



# EXPLORING NEW WORLDS AND SOCIETIES THROUGH LITERATURE: AN INTERACTIVE APPROACH TO LEARNING ENGLISH

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**ACTIVITY:**  
**READ THIS EXCERPT AND DISCUSS YOUR INTERPRETATION AND  
ANALYSIS WITH A PARTNER**

“The best thing, though, in that museum was that everything always stayed right where it was. Nobody’d move,” p. 131.

“Nobody’d be different. The only thing that would be different would be you. Not that you’d be so much older or anything. It wouldn’t be that, exactly. You’d just be different, that’s all,” p. 131.

“I kept walking and walking, and I kept thinking about old Phoebe going to that museum on Saturdays the way I used to. I thought how she’d see the same stuff I used to see, and how she’d be different every time she saw it...Certain things they should stay the way they are. You ought to be able to stick them in one of those big glass cases and just leave them alone,” p. 132.

*The Catcher in the Rye*, J.D. Salinger, 1951.


# WHAT DID YOU THINK?

## CRITICAL THINKING AND LITERARY ANALYSIS

Critical thinking (noun) is the objective analysis and evaluation of an issue in order to form a judgement.

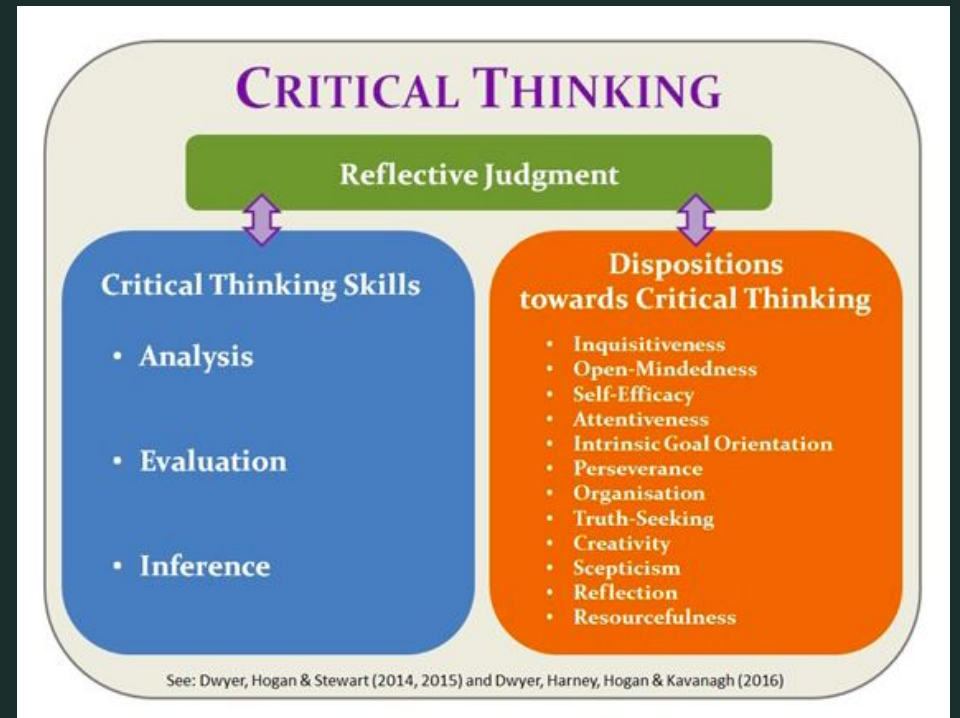


Critical thinking skills are skills requiring ways of thinking that are deeper and more complex than the kind of 'everyday' thinking that we use to, say, cook a meal.

