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**Dates del Simposi**

30 de juny – 1 de juliol, 2022

**Lloc**

Online: Universidad Internacional de La Rioja (UNIR)

**Títol del Simposi**

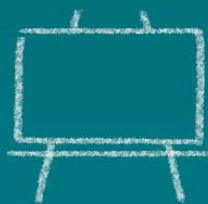
XV Simposio Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura: Hibridismo: Artes y otros saberes aplicados a la didáctica de la lengua y literatura

**Títol de la Comunicació**

What's in a class? Flipping, translanguaging, co-teaching and Shakespeare



C



A

Presenting

# XV Simposio SEDILL

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Hibridismo: artes y otros saberes aplicados a la didáctica de la lengua y literatura

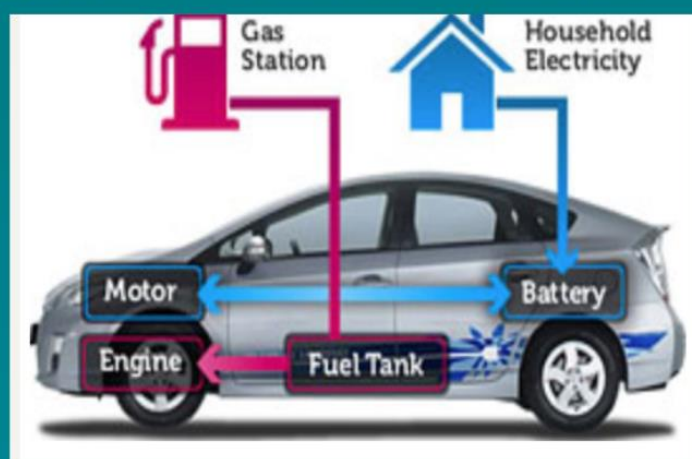
Braga, June 2022

B

D



# WHAT DO THESE PICTURES HAVE IN COMMON?



THEY ARE ALL HYBRIDS

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**What's in a class?**  
**Flipping, translanguaging, co-teaching and Shakespeare**

[+ INFO](#)

