Genre-Based Teaching: A New Way of Teaching Texts and Multiple Literacies

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-initiated and developed
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- text and genre-based approach
Learning outcomes in most schools:

- Literacy proficiency in written and oral text
- Media literacy
- Critical thinking
- Meaningful expression

**additional charge for professors:**
- Team teaching
- Interdisciplinary teaching
students must be able to interpret texts in their professional environment

our goal is to develop those abilities in students

language learning not a means in itself (not just acquisition of grammar and vocabulary) but a means of engaging with and producing texts that represent various discourses

→ critical thinking; appropriate expression; multiple literacies
- text-based (authentic texts)
- genre-based (newspaper article, narrative; anecdotes; fairy-tales; etc.) approach → ask yourself, what lexical, grammatical resources do certain forms of text need?
- sequencing: theme-based learning units; textbooks replaced by carefully selected example texts of a genre
Advantages:

- Establishes awareness for the nature of language that might not take place in the native language
- Awareness of register: different social situations require different address and language (father vs. dad; child vs. kid)
- Establishes authority through language use: expert vocabulary; use of adverbs (for sure; regularly)
Example: Recipe

○ **Contextual Level:**

○ Field (Content/Nature of Activity): Cooking; (ingredients, action verbs; adverbs of time)

○ Tenor (Social Roles): neutral, authoritative (from expert to learner)

○ Mode (Role of language in the interaction): instruction; imperatives/infinitives

○ Stages of Genre (step-by-step way of accomplishing a goal): list of ingredients then instructions

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*There are three items I always have in my house: Guinness, Irish Whiskey and Irish Cream. Funny enough they are used more for cooking and baking than for drinking. This scrumptious Steak & Guinness Pie is one of my favorite meals.*

**Steak & Guinness Pie**

- 8 slices bacon
- 2 pounds round steaks
- 1 T flour (seasoned with a bit of salt and pepper)
- 5 onions, peeled and chopped
- 1/3 c raisins (optional)
- 1 c peas
- 2-3 T chopped parsley
- 1 t brown sugar
- 1 1/3 c Guinness stout
- 1 sheet puff pastry
- Oil

Brown bacon in frying pan. Crumble into small pieces.

Cut steaks into bite size cubes, roll in flour mixture, brown in bacon drippings; add extra oil if necessary. When browned place meat and crumbled bacon in a casserole dish.

Sauté onions in the bacon drippings/oil until golden, then add to the meat. Add the raisins, peas, parsley, brown sugar, and Guinness; cover tightly and simmer over low heat for 2-2 1/2 hours. Stir occasionally and add more Guinness or water if the gravy gets too thick.

Roll out pastry to fit casserole. Place on top of meat mixture and bake according to package directions or until puffed golden.

Yields 8 servings

**You can make the filling ahead of time and reheat just a bit before placing in casserole dish, covering with puff pastry and baking.
Example: Fairy Tale

- **Field:** fairy tale (specific motifs and elements; verbs in narrative past; repetitions)

- **Tenor:** neutral (narration); authoritative (moral)

- **Mode:** oral or written (verbs in narrative past; rhymes; formulaic beginning and ending; adverbs of time)

- **Stages:** Beginning – Conflict #1 – Resolution of Conflict #1 – Conflict #2 – Resolution of Conflict #2 – Conclusion/The End
Focus: Stages of the Genre

Narrating a Fairy Tale

A typical fairy-tale generally uses formulaic language (“Once upon a time...”) and usually follows a chronological order. The plot features a clear conflict that needs to be resolved by the end of the tale. Sometimes an initially easier conflict is substituted by a second, more challenging conflict that also needs to be resolved.

Please use the building blocks below to collect ideas, which can be used for writing a fairy-tale. Then please use this outline sheet to write your own fairy tale. Use vocabulary we have covered in class and the expressions from the handout “Fairy tale expressions.” We will do a peer-review in class on the originality, but also on the structure and elements of your fairy tale.

1. **Beginning:** How does your fairy tale begin? Who are the main protagonists? What is the setting?

   **Once upon a time...**

   There was a farmer, who had a wife/daughter....

2. **Conflict #1:** What is the first problem that arises? What is the first task?

