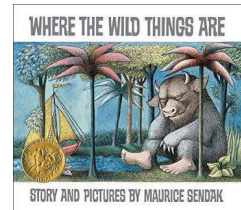
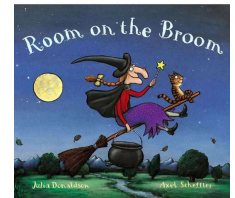
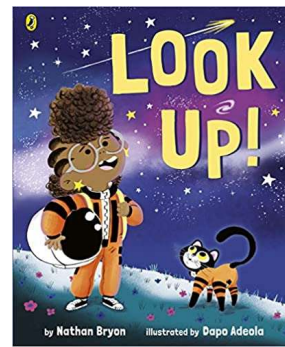


# MEDIA AND TEXTS

Seminar: English in primary education

by Theresa Summer



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... A PERSONAL  
STORY 😊

Mama, schau mal!  
Da wohnt der  
-----!



2

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# OVERVIEW

Definitions *media & texts*

Importance of (literary) texts

Selecting picturebooks

Films in primary school

References

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## 1. DEFINITIONS

### TEXTS

- printed texts (e.g. picturebooks, readers)
- digital texts (e.g. chats, website texts, videos)
  
- broad concept of texts (*erweiteter Textbegriff*)

#### Examples:

- poems
- graded readers
- picturebooks
- nursery rhymes
- short films on YouTube
- ...

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# 1. DEFINITIONS

## MEDIA

- auditory
- visual
- audio-visual
- interactive

### Examples:

- the teacher's voice
- blackboard
- textbook
- interactive whiteboard
- podcast
- ...

### Definition (Evans, 2017):

[...] the vehicles, or stimuli, that convey a pedagogical message which is linguistic, cultural, literary or other. At a second level, the message is that the media shape our language teaching and language learning behaviour. Media are thus interpreted as textual, visual, or aural resources used for the didactic purpose of, for instance, teaching English as a foreign language.

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# 2. IMPORTANCE OF LITERARY TEXTS

“waiting until language learners are old enough to include adult literature in the language-learning setting creates a delay in students’ development in the literacy spectrum, affective and cognitive development, as well as intercultural learning, that may be difficult to reverse”  
(Bland, 2018, p. 269)

Reasons: Texts can ...



- ✓ ... evoke a personal response, improve various skills, foster empathy, offer multiple perspectives, develop competences

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## Leseverstehen

### E3/4 : Leseverstehen

#### Kompetenzerwartungen

#### Die Schülerinnen und Schüler ...

- lesen die Schriftbilder bekannter Wörter und verstehen diese auch in anderen Zusammenhängen (z. B. in einer Spielanleitung).
- lesen und verstehen einfache durch Bilder oder Piktogramme unterstützte schriftliche Aufgabenstellungen und Arbeitsanweisungen und handeln dementsprechend (z. B. *Colour in the ...*).
- lesen und verstehen den Inhalt von sehr kurzen, einfachen und bildgestützten Lesetexten mit bekanntem Wortschatz und entnehmen ihnen wesentliche Aussagen.

#### Inhalte zu den Kompetenzen:

- Bilderbücher und einfache Kinderbücher
- Comics und bildgestützte Geschichten
- Einladungen, Geburtstagsgrüße

## Sprechen

- beschreiben in einfachen Worten, was sie auf Abbildungen, Fotografien oder in kurzen Filmsequenzen sehen (z. B. *a little dog*) und fragen nach Wörtern, die sie nicht kennen, aber an denen sie persönlich interessiert sind: *What's ... in English?*
- erzählen Persönliches, indem sie listenhaft aufzählen, was sie über sich mitteilen möchten (z. B. *I'm ..., I'm from ..., I have ..., I like ...*).

