



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

Making literature engaging and relevant
for language A and B students
M-C Matoussi & Philippe Audet-Caron

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A few words about us.....



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Preparation

- Please sit with people who teach the same language as you, A or B level.
- Take a few minutes to name the books you use in class.
- Explain briefly why you think those books are accessible and relevant in today's context.

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

Paulo Freire



The reading experience,
a quest for identity....

Collaboration

- Our answer to make literature engaging and relevant to our students, and meeting the IB goals.
- Too often language A and language B teachers work in isolation.
- **Collaboration among teachers and students makes the experience authentic, relevant and engaging.**

Language A : Skills

- Language skills
- Close analysis of text *
- Critical approach **
- Literary conventions **
- Visual skills

* is specific to the Language and Literature course

** is specific to the Literature course

Language B : Skills

- **LANGUAGE SKILLS :**
 - communicating clearly and effectively in a range of situations.
 - demonstrating linguistic competence and understanding.
- **A COMPELLING MESSAGE :**
 - organizing ideas on a range of topics, in a clear, coherent and convincing and articulate manner.
- **RIGHT FORMAT :**
 - selecting the text that suits the communication objectives of the task.
- **CRITICAL & INTERCULTURAL APPROACH for CREATIVE WRITING :**
 - understanding and interpreting works of literature written in the target language of study for HL only.

IB French B Written Task (High Level)



Weighting
20%

The assignment has two parts: the task and a rationale.

The rationale must be 150-words in length

Students must write a rationale introducing the assignment, stating their aim(s) and how their aim(s) have been achieved.

The task must be 500-600 words in length.

Students produce a piece of creative writing that may be chosen from the recommended text types listed for paper 2 in this section. It will be based on a work of literature that the student has read as part of the course and may use related information from other reading material. Examples of written assignments could be writing a new ending to a novel, interviewing a character, or a diary entry by one of the characters in a story or play.

The role of the teacher

The assignment should be defined with the teacher's guidance to ensure that it is an original choice of task, that it complies with the requirements of the assignment, and that the subject is not repeated by another student

