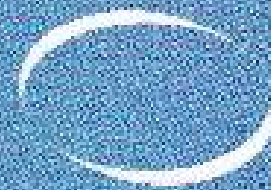


*Pilgrims*

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International  
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Language

# IATEFL 2019

## Liverpool Conference Selections



Edited by Tania Pattison

# Pilgrims

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Younkins, E. W. 2016. *Capacities and Constraints in Imaginative Literature: Propositions on Business from North and Poets*. Lanham: Lexington Books

### 10.3 Designing an English reader with area studies bias

**Amella Babayan** *Yerevan State University, Yerevan, Armenia*

#### Introduction

Being well-read of the world (McRae 1991) is no longer a feature of the intellectual elite of any society but a must in our swiftly globalising world. The same can be said for having a good command of English. Extensive reading through graded readers is one of the gateways to better English.

Taking advantage of the fact that readers can provide a convenient framework for area studies information, we have come up with a format for an English reader which blends the components of the literary narrative weaved into the canvas of research in area studies, accompanied by language teaching assignments and exercises. This may open interesting perspectives for EFL authors and materials writers.

#### The reader

The purpose of the reader is threefold: (1) to equip students with easy-to-read extensive reading material, which will grab their interest both cognitively and emotionally; (2) to expand their knowledge about a given country, its history, cultural traditions and current issues; and (3) to enhance their English speaking and writing competence with targeted tasks. The process of writing such a reader is a constant interplay and fusion of three components: research, literary format and language practice.

#### Research

The core material of the book is provided by research, which can cover a wide range of aspects – from history, geography, ethnography, art and folklore to the latest political events or scientific advancements – all making the multi-coloured carpet-map of a nation's life. The choice of the scope of research is greatly determined by the author's vision. However, to ensure the factual, scientific validity of the data to be used, the sources that the author studies should be accurate, valid, authentic and upheld by the people of the given country, so as to avoid an incomplete or one-sided presentation of the matter. A point not to overlook in the research is the special care for seemingly minute details, which often turn out to be essential while creating the emotional colouring of certain characters, settings or events.

#### The literary format

After having accumulated a considerable amount of research data, the time comes for its literary embodiment: the time to invent the storyline, the plot with its climax and developments, the suspense which will urge the reader to read on to the end, the characters with their relationships, while making all these rest upon the rich fabric of the area studies research.

My book, *From Intense to Love*, is a story of two individuals whose relationship

develops through face-to-face and email encounters. They come to know each other by speaking about their experiences, memories and projects, and by presenting their worlds to each other through the cultural, historical and political prisms of their homelands – the prisms that have shaped their personalities. They supplement their emails with attachments sharing stories of their lands. These supplements later serve as an excellent material for language practice.

Accordingly, the author should choose the most appropriate literary genre, the one that will provide the best opportunities to proceed with the job of blending the fiction elements with area studies material. For my book, I chose the epistolary genre as it was suitable for a plot where two people living in faraway countries converse predominantly through emails. But I am sure that readers can be written in various genres – from detective stories to adventure books and fairy tales.

#### The language component

With regard to the choice of language for the narrative and its characters, much is determined by the language level of the prospective readers. The level indicator specifies the grammatical material, phraseological units, stylistic elements and choice of vocabulary. Another issue to consider is the language register, which is a sophisticated tool for creating the atmosphere of settings, subtle nuances, concrete messages and different characters. Finally, the rich material of the book offers vast possibilities for numerous language assignments and exercises to develop oral communication, as well as presentation and writing skills.

#### Conclusion

Readers with area studies bias, apart from being powerful tools for language learning, can serve as excellent means of enhancing cross-cultural awareness. Writing such readers requires creativity and imagination, knowledge of literary craftsmanship, language teaching expertise and an abundance of material from area studies research.

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### 10.4 Goldilocks revisited – from folk tale to picture book in primary EFL

Annett Kaminski *University of Koblenz-Landau, Germany*

#### Introduction

This talk focused on the story of *Goldilocks and the Three Bears* that young native speakers of English have enjoyed since it was first published in storybooks for children more than 150 years ago. This story about a girl who enters the house of the bears

while they are out, cats from their por smallest bed, is still omnipresent thro lectures, TV programmes and YouTube part of a child's upbringing in the Em makes it an interesting resource for EF as well as improving cultural understan

#### Transformation from coarse folk

When the story was first written down nosy little girl and a bear family but of three bachelor bears uninvited, spa Mum's handwritten version with accom Toronto Public Library), the story is c it was well known at the time.

Six years later, the first printed vers means collection of writings entitled ' introduced as a story that the Doctor times and that 'never fails of effect' (So tradition of the tale. Hence, Southey r However, it has also been suggested th a Norwegian tale about three bears and (Linn 2003). After all, Nicol's versifie own in 1839, to the 'unknown author'.

It is noteworthy that a few changes t children's collections such as Joseph O People (1850). The visitor seems less w Hair and she does not use profanity. In Brooke (1900) and Steel (1922), the g Goldilocks, it appears in the title of the. This modern version has become more picture books (e.g. Delmage and Scott).

#### Implications for teaching

The changes to the narrative mean that young readers can identify with. The n of the Little Bear are both notions that themselves, which can create a genuine

As part of the narrative, events happo tales. Goldilocks tries out all three bowl help learners to understand and predic knowledge of folk tales in their own lan nities to experience the same language gain a basic understanding of word mea

Onomatopoeic expressions such as ' (when the straitest chair breaks); or 'a comprehension and can be reproduc