THEY ARE ALL HYBRIDS



**3rd-year undergraduate primary education  
teacher trainees**



**Blanquerna**

UNIVERSITAT RAMON LLULL

BARCELONA

Facultat de Psicologia,  
Ciències de l'Educació  
i de l'Esport



**2018–2022 face-to-face**  
- 2020, **online**



**'Teaching Second and Third Language  
and Literature': compulsory subject**

What  
Flipp  
Shak

and

# OUTLINE

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## 1 Key concepts

A Flipped classroom

B Translanguaging

C Teaching literature to children

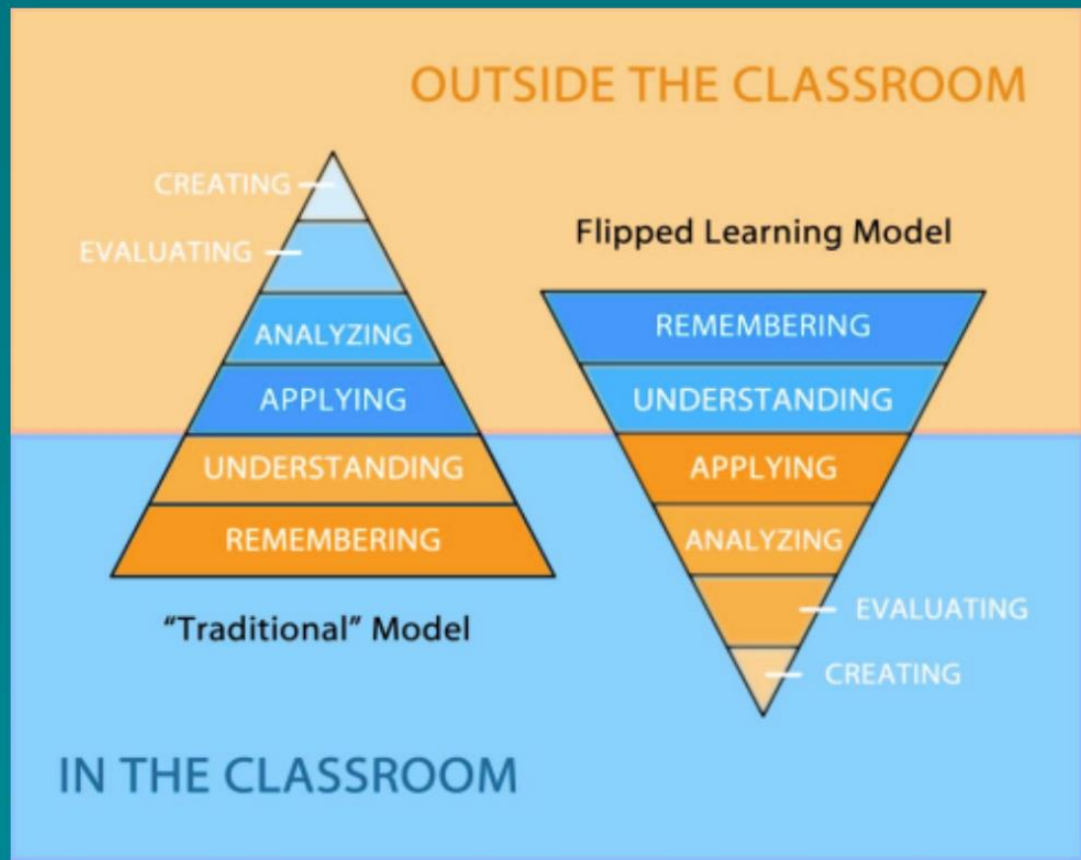
D Co-teaching

## 2 Putting key concepts into practice

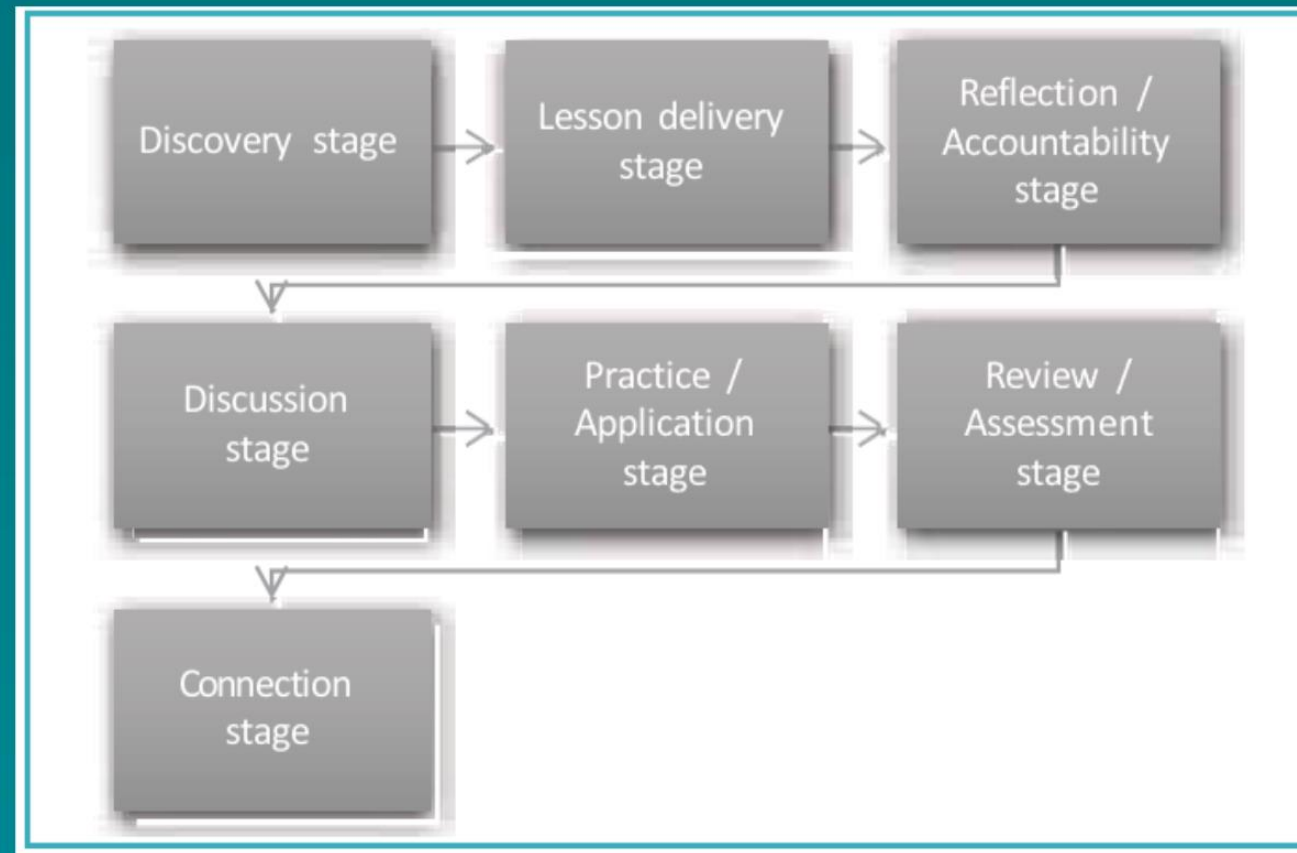
## 3 Conclusions & feedback



# THE FLIPPED CLASSROOM APPROACH



(Wagoner, et al., 2016)



(Adapted from Kirch, 2016)

# TRANSLANGUAGING

“deployment of a speaker’s full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages.” (García and Kleyn, 2016)

LANGUAGE



LANGUAGE

"Students can develop valuable language skills by establishing meaningful cross-linguistic comparisons" (Swain and Lapkin, 2013).