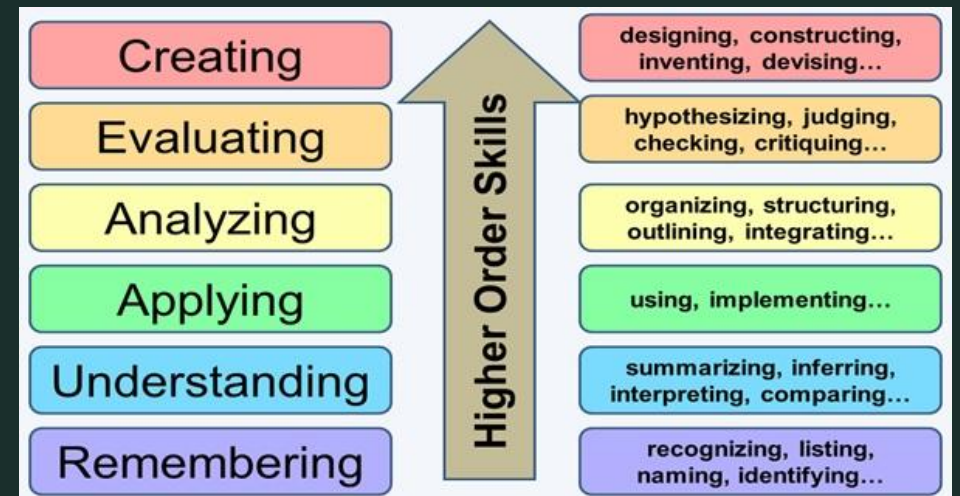


Critical thinking is about questioning and learning with an open mind. It helps you develop well-reasoned arguments of your own, use and draw on evidence to justify your arguments and ideas, and to synthesize your thoughts and the thoughts of differing authors/researchers/theorists.