<https://www.lehrplanplus.bayern.de/schulart/grundschule>

## ... ENGLISH SYLLABUS (LEHRPLANPLUS)

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## 2. IMPORTANCE OF LITERARY TEXTS

### Features of **well-crafted** texts (Bland, 2013, p. 8)

Language features	Content features
<ul style="list-style-type: none"> <li>• lexically dense</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate to the schemata of children</li> </ul>
<ul style="list-style-type: none"> <li>• stylistic cohesion (lexical repetition, phonological patterns like rhythm and alliteration, melodic tricolon – rule of three)</li> </ul>	<ul style="list-style-type: none"> <li>• a challenge, widening of horizons</li> </ul>
<ul style="list-style-type: none"> <li>• supportive visual iconicity (images, typographic experimentation)</li> </ul>	<ul style="list-style-type: none"> <li>• enriching intertextuality</li> </ul>
<ul style="list-style-type: none"> <li>• aural iconicity (sound words)</li> </ul>	<ul style="list-style-type: none"> <li>• motivating allusions to the world of children</li> </ul>

### Children's Literature and Learner Empowerment

Children and Teenagers in English Language Education  
Janice Bland

BLOOMSBURY

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## 3. SELECTING PICTUREBOOKS

### CRITERIA

Language

Pictures

Empathy

Diversity

Compelling

Meaningful

Respectful

Communicative

(based on Bland, 2018)

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## 3. SELECTING PICTUREBOOKS

- 1 Is the language and content accessible for the target group?
- 2 Do the pictures add layers of meaning to the story?
- 3 Does the characterisation in words and illustrations encourage empathy?
- 4 Is diversity mirrored in some of the chosen texts?
- 5 Is the story compelling, e.g. exciting, humorous, surprising or moving?
- 6 Can the children relate to the narrative – is the import of the story meaningful for them as individuals so that they will wish to revisit it?
- 7 Is the representation of the world and of people accurate and respectful?
- 8 Does the story encourage a questioning stance and genuine communication? (Bland 2016)

(Bland, 2018, p. 280)

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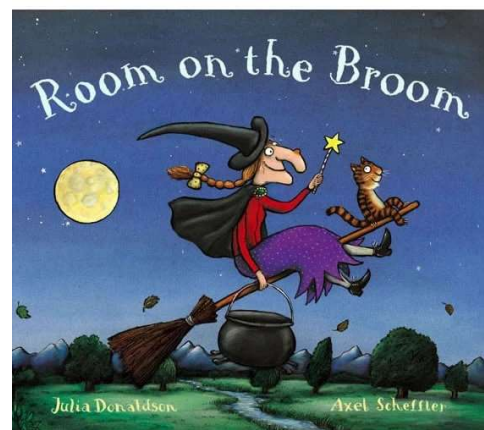
#### Example:

Julia Donaldson/Axel Scheffler: *Room on the Broom* (2001)

The witch and her cat fly happily over forests, rivers and mountains on their broomstick until a stormy wind blows away the witch's hat, bow and wand. They are retrieved by a dog, a bird and a frog, and each animal asks for a ride on the broom. They climb on, one after the next, until the broom is so heavy that it snaps in two! What will happen next as they tumble into a bog and meet a greedy dragon?

Teaser Text (2020). Retrieved from:

<https://axelscheffler.com/books-with-julia-donaldson/room-on-the-broom>



#### **Adaptations and further media:**

- animated film (27 mins., 2012)
- audio book
- character soft toys, play version, big book version

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### 3. SELECTING PICTUREBOOKS

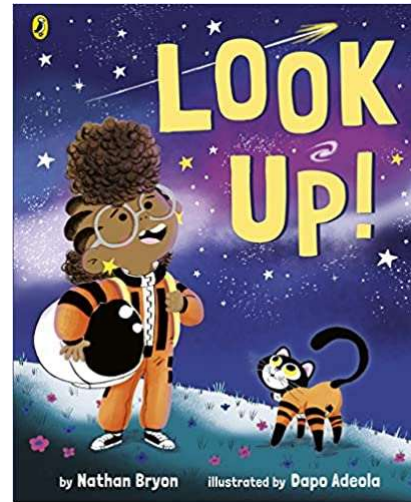
#### Example:

Nathan Byron & Dapo Adeola: *Look up!* (2019)

Meet hilarious, science-mad chatterbox, Rocket - she's going to be the greatest astronaut, star-catcher, space-traveller that has ever lived!

**But...** can she convince her big brother to stop looking down at his phone and start **LOOKING UP** at the stars?

Bursting with energy and passion about science and space, this heart-warming, inspirational picture book will have readers turning off their screens and switching on to the outside world.