# TEACHING LITERATURE TO CHILDREN

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culturally enriching

model of 'good' writing

authentic and memorable  
(Sell, 2005)

"contributes to personality  
growth, development and social  
skills"

"acceptable relationships require an  
understanding of the feelings and  
viewpoints of others"

"contains numerous moments of  
crisis, when characters make  
moral decisions and contemplate  
the reasons"

(Norton, 2010)

# CO-TEACHING

## Benefits

01

stronger and more creative lessons

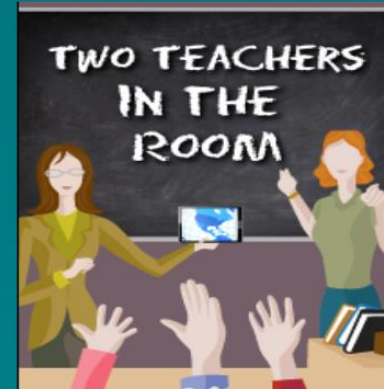
02

greater interaction between students and teachers

03

mutual feedback by teachers on their strengths and weaknesses

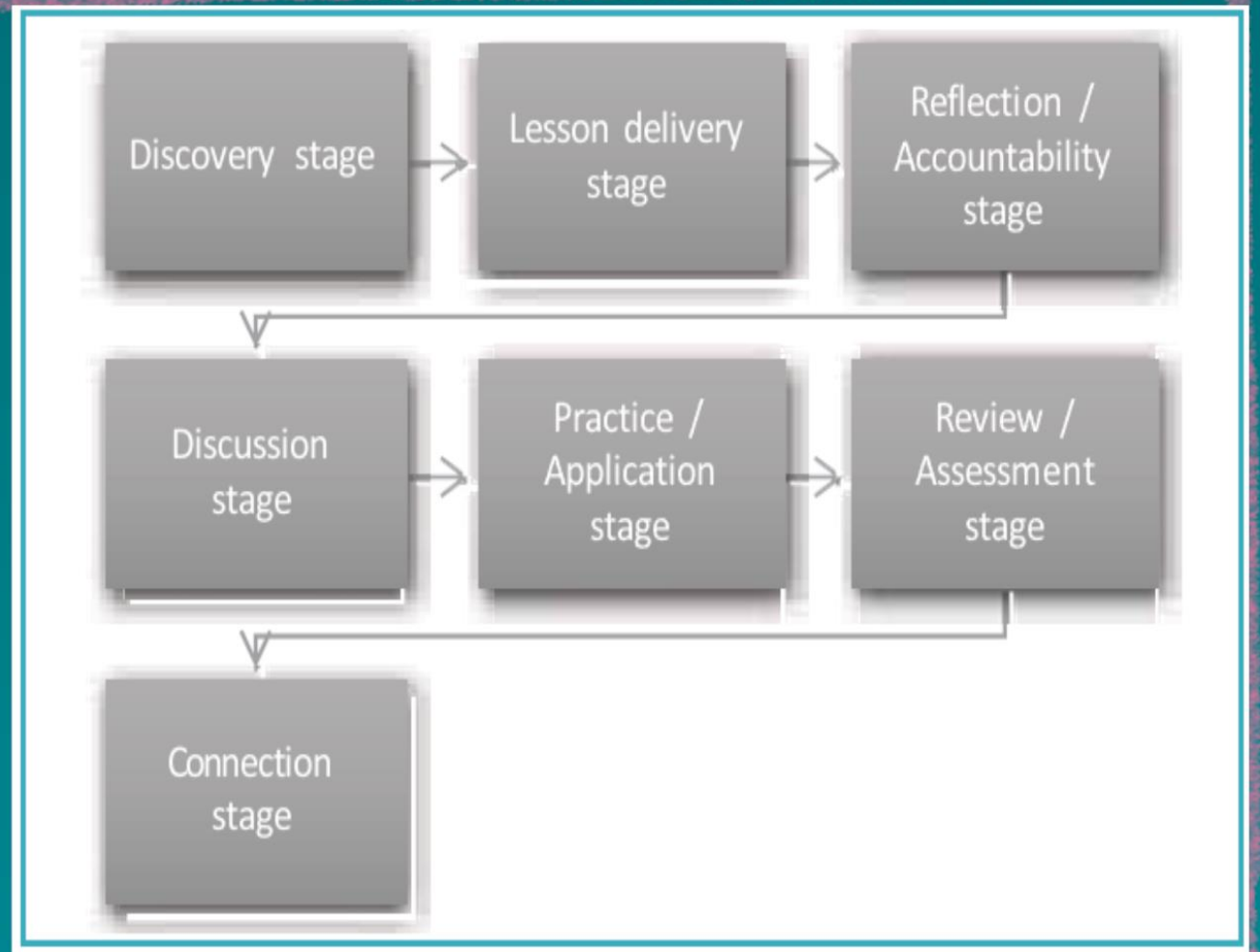
(Johnston and Madejski, 1990)