# CRITICAL THINKING



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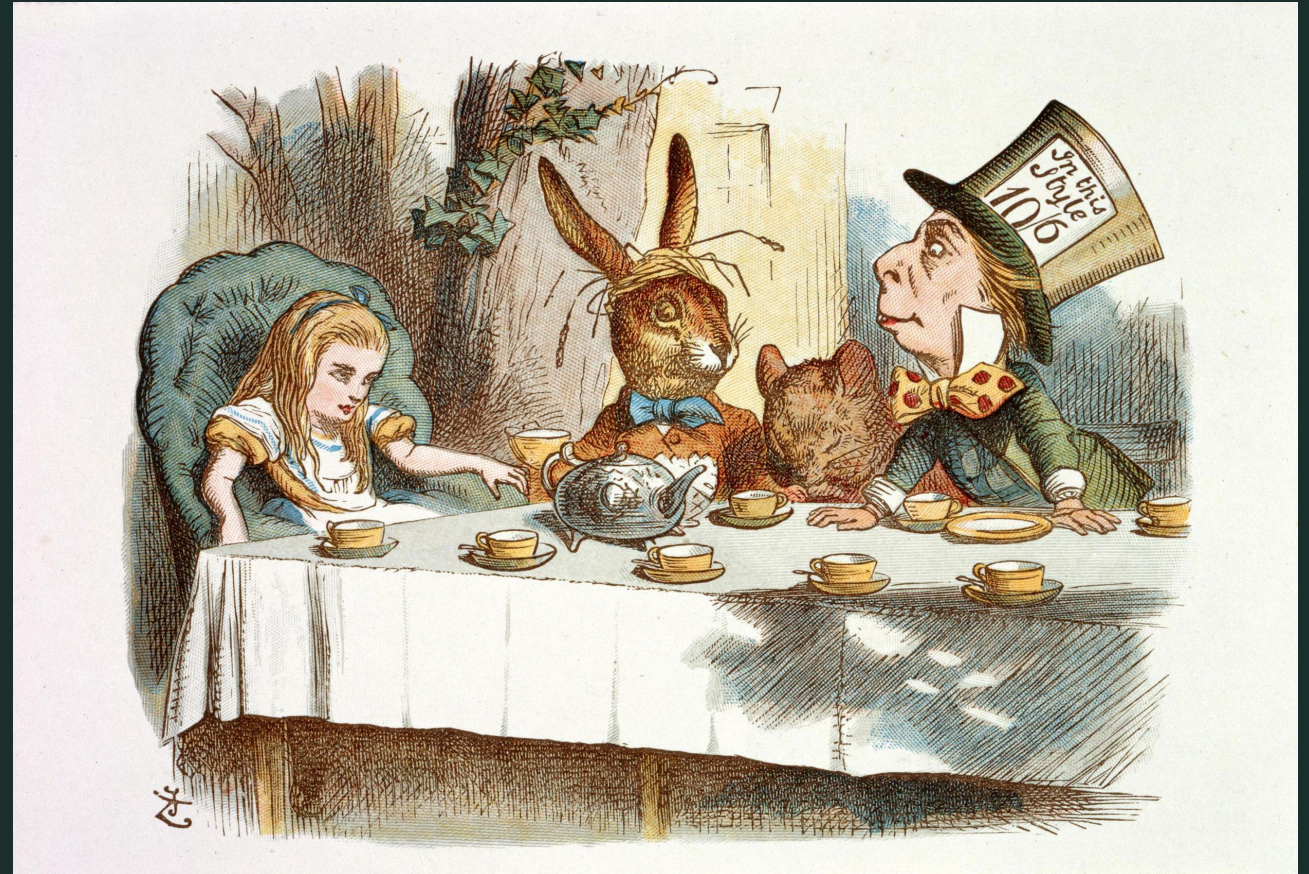
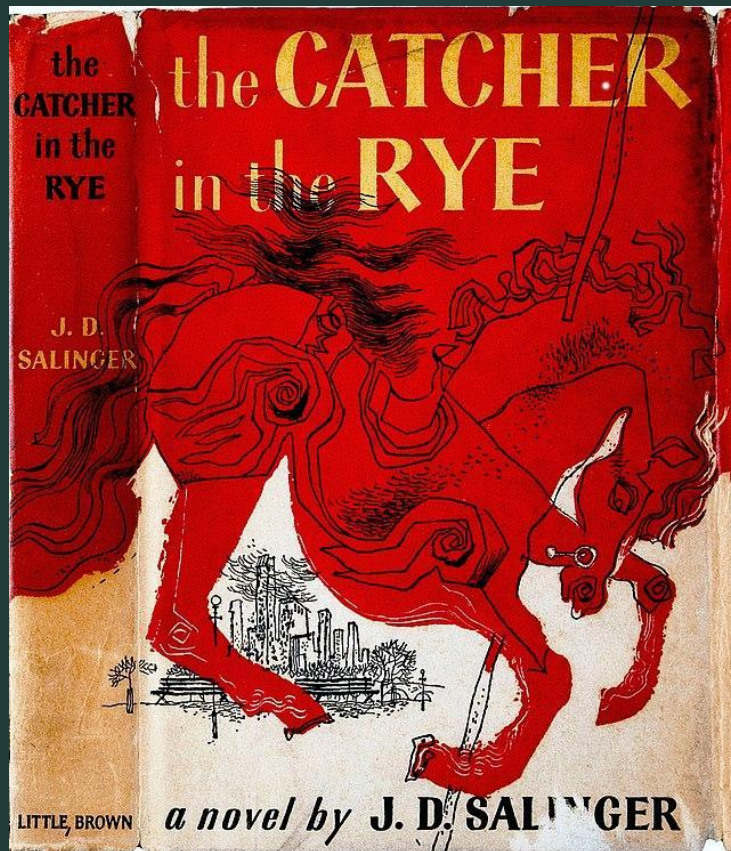


Bloom's Taxonomy of Educational Objectives (1956)



SEDA'S INTERACTIVE ENGLISH  
MODULE:

'EXPLORING NEW WORLDS AND  
SOCIETIES THROUGH LITERATURE'





“It is a long tail, certainly,” said Alice, looking down with wonder at the Mouse’s tail; “but why do you call it sad?” And she kept on puzzling about it while the Mouse was speaking, so that her idea of the tale was something like this:—



“Fury said  
to a mouse,  
That he met  
in the house,  
‘Let us both  
go to law:  
I will prose-  
cute you—  
Come, I’ll

take no de-  
nial: We must  
have the trial;  
For really this  
morning the nothing  
to do said the mouse  
to the cat: Such a  
trial, dear sir,  
will no jury  
or judge  
would be  
wasting  
our breath.  
I’ll be judge, jury;  
I’ll be said cunning  
old Fury;  
I’ll try the  
whole  
cause,  
and  
con-  
demn  
you to  
death.”

# TALE OR TAIL

## Homophones!

‘literature provides a rich context in which individual lexical or syntactical items are made more memorable.’