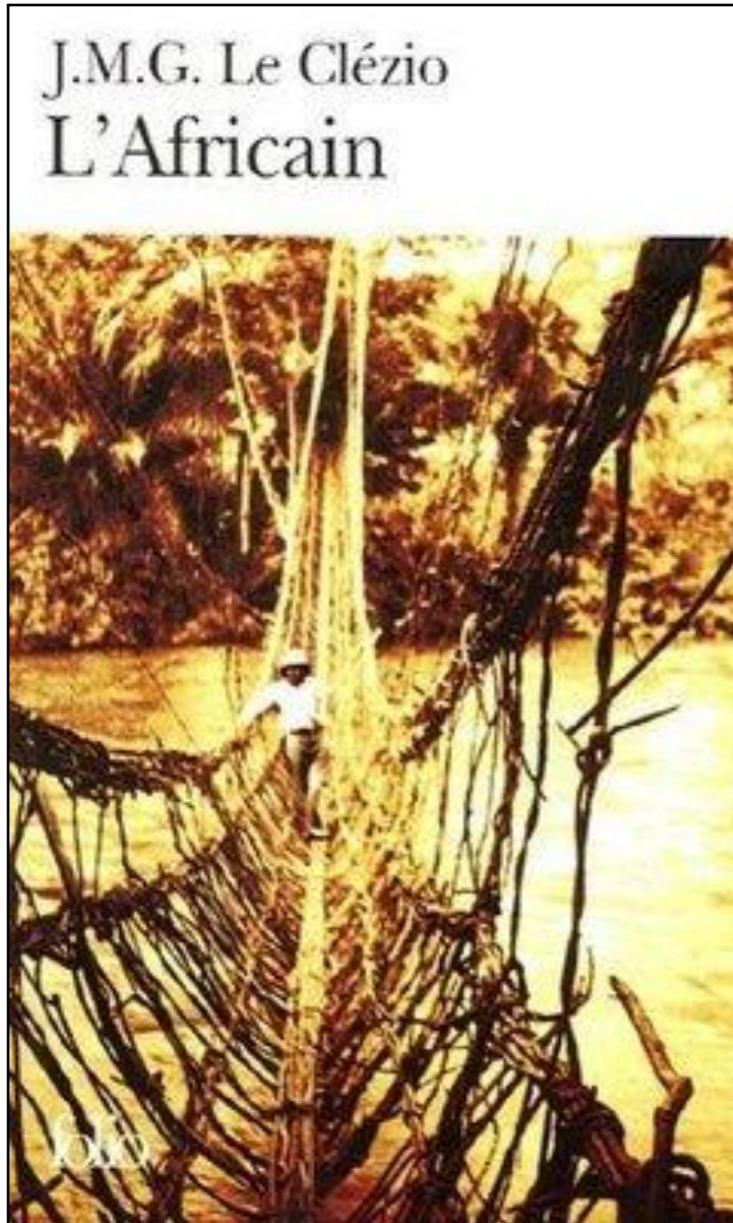




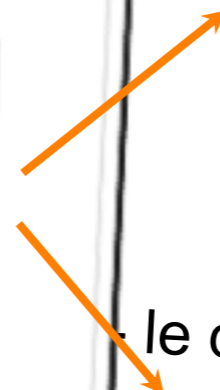
J.M.G. LE Clézio



littérature...



these two texts.



- l'éloge de la langue française,
 article
 publié dans l'Express du
 7/10/1993

&

le discours de stockholm intitulé
 :
 «dans la forêt des paradoxes»
 (Stockholm, 2008)

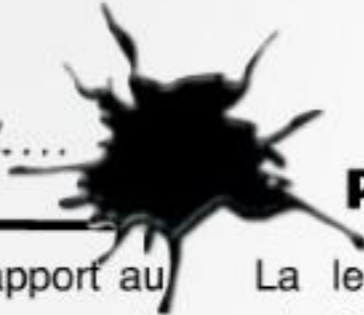
Le Clézio, L'Africain, 2004, Folio 2008, 124 pages , 5.23€



Le billet de la rédactrice en chef...



LE STYLE, LA MARQUE D'UN
GRAND AUTEUR...



PAR AM

Les élèves de notre classe ont choisi à l'unanimité de parler du roman "L'Africain" de JMG Le Clézio et cela sans aucune hésitation.

Pour mener à bien notre travail, nous nous sommes référés à deux autres

que ce soit par rapport au contexte historique avec la deuxième guerre mondiale, la réalité de la colonisation; pensons à l'importance des anthropologues, de la médecine coloniale britanniques au Nigéria, ou

La lecture est vient continuel monde fiction monde réel. Ains lu d'une manière et en conséquence a lu un livre différent. Au

- The **unanimous choice** of « The African » by all students demonstrated the book met their expectations.

- At the same time, they were reading in English a novel about Nigeria, written by an Nigerian author about the same era during the Biafran war (1967-68).

- Most of the students were of African origin. (7 / 11 students)

How to collaborate?

- Sharing of resources organized by theme on Moodle.
- Interclass discussions on topic chosen followed by Q&A session
- Peer feedback on written tasks once submitted* (exhibit, magazine, Moodle)

*Remember that according to the IB guidelines, the WT must be entirely the students own.

Moodle as a digital display-board for schedule, criteria, format, grammar &

storage of
resources.



- The resources are arranged in sections and organized according to visual description.
- Each section represents and refers to one feature of the context of the novel.
- Each section acts as a small webquest.

Advantages and limitations

- The process makes the reading more authentic, dynamic, interactive, relevant, and engaging. It helps meet the IB goals of both Language A and Language B: intercultural, language skills, critical thinking, etc.
- Since the two programs also have specific and distinct goals, not all literary work can be approached in this manner. The work must be challenging for students of all groups.

Activities

- Timelines, maps and family trees
- Role-play and “fish bowl”
- Drawings and collage
- Making inferences
- Facebook (testing phase)
- [Book trailers](#)
- Joint final task (socratic seminar, podcast, e-mag, exhibit)

<http://issuu.com/mcmatoussi>

ACTIVITIES : presenting the text in a different format...