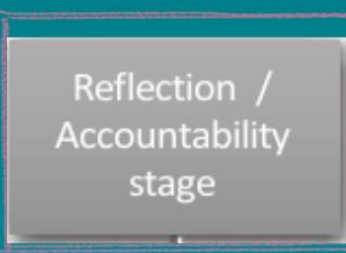
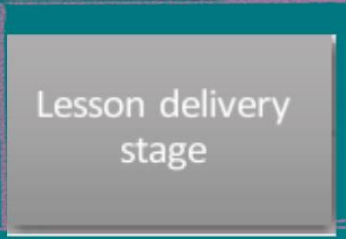
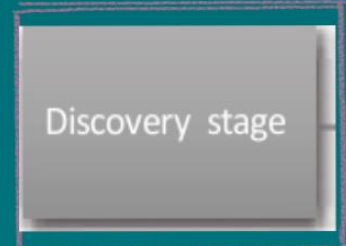


Team Teaching model (Cook, 2004)

## 2 PUTTING KEY CONCEPTS INTO PRACTICE

The 7-stage flipped learning lesson cycle

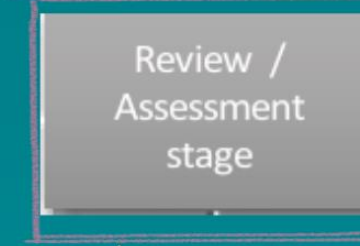
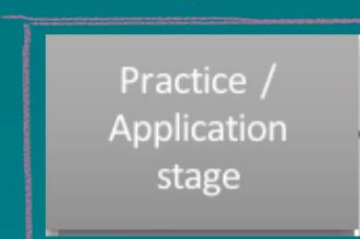
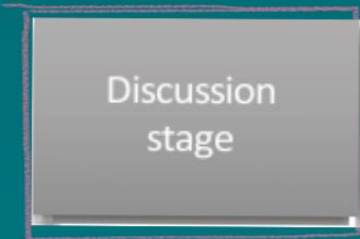




*In class: previous session- introduce topic - why teach literature to primary children in additional language*

*At home: trainees read online text (Moodle) describing 5 steps in literature lesson plan: 1) warmer, 2) before reading, 3) understanding text, 4) understanding language 5) follow-up activities*

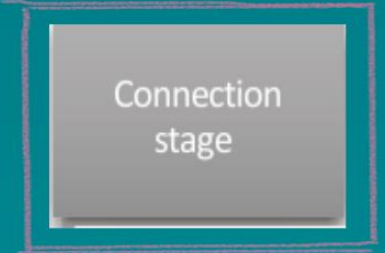
*At home: trainees Read, Summarise steps in literature lesson and formulate Questions - (RSQ)*



*6 In class: Trainees submit worksheets to show understanding of lesson*

*In class: trainees RSQs - basis for discussion. Teachers correct misconceptions*

*In class: trainees identify same 5 steps in literature lesson for children - trainees assume role of late primary education children. Bridging activity - translanguaging*



