



Defamiliarisation

Focus: Raising awareness of knowledge and skills that readers bring to texts

Materials needed: Text in non-standard English



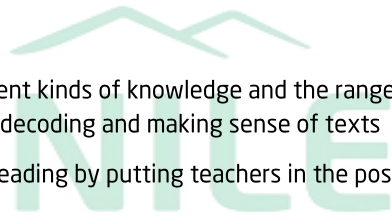
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Aims

- To raise awareness of the different kinds of knowledge and the range of skills employed by readers in decoding and making sense of texts
- To defamiliarise the process of reading by putting teachers in the position of learners

Procedure

1. Select a written text in a language with enough recognisably English lexis combined with enough non-standard English lexical items to simulate the experience of B1/B2 learners grappling with a text in English. Text could be in Scots (e.g. *Sisyphus* by Robert Garioch) or from novels written in non-standard (e.g. *Foxy-T* by Tony White) or modified English (e.g. *A Clockwork Orange* by Anthony Burgess).
 2. Working in groups, teachers 'translate' as much of the text as they can into standard English. At the same time, using 'think aloud protocols', they discuss and make notes on the processes involved, in order to identify the different kinds of knowledge (lexical, syntactic, textual, discoursal, contextual, cultural, topic-based) employed in their translation task.
 3. Re-group to enable teachers who have worked in different groups to complement each other's findings and work towards a more complete English version of the text.
 4. Whole-group discussion to focus on the processes and strategies used which, depending on the text chosen, are likely to include: hypotheses at word-, sentence- and text-level; reading aloud to reveal familiar words obscured by unfamiliar spelling; good guesses on the basis of knowledge of the world.
- **TIP 1:** Teachers will inevitably be preoccupied with getting the 'right' translation. To get them to focus on *processes*, have an accurate 'translation' prepared to hand out.
 - **TIP 2:** Have a PPT presentation prepared to provide a summary of what the reader brings to the text.



PART OF THE INTO GROUP

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