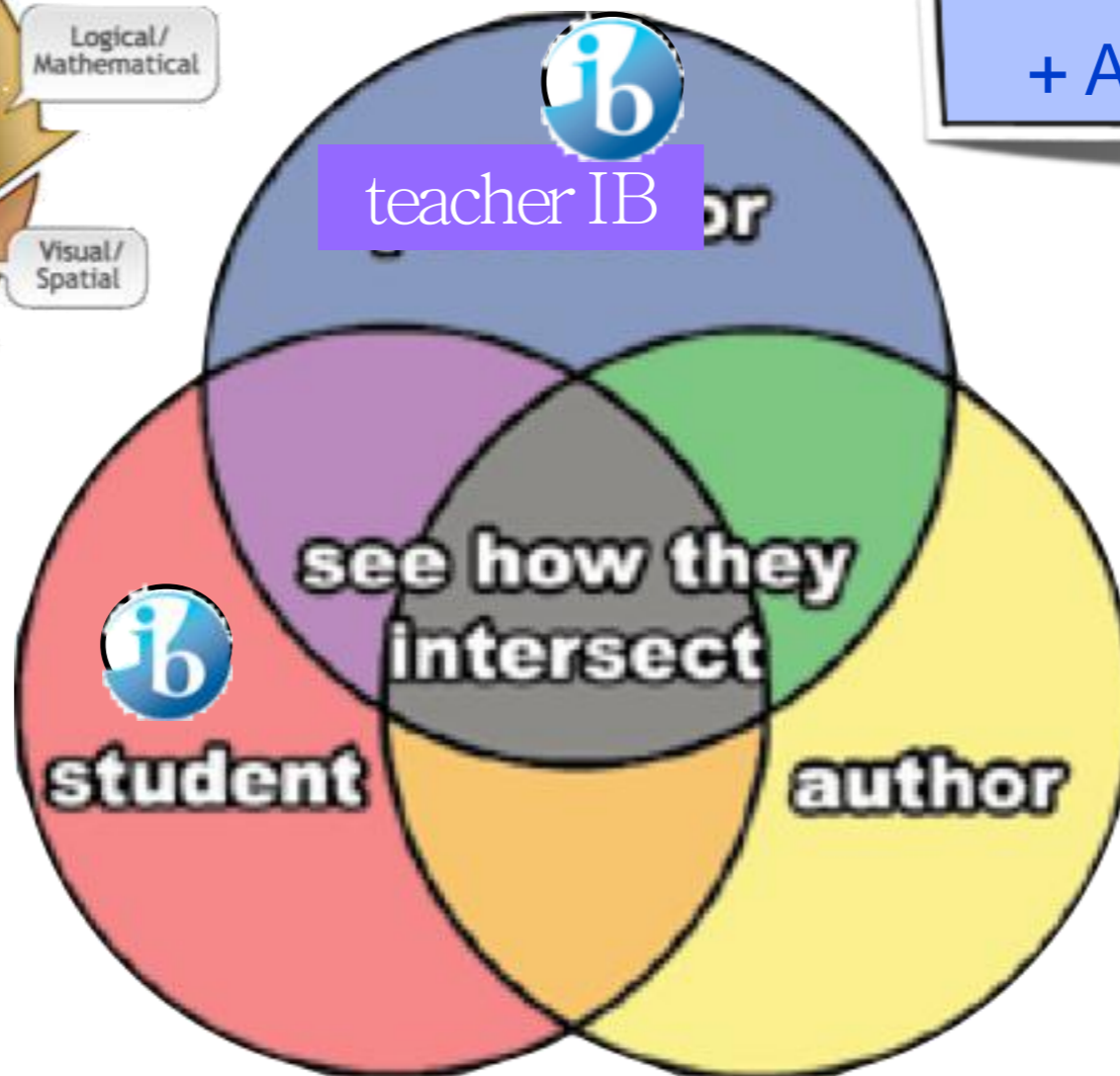
1. If one of the characters was writing a poem....
2. If this novel had to be shortened and recorded as a song
3. If the plot was turned into a newspaper article
4. If the story was happening in another place, in another time
5. If you could change something in this story...
6. If you could add a new character...
7. If you could interview one of the characters....
8. To whom and how would you recommend this reading?



3 parties interact during the reading



IB mission statement
IB Learner profil
+ Assessment criteria



Reading is an interactive process aiming at creating sense out of a text.

The Author presents

- facts,
- characters
- ideas, concepts,
- feelings,
- perception
- attitudes
- language
- purpose
- format
- content
- style

The Reader brings

“Reading is an interactive, problem-solving process of making meaning from texts.”

- feelings,
- attitudes
- language
- purpose
- understanding of format
- expectation of content
- personal knowledge
- creativity

«Being creative is above all become aware filters that distort our vision of the world and lead to a fresh look on what already exists.»



The text of the novel is constructed



How reading literature as a way to be ...

★ «le **liseur**» / **the reader** maintains perceptions, contact with the real life, the presence of the outside world, as he turns the pages ...

★ «le **lu**» the content/context is responsible for deciphering the text, understanding sentences, learning new words, phrases and idioms, tenses of narration etc..

★ le «**lectant**» brought into the game, pleasure of interpreting the novel thanks to their **critical thinking** which is based on **personal knowledge** combined with that of an inquiry learning approach.



3 levels of experience when we are reading a novel.