[https://www.amazon.de/look-up-Nathan-Byron/dp/0241345847/ref=sr\\_1\\_1?mk\\_de\\_DE=%C3%85M%C3%85%BD%C3%95%C3%91&dhid=1&keywor ds=rocket+soy+look+up&qid=1617791105&sr=8-1](https://www.amazon.de/look-up-Nathan-Byron/dp/0241345847/ref=sr_1_1?mk_de_DE=%C3%85M%C3%85%BD%C3%95%C3%91&dhid=1&keywor ds=rocket+soy+look+up&qid=1617791105&sr=8-1)

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[https://www.amazon.de/look-up-Nathan-Byron/dp/0241345847/ref=sr\\_1\\_1?mk\\_de\\_DE=%C3%85M%C3%85%BD%C3%95%C3%91&dhid=1&keywor ds=rocket+soy+look+up&qid=1617791105&sr=8-1](https://www.amazon.de/look-up-Nathan-Byron/dp/0241345847/ref=sr_1_1?mk_de_DE=%C3%85M%C3%85%BD%C3%95%C3%91&dhid=1&keywor ds=rocket+soy+look+up&qid=1617791105&sr=8-1)

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But when we get home, Mum saves the day.  
"Come on, Jamal," she says. "Put that phone down  
and take your little sister to the park."



**YES!** I jump up and do my famous  
victory dance around the house.



[https://www.amazon.de/look-up-to-nathan-bryan/dp/0241345847/ref=pf\\_rd\\_mnk\\_dte\\_DE%39%85M%CC39%85%8D%CC39%95%CC39%91&dhid=1&keywor ds=rodert+soyst+look+up&qid=1617791105&sr=8-1](https://www.amazon.de/look-up-to-nathan-bryan/dp/0241345847/ref=pf_rd_mnk_dte_DE%39%85M%CC39%85%8D%CC39%95%CC39%91&dhid=1&keywor ds=rodert+soyst+look+up&qid=1617791105&sr=8-1)

## 4. FILMS IN PRIMARY SCHOOL

### Selecting films: criteria related to ...

- learners
- film
- language
- competences

(Becker & Roos, 2016)

#### Kriterienkatalog zur Auswahl von Filmen für den Englischunterricht der Grundschule

##### Schülerbezogene Kriterien

Der Film ...

- weckt in Bezug auf seine Inhalte das Interesse und die Neugier der Schülerinnen und Schüler und ist motivierend.
- knüpft an das Weltwissen und die Erfahrungen der Lernenden an.
- ist mit den kulturellen Hintergründen der Lernenden vereinbar.

##### Filmbezogene Kriterien

Der Film ...

- ist nicht zu lang (alters- und lerngruppenspezifisch).
- kann (auch) in Episoden gezeigt werden.
- setzt bedeutungstragende filmästhetische Mittel ein (z. B. Musik und Ton, animierte Figuren, Gestik und Mimik der Charaktere).

##### Sprachbezogene Kriterien

Der Film ...

- weist einen engen Zusammenhang von Sprache bzw. Ton und Handlung auf.
- baut auf den fremdsprachlichen Vorkenntnissen der Schülerinnen und Schüler auf.
- ermöglicht ein Anknüpfen an Themen- und Wortfelder des Englischunterrichts.

##### Kriterien zur Kompetenzentwicklung

Der Film ...

- bietet eine Grundlage für filmbezogenes sprachliches Handeln
  - sprachrezeptives Handeln (Hör-/Hör-Sehverstehen, ggf. Leseverstehen)
  - sprachproduktives Handeln (Sprechen, ggf. Schreiben) durch
    - bedeutungsvollen Input, der in sinnvollen Zusammenhängen präsentiert wird.
    - authentisches Sprachmaterial.
- bietet eine Grundlage für die Entwicklung interkultureller Kompetenz durch
  - Einblicke in fremde Kulturen und Lebensweisen.
  - Vergleiche mit der Lebenswelt der Kinder.
- ermöglicht die Förderung von Global- und Detailverstehen.

