16, 205
 - oral skills, 116–20, 120, 206
 - reasons for using, 99–101
 - re-ordering, 94–6, 202–3
 - trainer's notes, 237–43
 - worksheet, 215
- post-reading activities
 - novels, 91
 - plays, 145–6, 165
 - poetry, 127, 130–1
 - stories, 83, 86
- Pound, Ezra, 2
- pre-reading activities
 - novels, 91
 - plays, 147, 159, 163–5, 164
 - poetry, 116–17, 122–4, 127, 129, 206
 - stories, 83, 84–5
 - 'principled teaching behaviour', 168
- punctuation, in poetry, 102–3, 203, 204
- questionnaires
 - pre-course, 218–19
 - 'status' discussion, 144
- Ramsay, Mrs (*To the Lighthouse*), 9–10, 190
- Reed, Henry, 97
- registers, mix of, 101, 189, 203
- repetition, 7, 189
- rhyme and rhythm, in poetry, 203–4
- Riding, Laura, 110
- Rimmon-Kenan, S., 92n
- 'ritual teaching behaviour', 168
- Roberts, Nigel, 104, 105–6, 204
- roleplay, 69–70, 140
- Rosen, Michael, 50
- Rossetti, Christina, 98
- Rossner, R., 19, 188n
- Searle, C., 16
- Selden, R., 2, 10
- selecting texts 22, 23, 48–56, 51–2
 - availability, 54
 - evaluating, 56–61
 - examples, 183–4

- exploitability, 55
- length, 55
- syllabus fit, 55
- self-access literature centres, 52, 179–88, 215
 - case study, 182–5
 - planning, 180–2
- setting, of plays, 164
- sets, for plays, 149–50
- Shakespeare, William, 156, 157, 158, 159
- Shange, Ntozake, 98
- Short, M. H., 31, 166n
- short stories, *see* stories
- similies, 7, 44, 189, 195
- simulation, 69–70
- Slater, S., 46, 166n, 188n
- Small Dragon, A*, 107–8
- Smith, J. R., 166
- Solomon Grundy*, 114
- Song of the Banana Man, The*, 98
- sound patterns, poetry, 116–20, 206
- star symbol, xii
- ‘status’ discussion questionnaire, 143, 144
- Stopping by woods on a snowy evening*, 105, 204
- stories, short, 71–93
 - anticipating student problems, 75–7, 76
 - designing own materials, 86–8, 87
 - distinctive features, 72–5, 197–9
 - further tasks and activities, 83–6
 - novels compared, 89–90, 201–2
 - planning a lesson using, 77–83, 199–201
 - trainer’s notes, 233–7
 - worksheet, 186
 - writing own, 71–2, 197
- students, 26–7
 - background, 8–11, 49, 51–2, 53–4, 190–1
 - feedback from, 178
 - observing, 176–7
 - willingness to respond, 42–3
 - see also* advanced level
 - students;
 - elementary students;
 - intermediate students;
 - motivation
- Styan, J. L., 133
- style mixes, 7, 189
- stylistics, 27, 31–5, 33, 194–5
- Suleiman, S. R., 20n
- Sun Rising, The*, 97
- Swirszczynska, Anna, 112–13
- syllabus, meeting requirements
 - of, 55
- synecdoche, 44, 195
- syntactic patterns, 7, 189, 203
- tasks, purpose of, xi
- teaching, monitoring, 167–78
- teaching diaries, 178
- Thomas, Dylan, 18
- To the Lighthouse*, 9–10, 190
- trainer’s notes, 216–54
 - example questionnaire, 218–19
 - methodology, 218
 - planning, 217
 - principles, 216–17
- Tribble, C., 20n
- Unwelcome Idea*, 75
- Valdes, J. M., 70n
- Visionary, The*, 97
- vocabulary, 85, 91, 115, 116
- Wajnryb, Ruth, 178n
- Walker, R., 13, 46n
- Watson, Barbara Bellow, 9–10, 190
- Waugh, Evelyn, 63–4, 197
- ‘while reading’ activities
 - novels, 91
 - plays, 147–8

Index

- poetry, 125-7, 127, 130, 206-8
- short stories, 83, 85-6
- whole person, educating the, 19
- whole plays, using, 161-6, 164
- Widdowson, H. G., 16, 18, 19,
20n, 31, 32, 99
- Wilde, Oscar, 139
- Williams, M., 168, 178
- Wisconsin University study, 9,
190
- Wish for my Children, A*, 40
- Woodward, Tessa, 178n
- Woolf, Virginia, 9-10, 190
- word order, in poetry, 203
- worksheets, self access, 185-7,
215
- Wynne-Davis, M., 46n
- Yuan-tsung Chen, 64-5, 197
- Zoo Story, The*, 139, 141-3,
209-13