READER who turns the pages

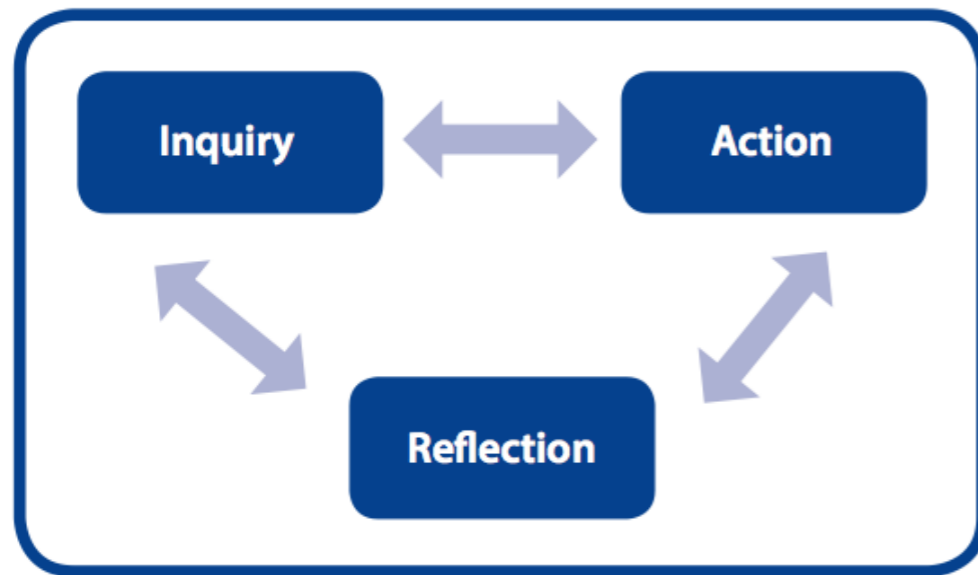
the content and context

the reader produces meaning

source : Michel Picard

The work of the «lectant» or the producer of meaning.

the inquiry learning approach of the «lectant» is essential.



Source : What is an IB Education 2012



Inquiry learning requires the building of a "moodle" platform which allows the storage of the resources and promotes intercultural interactions with other IB students.



*Multilingualism and
intercultural understanding*



Global engagement

Source : What is an IB Education 2012

<http://www.medmood.com/acst/course/view.php?id=272>



WRITING AS A PROCESS of reflection & identity construction

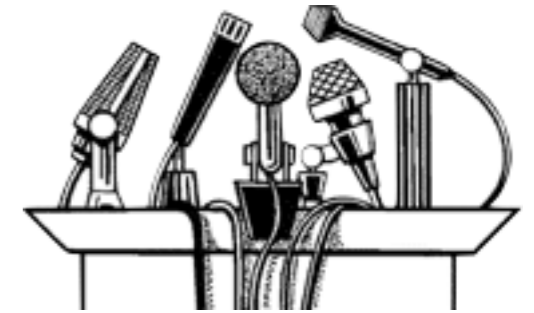
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Writing as a thinking process.
Students think about what they write, correct themselves, enrich their vocabulary by choosing relevant words, deepen their thinking, by interpreting what they read.

Written task IB allows the candidate to validate his own rading. In doing so, the search for meaning is similar to a quest for identity.

OTHER activities : making the reading more engaging

- 1) what I most liked in this novel or text.....
- 2) I would have liked to be in the shoes of..... because....
- 3) I did not understand this cHaracters reaction because...
- 4) I think the story should have ended differently because...
- 5) Here are the questions i would like to ask to the author
- 6) if i had been the main cHaracter, here is what i would have done.
- 7) If I Could grade this novel, I would give it a _____ out of ten because...
- 8) Here are the things i did not like in the book.



In order to encourage students to respond to their reading

Activities to offer:

- 1) What I liked most in this novel (text)
- 2) I would have liked in the shoes of ... because ...
- 3) A character that I love is because ...
- 4) I think the story should have ended differently because.....
- 5) I recommend this text because ...
- 6) Questions I would like to ask the author....
- 7) If I had been the main character I would have.....
- 8) What I liked least in the text, is ...
- 9) I would give this novel stars (text) because



How to engage students for a critical thinking approach....

- Considering the message of the author
- Identify individuals or groups whose point **view** is little or not developed.
- Addressing the use of writing : which elements influence the reader ?
- Analyze the relationships between the characters



• Transforming the text

- Analyze one or more views on the subject.
- Imagine a way to present the text in another genre in order to refute the view **of the author....**

• Acting

- Take a stand and imagine possible actions compared to what has been read.
- Make fair and responsible decisions