vgl. Becker / Roos 2016a, S. 83

## 4. FILMS IN PRIMARY SCHOOL

### Teaching approach (PWP):

1. Pre-viewing
2. While-viewing
3. Post-viewing

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## EXAMPLE: *THE GRUFFALO*

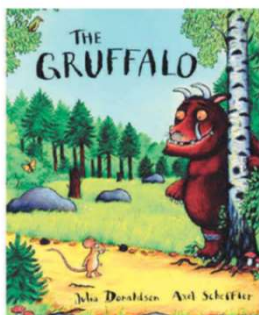


Abb. 1 und 2: Buchcover und Filmcover von *The Gruffalo*

(Becker & Roos, 2016)

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## EXAMPLE: *THE GRUFFALO*

### Pre-viewing activity: Comparing the book & film cover

Book cover	Film cover
Colours: yellow, light green ...	Colours: brown dark green ...
The mouse is happy. The mouse is walking through the forest. ...	The mouse is scared. ...
The gruffalo looks friendly. His eyes look friendly. ...	The gruffalo looks scary. His eyes look scary. The gruffalo wants to eat the mouse. ...

(Becker & Roos, 2016)

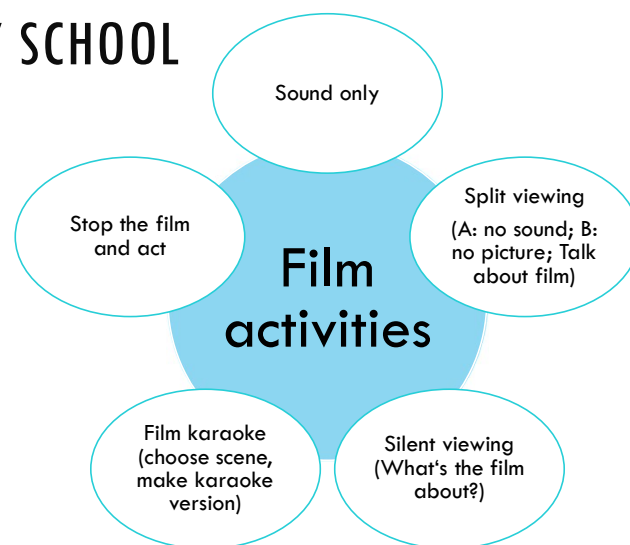
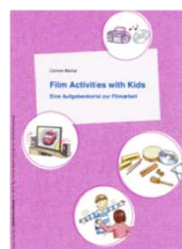
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## 4. FILMS IN PRIMARY SCHOOL

### Film activities

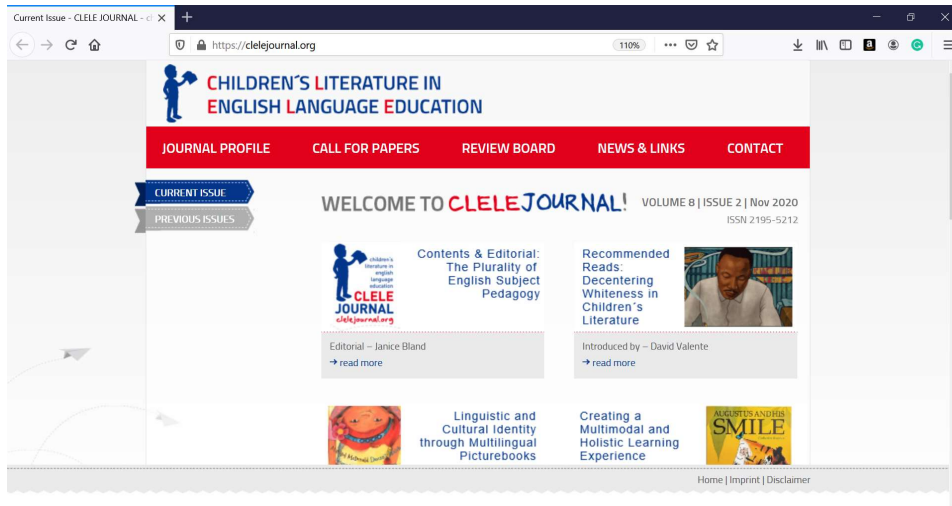
- Use: foster receptive and productive skills/competences
- Focus: multiliteracies pedagogy

(Becker, 2016)



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# JOURNAL — THEORY, RESEARCH & PRACTICE



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## GROUP SUMMARY

**TASK:** Discuss the following terms and summarise key issues related to primary ELE:

- media
- texts
- empathy
- multiple perspectives
- PWP
- films
- picturebooks



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