*In class: link to subsequent session*

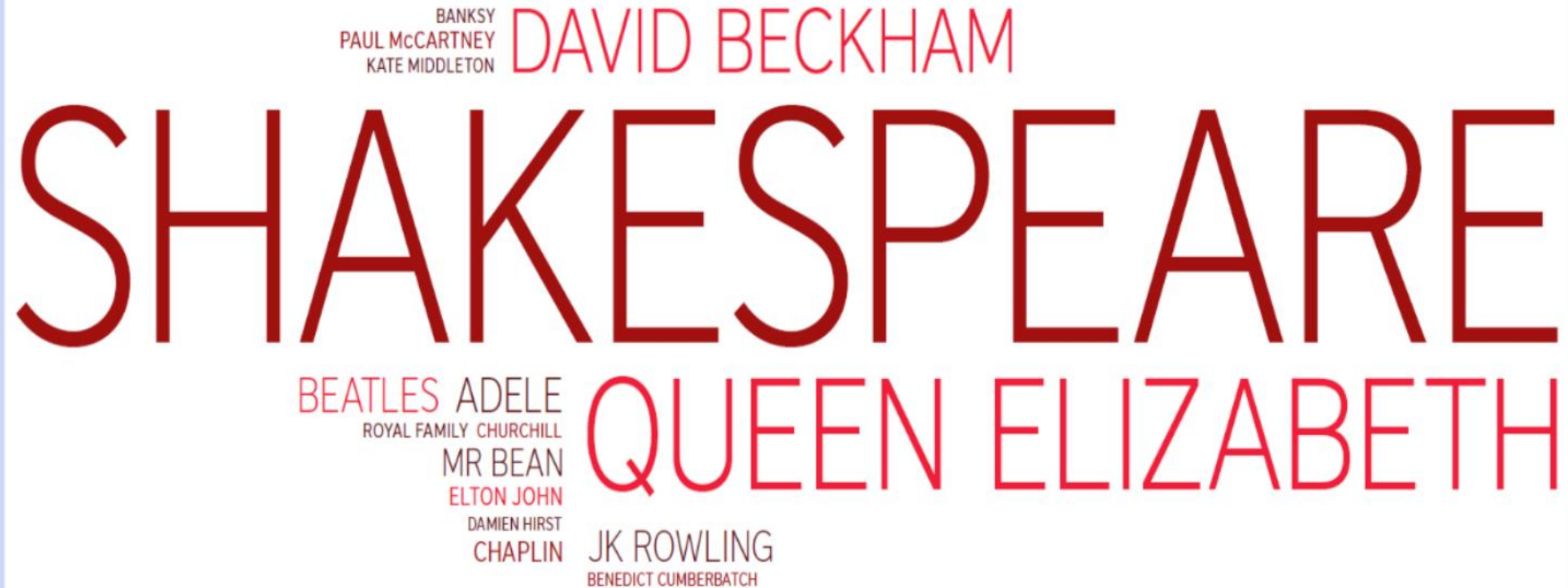


# STAGE 5: Application

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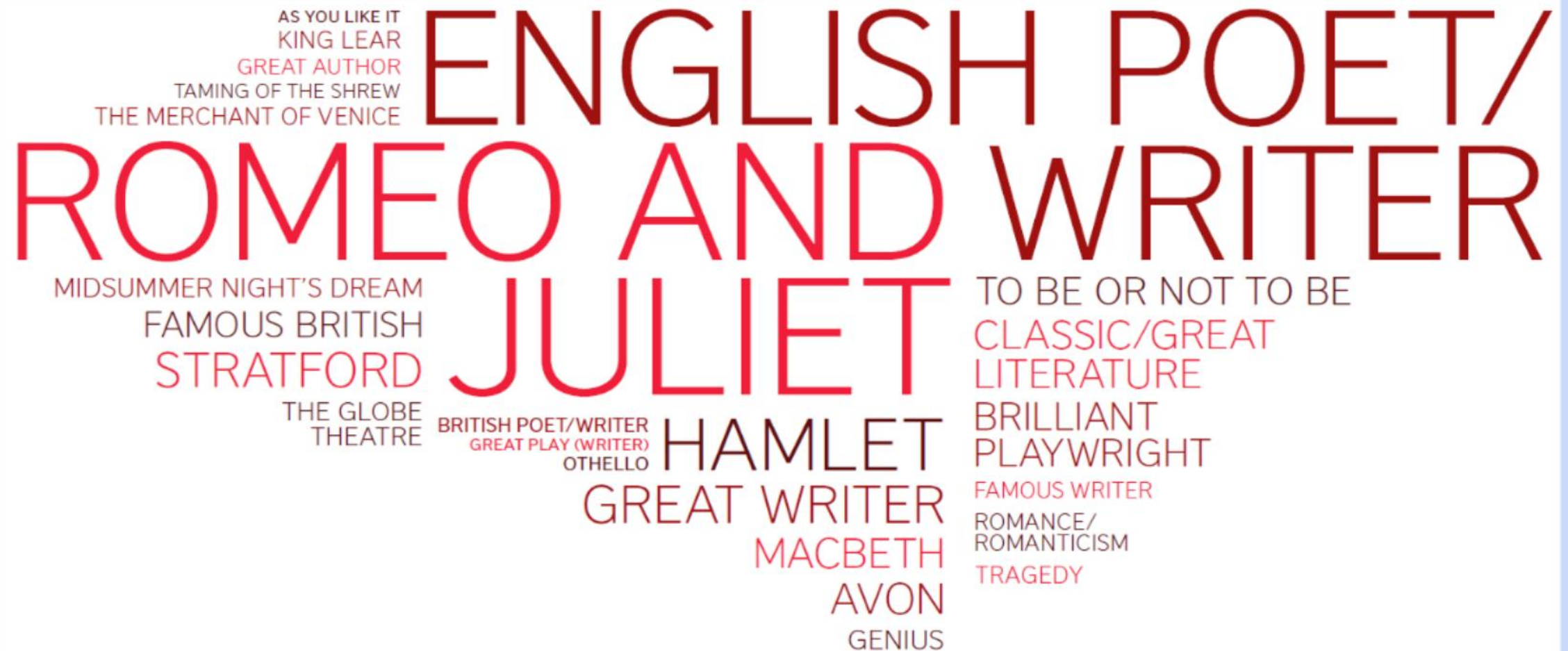
Hook	Step 1 Warmer	Step 2 Before reading	Step 3 Understanding text	Step 4 Understanding language	Step 5 Follow-up activity
<div>1</div> <div>2</div>	<div>1</div> <div>2</div> <div>3</div> <div>4</div>	<div>1</div> <div>2</div>	<div>1</div>	<div>1</div> <div>2</div>	<div>1</div>
Grab students' attention	What do "children" already know?	Pre-teaching language & predicting story	"Children" read text – explain what they have understood	Unfamiliar words Translanguaging	Opportunity for "children" to do some drama in the classroom.

