

Does teaching literature to ESOL and Functional English learners promote deeper emotional participation of the students in the process of learning a new language?

Benefits of teaching English through literature to ESOL and Functional English learners

My name is Anna Kennedy.



I teach ESOL and Functional English at the Workers' Educational Association (WEA) in Reading.

Founded in 1903, the WEA is a charity and the UK's largest voluntary sector provider of adult education.

In 2013/14 we delivered 9,700 part-time courses for over 70,000 students in England and Scotland.



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Key Findings

Teaching literature certainly promotes deeper emotional participation of the students in the process of learning a new language.

Of the learners participating in the research:

- 100% learners found lessons more enjoyable
- 100% said reading helped them with learning English
- 67% were excited to know what happened in the stories
- 59% said they thought about the story after reading
- 8% admitted that stories made them feel emotional
- 37% said reading in class triggered interest to start reading outside class

Four case studies demonstrated a great degree of interest and emotional involvement in the process of reading and initiative to read further in English outside class.

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Research Question

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Research Summary



Assumptions



Parameters and scope



Research Rationale



Read the full report



Recommendations

1. Make this research available for all WEA ESOL and Functional English tutors.
2. Deliver a session to colleagues about the findings and discuss possibilities of their implementation in the organisation.
3. Further research is needed into this subject with a bigger group of learners and over a longer period of time.
4. This research project only covered higher level classes. However, it would be beneficial to try out a Book Club with lower level learners using shortened and adapted stories, Easy Reads and colour coded books from the library.