Literature in the Language Classroom: A Resource Book of Ideas and Activities By Joanne Collie and Stephen Slater, p. 5.

However, Alice finds herself so lost in the changes she passed through that, more than ever, is hard to recognize and understand who she is. Alice changed indeed. She adapted herself so she could survive in Wonderland (from her size to her behaviour and being more careful with the way she speaks) as is seen when she meets the Duchess for the second time, and have to protect herself from the tentative of the Duchess to controls Alice's thoughts: "*Thinking again?*", *the Duchess asked [...] 'I've a right to think!', said Alice.*" [p.91]. Despite the fact Alice get wiser, once she had to learn how to protect herself in that strange world, the consequence is she no longer knows for sure who she is.

However, Alice finds herself so lost in the changes she passes through, and more than ever, it is hard to recognize and understand who she is. Alice changes indeed. She adapts herself to survive in Wonderland (from her size to her behaviour and being more careful with the way she speaks) as is seen when she meets the Duchess for the second time, and having to protect herself from the tendency of the Duchess to control Alice's thoughts: "*Thinking again?*", *the*

*The Catcher in the Rye* is an American novel published in 1951 by J.D. Salinger. The novel deals with complex issues portrayed by the life experience of the protagonist, Holden Caulfield, who is a teenager living in New York City. One of the topics discussed along the story is depression. During the 1950s and 1960s diagnosis and treatment for depression had significant progress. An example of this was the first edition of DSM (Diagnosis and Statistical manual of Mental disorders) in 1952. After centuries of controversy, about the conversation of depression being caused by a chemical imbalance and depression rooted in emotional response to outside factors, doctors started treating depression as if both things caused it. Medications and talk therapy were first used for depressed patients during the 1960s and this practice still goes on today. Holden's depression is evident throughout the novel in several situations he faces. Psychotherapy is discussed on the last chapter when he narrates his conversation with a psychoanalyst about his life situation. The protagonist's journey can also be explained from a biographical standpoint and its analysis about the



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RE Reilly, Esther Joy  
Good. Can you provide a few examples even in the introduction?

Reply

RE Reilly, Esther Joy  
Great use of extra scholarly sources. Don't forget to provide the source.

Reply

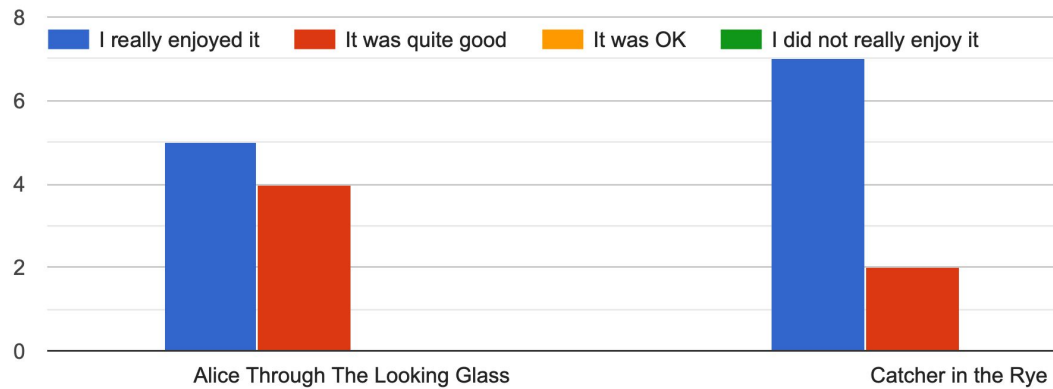
RE Reilly, Esther Joy  
Ok, good point. I'm sure you will provide many examples as the essay goes on.



WHAT DID THE STUDENT'S THINK?