Name a person in UK culture you are interested in



Base: Five-country data (5,029); 18–34 year olds in Brazil (1,003), China (1,007), Germany (1,003), India (1,006), US (1,010), Fieldwork December 2013 – January 2014.  
Data presented here is weighted to relevant national populations. Source: Fieldwork – Ipsos MORI; Analysis – In2Impact.

What do you think about when you see the name 'William Shakespeare'?



Source: YouGov (November 2015). Base: Adult (18+) population (n=18,042) in Australia (1,072), Brazil (1,007), China (1,043), Egypt (1,004), France (1,014), Germany (2,059), Hong Kong (1,140), India (1,000), Indonesia (1,088), Mexico (1,014), South Africa (1,019), South Korea (1,276), Turkey (1,009), USA (1,162), UK (2,135).



## ACTIVITY 3A for this stage of the lesson: Video on William Shakespeare

### Video: William Shakespeare

#### A. BEFORE WATCHING THE VIDEO

Shakespeare	twins	London	theatre	actor	play
clap	boo	musicians	comedy	tragedy	history
					
	Shakespeare				
					

**British Council LearnEnglish Kids:** <https://learnenglishkids.britishcouncil.org/short-stories/romeo-and-juliet>

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	Shakespeare				
					

**British Council LearnEnglish Kids:** <https://learnenglishkids.britishcouncil.org/short-stories/romeo-and-juliet>

1. Watch the video: William Shakespeare
2. Complete activity on the next slide



1. Did you learn anything else about the author?

2. Add the information to your poster

C. AFTER WATCHING THE VIDEO: Order the sequence

1

He helped build a new theatre called The Globe, which opened in 1599.

Three years later he married Anne Hathaway and they had three children.

William Shakespeare was born in 1564 in Stratford-upon-Avon, in England.

He died when he was 52 on 23 April 1616.

He worked in London as an actor and then started writing plays.

William left school when he was 14 or 15.

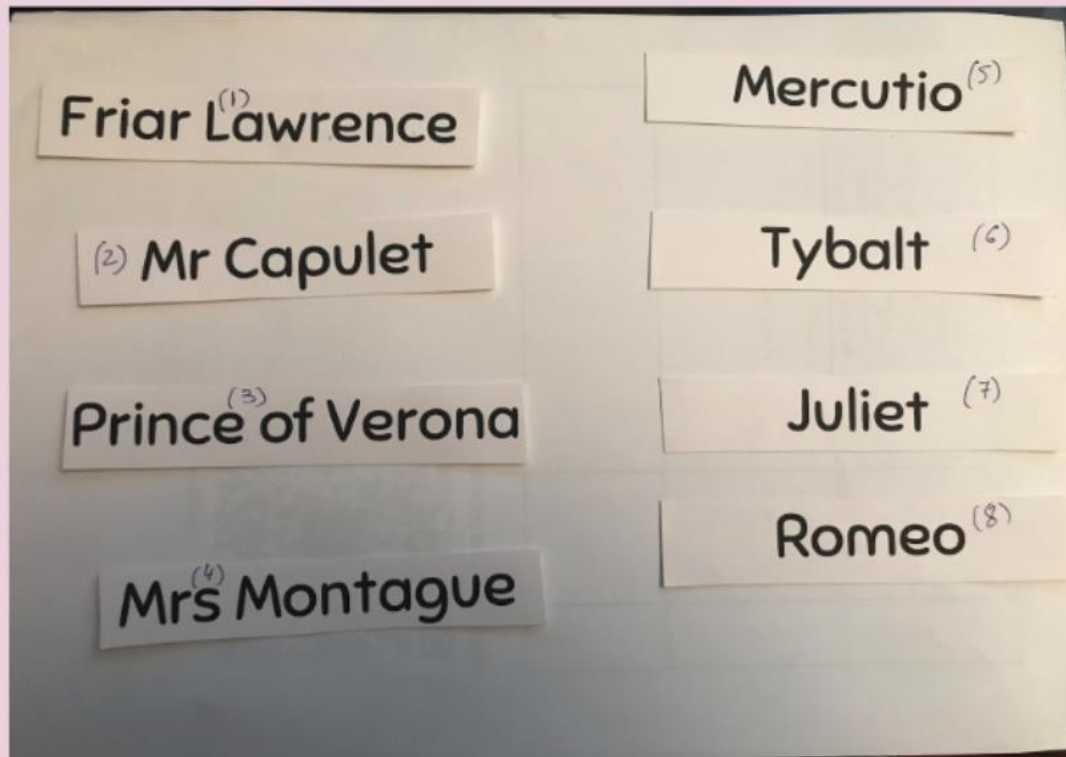
He wrote at least 38 plays, and was rich and famous.