   **Suddenly...**

   One day, the king happened to...
Fairy Tale Expressions/Phrases and Vocabulary

**Beginning of a Fairy Tale (Brothers Grimm)**

A widow had two daughters, the one was beautiful and industrious, the other ugly and lazy.

In olden times, when wishing still did some good, there lived a [noun] whose [relative clause]...

Once upon a time there was a [accusative]...

Long ago, at least two thousand years, there was [accusative]...

**Conclusion of a Fairy Tale (Brothers Grimm)**

And [character] is sitting there even today.

[character] led her into his kingdom, where he was received with joy, and for a long time they lived happily and satisfied.

Now all their cares were at an end, and they lived happily together.

...and was rich all the days of her life.
Focus: Mode (Role of the language)

- Have students identify the following elements in fairy tales by underlining, circling and creating their own lists of vocabulary and stylistic elements:
  - Stylistic elements of discourse in the genre: repetitions, contrasts; chronological narration; adverbs of time
  - Sentence elements: temporal subordinate clauses (then; thereafter...); relative clauses; adjective endings; verbs in narrative past
  - Vocabulary: fairy-tale specific words; detailed descriptions with adjectives
Fairy Tale Elements – Vocabulary List

After having read a good amount of fairy tales, students will be able to assemble their own collection of fairy tale elements (and vocabulary). To that end, hang big posters (one for each fairy tale aspect below) on the walls of the classroom, and have students walk around in small groups, adding their associations to the posters. Students can then copy their group work onto this work sheet, and use it as a master list for writing their own fairy tales.

<table>
<thead>
<tr>
<th>Places:</th>
<th>Characters/ Figures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the woods/forest</td>
<td>prince/princess</td>
</tr>
<tr>
<td>on the way</td>
<td>king/queen</td>
</tr>
<tr>
<td>in hell</td>
<td>evil step-mother</td>
</tr>
<tr>
<td>in a castle</td>
<td>evil step-sisters</td>
</tr>
<tr>
<td>in a little house at the edge of the woods</td>
<td>poor man</td>
</tr>
<tr>
<td>a well</td>
<td>beautiful girl</td>
</tr>
<tr>
<td>a cage/stable</td>
<td>witch</td>
</tr>
<tr>
<td></td>
<td>magician</td>
</tr>
<tr>
<td></td>
<td>devil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animals:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>owl</td>
<td>ring</td>
</tr>
<tr>
<td>duck</td>
<td>book</td>
</tr>
<tr>
<td>horse</td>
<td>spinning wheel</td>
</tr>
<tr>
<td>wolf</td>
<td>bones</td>
</tr>
<tr>
<td>dove</td>
<td>mirror</td>
</tr>
<tr>
<td>cow</td>
<td></td>
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<tr>
<td>pig</td>
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</tbody>
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| Actions: | |
|----------| |
From Reading to Retelling to Creating your Own Fairy Tale

Students tell unknown fairy tales based on pictures: Hans im Glück
Fairy Tale Moments – Fairy Tale Motifs

Ernst Bloch explains in his essay „The Fairy Tale Moves on Its Own in Time“ (1930) that fairy tale motifs could still be found in movies and literature of his time. By extension, this means that fairy tale motifs still exist in our culture and especially popular media today.

Please find images of fairy tale moments and fairy tale motifs in your everyday life. Bring 3 images to class in digital form, so we can project them and everybody can see them. Then please explain why these particular images depict something fairy tale-like.

1. Picture: Choose an image from the media. It can be an advertisement, a depiction of a Hollywood star, an illustration, a comic, etc.

2. Picture: Bring a picture from your past to class, which symbolizes a fairy tale moment in your life.

3. Picture: Be creative and create a scene or a still-life that depicts a fairy tale moment or object, and take a photo. You can draw and paint items, combine some ready-made objects, or ask friends if they want to participate in a “Tableau Vivant.”
• Hänsel und Gretel
• Der Wald
• Der Vogel
• Das Lebkuchenhaus
Letzten Sommer

- Wasserfall im Wald
- Auf dem Weg gewandert
- Wir haben uns im Wald verirrt
- Ein Sturm
- Dem Fluss folgen
Der vergiftete Apfel

- Wie Schneewittchen
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