



10º Simposio de Ensino de Graduação

ENGLISH LITERATURE CLASS

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1. Introdução

It is essential nowadays to learn a second language, either to get a better job or a better position in a company, or to communicate with people from around the world. English, as an international language, facilitates this communication and has become a way of improving one's status in society. Many English teachers are using literary text in order to teach the language. It works as a different way of teaching the language, where both, teachers and students participate in the whole process. The literary text here leads students to become effective readers, which means that they can enrich their way of looking at a different society at the same time that they look at their own with a better understanding of their reality, and also can work as a possibility of exchange ideas and beliefs among students, generating a new form of thinking. The result of it will be to dismiss stereotypes that are so easily constructed and internalized by most of people. According to Pereira (2008), literature is used because it stimulates their imagination and to predict what comes next in class. It also develops their cultural abilities of compare cultures. And, it increases their emotional awareness, for example, expressing their feelings through writing and creating their own piece of literature. This is how students have the opportunity to take an active part in the process of teaching and learning. The result of it will be a more conscious acquirement of the target language, in a way that students and teachers have more confidence in their role.

2. Objetivos

This paper aims at helping teachers to develop a class using literature in order to put into practice the Critical Pedagogy. Critical Pedagogy focuses on helping students to think about their place in society and critically understand the other culture presented by the foreign language learning. It also can work as a tool to stimulate students to write their own piece of literature in a fun way, where students can understand themselves better and see the different culture as something to add at their knowledge, and not only with the idea that everything that comes from another country, specially from an English speaking country, is better than their own. Literature is used here as a main tool to enable students to use the foreign language to communicate, including vocabulary, grammar structures, etc, but in a way where they participate in the whole process, either by discussing a social moment presented by the text, and through that compare their experiences with others from a different time in society, or by writing their own work. That way, students will benefit from the class not just because they are learning the structures of the language, but furthermore because they are using a foreign language to understand their society better and their role in their time.

3. Desenvolvimento

First, it was presented to us the theoretical framework of Critical Pedagogy Approach and we discussed the importance of using literary text in an EFL class and how it could be done. It was also presented several examples of literature classes made by students from other semesters, so we could have a clear idea of how it was possible to prepare such a class. After that, each of us chose one

piece of literature text and, based on our studies, we started to develop the class. We were guided in order to improve and select the activities and exercises that fit best accordingly to the aim of the class. We were supposed to take into consideration the age group for that class, the size of the class, the level of skill, grammar and functional aim, which in my work they were simple past and understanding a literary text and writing a story, respectively. But more important, was the Critical Pedagogical aim, which was the guiding of the paper. In my class it was “the women’s role in society”. Along with this, the teacher’s guide was developed with answers for all the exercises and notes for the author and book. In the end of the semester the classes were presented to the rest of the group and we had a chance to exchange ideas and experiences concerned to literature class.

4. Resultado e Discussão

The idea when creating this class was to provoke a discussion about women’s role in society, in a group of 10 students, age between 14 to 16 years old. The class was divided in three parts: pre reading, while reading and post reading. In the first, it was presented a book called “The Awakening” by Kate Chopin and we discussed, through pictures, what was women’s role in the 19th century. It enabled students to predict the topic and made them comparing Brazilian and American women’s positions at that time and now. After that, students would be in contact with the author’s life and work, and her importance and contribution to the literature environment. Concerning vocabulary, an exercise was presented where students would read descriptions of the four main characters and would choose true or false for statements using adjectives. The purpose of it was to predict and to solve some possible problems students could face to understand the text. In the while reading part, four chapters were selected, so students could have a broaden view of the story, and there were two questions in the end of every chapter to make students think about the situations and to critically analyze the context. It was also asked them to give the story an end, so they were able to practice writing skills. For the post reading section, a bowling game was presented. Students were divided in two groups and a list of questions were made, that way they would have to use simple past to answer them and, for each correct one, they had a chance to play bowling game. This game was thought to stimulate students in a very fun way, at the same time they were practicing the language.

5. Considerações Finais

The final result of creating this class accordingly to Critical Pedagogy Approach was that, the use of literature in an EFL class is, in fact, a creative tool to lead students to see themselves as a critical thinker. It gives them the possibility of finding a place and the role they are supposed to play, based on their own consciousness. Moreover, students have a different opportunity to practice the language without focusing only in traditional grammar or traditional vocabulary exercises. They can express their ideas in a foreign language, and also developing their reading and writing in a more effective way.

Referências Bibliográficas

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