Sometime before 1590 he left Stratford and went to London.

M	U	S	I	C	I	A	N	S	Z	L	U
P	O	Y	M	O	L	V	I	C	T	W	H
T	G	A	U	M	A	A	P	R	H	F	I
W	B	X	D	E	J	C	P	L	E	Z	S
I	L	O	N	D	O	N	T	X	A	K	T
N	S	V	O	Y	H	B	Q	O	T	Y	O
S	H	A	K	E	S	P	E	A	R	E	R
Y	E	T	N	W	T	R	A	G	E	D	Y

## Activity 1 Flash cards: main characters in the story

Match the names to the pictures:



ACTIVITY 4: Video: Romeo & Juliet- The story

VIDEO: Watch the video and complete the next activity (next slide)



ACTIVITY 5: The story- jumbled text

1

Romeo Montague and Juliet Capulet fall in love.

Romeo kills Tybalt so the Prince of Verona sends him away.

The Capulet family and the Montague family are always fighting.

Romeo is so sad that he kills himself, then Juliet sees Romeo is dead and she kills herself.

Romeo doesn't get Friar Lawrence's letter and thinks Juliet is dead.

Tybalt, Juliet's cousin, kills Mercutio, Romeo's friend.

The families are so sad that they agree not to fight any more.

Juliet makes a plan with Friar Lawrence to drink a special drink and pretend to be dead.

### The Balcony scene:

**ACTIVITY 1:** Read the script (text) in 3s/4s (see next slide):

Romeo/Juliet/Narrator/Nurse

You can take turns to read



### ACTIVITY 2

The teacher asks the students more subjective questions about the scene:

- Feelings
- Character

*In the dark garden, Romeo suddenly sees a light. Juliet is standing on her balcony. She begins to speak to the night. She does not know that Romeo is listening.*

JULIET : O Romeo, Romeo! Why is your name Romeo? Let's change our names. Then we can love. Forget that you're a Montague. Or, if you love me, I will not be a Capulet. Montague and Capulet are only names. A rose can have any name. It always smells sweet.

ROMEO : I will change my name for you.

JULIET : Who's there? Who's listening in the middle of the night?

ROMEO : It's me, Romeo.

JULIET : Why are you there?

ROMEO : I love you. And I know that you love me.

JULIET : What shall we do? Our families are enemies.

ROMEO : We must get married secretly. We will do it tomorrow. I'll tell the Nurse where you must meet me. Will you marry me?

JULIET : Yes, Romeo. But will you be true?

ROMEO : Yes, my darling.

NURSE : Juliet! Juliet!

JULIET : Good night, Romeo. I must go. The Nurse is calling.

ROMEO : Good night, Juliet.

NURSE : Juliet! Juliet!

JULIET : I'm coming, Nurse. Good night.

ROMEO : Good night.

JULIET : Good night.

ROMEO : *(further away)* Good night.

JULIET : It's very sad and very sweet to say good night. But tomorrow, we will be married.

