

Info Sheet

#instapoetry

Type of material

- Worksheets (A1, A2, A3, A7, A8, B1, B2)
- Language support sheet (A2.1)
- Mind map (A4)
- Method sheet (A5)
- Help-cards on brainyoo.de
- Sample solutions



Description

This teaching blueprint offers an approach to integrating the social medium Instagram as a learning tool in an uncomplicated and efficient way. It equips teachers with everything they need to bring the topic of 'Instapoetry' into the EFL classroom. The package includes a course plan as an overview as well as scaffolding material that can be adapted according to the students' needs. In addition, there are detailed worksheets and accompanying tasks which are progressively structured according to level to allow a high degree of learner autonomy. Therefore, the material fosters a variety of competences.

Main target group / level

B1 Level (CEFR)

Sek. II. approximately grade 10 to 11 or
'*Profilseminare*'
(*'Oberstufe'*)

Topic / learning goals

The students encounter the genre of Instapoetry by reading and analysing Instapoems by the famous Instapoet Rupi Kaur. One focus of the analysis is the interaction of the different modes. Based on the analysis, the students derive the genre characteristics which in turn informs their creative engagement in the writing and publishing process of their own Instapoems. Having gone through the cumulative phases of the *teaching-learning cycle*, which guides the students through the writing process, they should master the genre and produce individual creative and generic products.

Why is it important for TEFL?

The scenario offers an authentic and contemporary approach of integrating digital technologies that meet the 'zeitgeist' of the learners in the EFL classroom. It is carefully composed to ensure a successful, motivating and lasting learning experience that fosters the students' digital and functional communicative competences. It can be embedded into the curricular subject areas 'technology' and 'the individual and society' in which literature and arts should be experienced through creating texts (MBW, 2014, S. 51)

Notes:

- The scenario is designed for digital application with smartphones or tablets, although it can also be performed analogue after additional adaption.
- The author recommends informing parents and the school administration beforehand if using the students' mobile devices and social media accounts.
- The scenario intends the use of the App Instagram through student-owned accounts. The usage of these accounts must always be on a voluntary basis. Optionally, alternatives such as the platform *Zeob* can be used throughout the scenario to replace the functions of Instagram.

Main competence(s)

Writing skills:

- writing individual creative texts while using the appropriate text type in a goal-oriented way (MBW, 2014, S. 46)
- creating fictional texts in digital forms while going through and reflecting the phases of the writing process (MBW, 2014, S. 41)

Digital and media competence (MBWK, 2018, S. 14):

- planning a complex digital production and design, present, publish or share it via digital applications
- considering and meeting legal principles and requirements when dealing with social media (data protection, data security, copyright, personal and image rights)

Learning contexts

Expected prior knowledge

- experience with poetry analysis
- netiquette on Instagram
- phases of the writing process
- techniques for independent and cooperative work

Possible contexts of use

- literature classes: a modern take on poetry
- creative writing: genre-based work in creative writing process
- mandatory subject area: 'the individual and society'
- textual competence: access textual templates by writing one's own texts, including creative texts.

Tools / resources

- Smartphone / tablet / headphones
- Instagram / Zeob
- Oncoo, Brainyoo, OP.SH. / TaskCards, PowerPoint,
- short video clip from platform: <https://www.ditchthelabel.org>