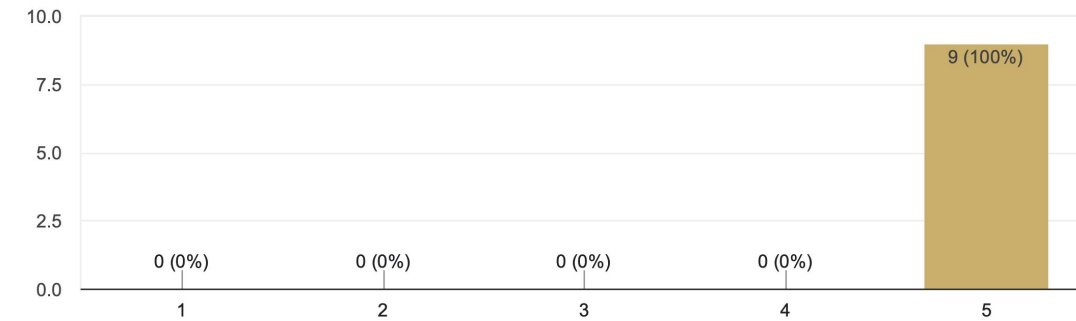
# COURSE FEEDBACK

What did you think of the books that you read on this course?

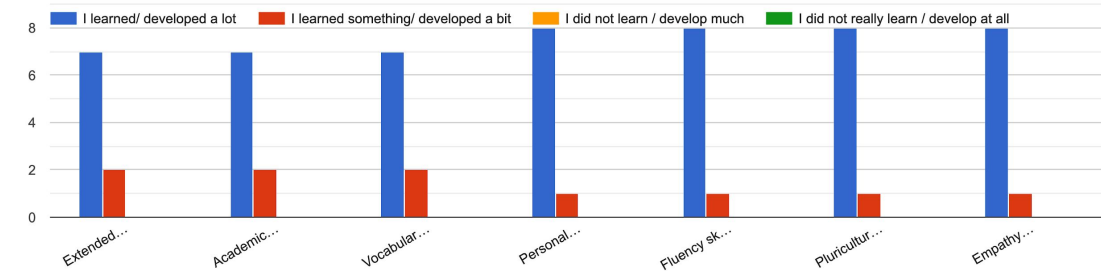


Did you enjoy this course and feel that it benefitted you?

9 responses



In terms of skills improvement, how much did you learn during this module



## In what way did this study of literature help you with your language learning?

9 responses

Reading, we could understand how phrases and different words are used and structured

I'm more confident when it comes to reading, I've improved my academic writing skills, and what's more important, I enjoyed the class and I didn't want to miss a single one.

I think about the writing it helped me a lot

I learned new vocabulary and expressions

Helped me in interpretation of texts

We read a lot

This course has helped me to identify better the structure of English language.

We always think about something, talk about it, and write.

It helped me reading without needing to stop after every word and not in a monotonous tone



What would you describe as the main thing that you learned during this module/ What was the main take-away?

9 responses

Reading out loud and how to approach a book

Writing an essay

Improving writing and reading

Analysis of text

It's fun to read novels in English

I learn how to be touched by the English language.

The way that I think  
Writing skills

I'm glad I was able to read two books and I could get used to read literature books because that was something I didn't had the habit to do

Please give any suggestions as to how we might improve this course?

5 responses

Maybe make it longer, with more books to read

Making it longer

The teacher made a great job including videos, movies, visits and extra material for the class

If you have any further comments, please write them here:

3 responses

This course got me back into reading books and made me enjoy writing. That is really powerful

# PERSONAL FEEDBACK

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'I really felt a big sense of accomplishment. Not only that, but I'm also looking to buy another book now. I went to the bookstore today, actually! I feel like it's the beginning of a good reading habit.' 😊 😊

-Cassio Thieme





# THINGS TO CONSIDER

## STARTING OUT

- Your student's: what is the appropriate level?
- Closed course even if your school has rolling enrollment

## READING

- Choose the right text: Children's Literature or Young Adult Literature
- Consider the length
  - Short stories, poems, plays, graphic novels, novella's
- Facilitate discussion but allow students the freedom to discuss the text together

## WRITING

- Short writing samples
- Have students peer review
- Focus on comprehension and context over small grammatical errors

# VALUE AND BENEFITS OF TEACHING ENGLISH LANGUAGE THROUGH LITERATURE

Allows/helps students to:

- Develop concepts and critically think (deduce meaning from context)
- Develop their language skills
- Explore a variety of subject matters
- Explore deeper cultural and historical connections
- Have fun and try something new

The point in our Interactive English course was not solely just about Literature, but about developing and using critical thinking skills to learn English in interesting and dynamic ways.

THANK YOU!

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