## ACTIVITY: Learn new expressions

### Famous lines from *Romeo and Juliet*:

1. **Thus** with a kiss I die. (= **Like this**)
2. O Romeo, Romeo, **wherefore** art thou Romeo? (= **why are you**)
3. For never was a story of more **woe** (= **sadness**)  
Than this of Juliet and her Romeo.
4. **Parting** is such sweet sorrow. (= **saying goodbye**)
5. What's in a name? **that** which we call a rose (= **the thing**)

# Assignment 3: Identify this next stage (number?) in the lesson plan: Teaching languages: ACTIVITY 1



Use the jumbled text about the storyline (SLIDE 8)

- |   |                                                                                              |
|---|----------------------------------------------------------------------------------------------|
| 2 | Romeo Montague and Juliet Capulet fall in love.                                              |
| 4 | Romeo kills Tybalt so the Prince of Verona sends him away.                                   |
| 1 | The Capulet family and the Montague family are always fighting.                              |
| 7 | Romeo is so sad that he kills himself, then Juliet sees Romeo is dead and she kills herself. |
| 6 | Romeo doesn't get Friar Lawrence's letter and thinks Juliet is dead.                         |
| 3 | Tybalt, Juliet's cousin, kills Mercutio, Romeo's friend.                                     |
| 8 | The families are so sad that they agree not to fight any more.                               |
| 5 | Juliet makes a plan with Friar Lawrence to drink a special drink and pretend to be dead.     |

L2



L1



ENGLISH

contrast/analysis

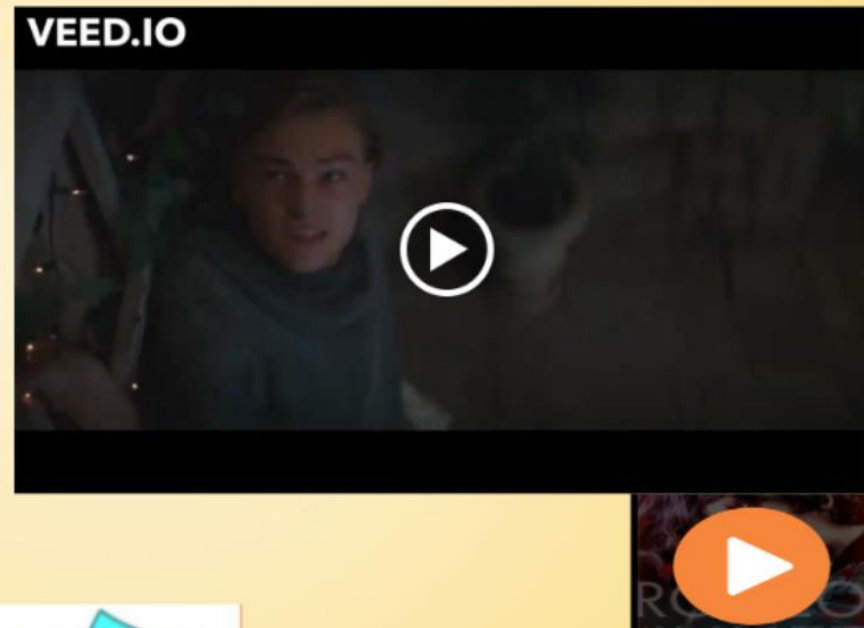
CATALAN/SPANISH

## Assignment 3: Identify this last stage (number?) in the lesson plan:

### ACTIVITY 1

- Watch scene (modern version):

[Romeo and Juliet](#)



### ACTIVITY 2

- Performance: Act it out !



# 3 CONCLUSIONS

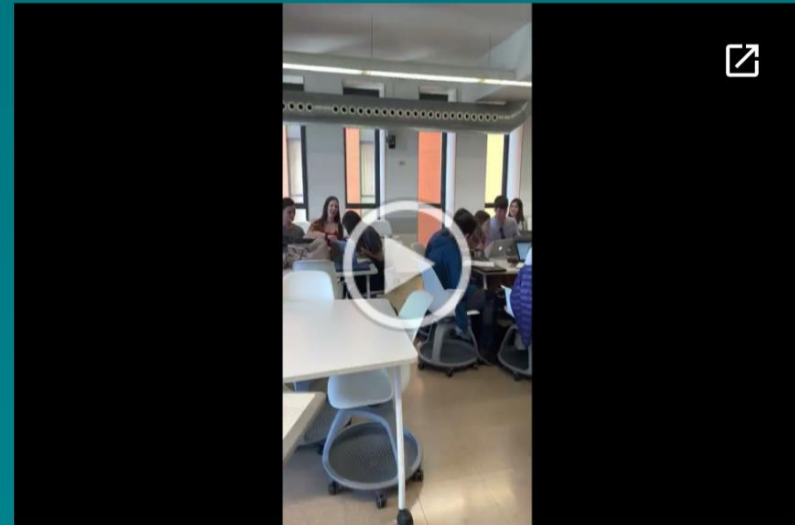
Real-life teaching is a holistic enterprise

Use of different approaches and techniques can maximise benefits for pupils

Trainees can consider using other literatures

Trainees can also use translanguaging, a flipped approach for other subjects, and invite colleagues to co-teach.

# PHOTO, VIDEO & TRAINEES' FEEDBACK





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i de l'Esport



A



C



THANKS!

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B



D

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