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Is there someone controlling us through media?

An elective workshop for seniors based on George Orwell's *Nineteen*

Eighty-Four

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INTRODUCTION

The perception of technology in society is changing. In the nineties, having a cell phone or even a computer was a restricted privilege; however, more recent generations of students are not only media savvy but have grown up in the company of technological devices. In the last decade as media became more accessible, our dependence on technology substantially increased. In the classroom, traditional means of reading might not be engaging as students are more reluctant to read a book and are more inclined towards using high tech devices such as iPads, tablets, among others.

In Chile, the Ministry of Education has applied a program in which students learn English literature through oral speeches and scientific articles from 11th to 12th grade. The purpose of the program is to assist the instruction and improvement of the four skills—reading, writing, listening and speaking—while learning different topics suggested in the National Curriculum. Nevertheless, engaging and motivating students in a foreign language classroom through literature is a very difficult task because they might not see the relationship between their own lives and what they are reading. In spite of the fact that students are expected to read in Spanish a compulsory a list of books, these books do not relate to their own experience, as I will discuss in my need analysis.

The literary genre of science fiction has been under emphasized by the National Curriculum especially in the instruction of 12th graders. This genre deals with themes related to science and technology in futuristic settings, and speculations about possible future events. Based on the absence of Science Fiction literature in the National Curriculum, this project will argue towards the motivational benefits of presenting social and cultural issues through the perspective offered by science fiction.

All this will be taught through the dystopian novel *Nineteen Eighty-Four*, as it will help students become aware of how media uses fear in order to control society. *Nineteen Eighty-Four* was published in 1949 by the English novelist, essayist, and critic, Eric Arthur Blair, also known by his pseudonym George Orwell. Throughout his work, Orwell depicts a totalitarian government ruled by Big Brother in the year 1984, where war never ends because of a totalitarian government. Orwell presents a context where there is no privacy due to the omnipresence of a telescreen that transmits Party information and propaganda, and provides information for the police to watch and listen to Party members at all times.

What Orwell portrays through his novel is a total surveillance society. In the telescreens, and almost in every place of London, there are images showing the presence of the Big Brother along with the words “Big Brother is Watching you.” Furthermore, there are Party slogans, which are: “War is Peace,” “Freedom is Slavery,” and “Ignorance is Strength.” Indeed, the society that Orwell is presenting in this book accepts the fact that two opposite concepts can be correct, and this is Ingsoc’s—the political ideology of the government present in Oceania—goal in order to control people’s mind.

Winston Smith, the protagonist of the novel, lives in Oceania, one of the world’s three superstates along with Eurasia and Eastasia. He is in his mid thirties and a member of the Party, which controls Oceania under the beliefs of Ingsoc, the English Socialism. He works for the Ministry of Truth and lives alone in his apartment, which also has a telescreen. Winston is an editor responsible for historical revisionism. His personal life is marked by the loss of his parents and sister during the Revolution that put an end to capitalism and established Ingsoc in Oceania. From beginning to end, Orwell describes Winston in order to present a man who struggles with his identity as the government enacts measures to eliminate personal identity and even citizens when necessary.

Although the major themes Orwell develops in the novel are totalitarianism, language, propaganda, love and sexuality, independence and identity, individualism, Marxism, the dissolution of the family, music, privacy, power, manipulation, technology and media, poverty and wealth; this project focuses on the topics of totalitarianism, technology and the media, love and sexuality, individualism, manipulation and power so as to promote critical thinking among students. Through this workshop, students will be discovering a new world in which they will take part in all sorts of discussion, making them aware that they have to be critical and not believe everything that they are told. Therefore, they will be practicing the language while learning these concepts. Furthermore, these topics will help students to make connections between current culture and society, and their own background or experiences.

By reading Nineteen Eighty-Four, students may become familiar with different perspectives and universal aspects of the human experience. The objective of this project is thus the instruction of English as a foreign language through literature so as to create the space for the development of a critical perspective on social constructions such as the exercise of power through media. Moreover, this project will focus on helping students to establish connections between the culture seen through the text with their own culture. In order to establish the connections between power and media I will introduce my students to the concept of interpellation coined by the French philosopher Louis Althusser. Althusser states that interpellation is thus a way in which we express ideas which are not our own because they were presented in a context that is easy to accept in a particular situation by power.

“[I]deology "acts" or "functions" in such a way that it "recruits" subjects among the individuals (it recruits them all), or "transforms" the individuals into subjects (it transforms

them all) by that very precise operation . . . called *interpellation* or hailing (...)" (Althusser 1971, 174). In these lines, Althusser claimed how thoughts get into our minds and the impact that they have in our everyday lives, making subjects believe that cultural ideas are their own, such as the ideas of Big Brother shapes citizens belief's in *Nineteen Eighty-Four*.

With these ideas in mind and for the purpose of this project, the methodology that is going to be applied is the "communicative language teaching" (CLT) approach, as its purpose is to teach communicative competence. As Jack C. Richards states, "grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed" (p. 3). For that reason, this project may enhance students' judgmental abilities, teaching them new vocabulary related to persuasion, providing opportunities for peer cooperative learning when analyzing a chapter of the novel, and writing skills by writing essays or comments about the evolution of the protagonist throughout the book.

Following this idea, Stephen Krashen (1985) advocates that using one extended text, such as a novel or a short story, can help students develop familiarity with a particular literary style and later unknowingly promote their literacy development. Because of that, the workshop will promote critical self-reflection, contribute to understanding different perspectives and develop student's abilities to see themselves not only as individuals, but also as a group.

LITERATURE REVIEW

I. CONTENT

1. George Orwell.

The English novelist, essayist, and critic Eric Arthur Blair, better known as George Orwell, was born on 25 June 1903 in the province of Bengal, Eastern India. His father was Richard Blair, who worked as an agent of the Indian Civil Service in the Opium Department, and his mother was Ida Limouzin. At the age of one, Orwell and his mother moved to England as India was attacked by a plague; as his father stayed in India, he rarely saw him or the family. Orwell was a sickly child and suffered many difficult episodes such as from pneumonia and bronchitis, which provided him a rough life in terms of health.

At the age of four, Orwell composed his first poem in which his helped him because he could not write yet. In 1914, his poem was published by a local newspaper. Then, when he was five years old, he entered the Anglican parish school of Henley-on-Thames, and two years later, he entered the prestigious St. Cyprian's school in Sussex where he perceived the differences in how richer students were treated better than the poorer ones.

In 1917, Orwell won the King's Scholarship to Eton College for his good grades where he studied until 1921. When he finished his studies, his father recommended colonial service in the Indian Imperial Force as his family did not have enough money to send him to the university, so he chose to serve in Burma. He spent five years there and, as a policeman, he was present at events that were later reflected in his essays such as "A Hanging" and "Shooting an Elephant" and his first novel *Burmese Days*. In 1927, he came back to England, announcing to his parents "his decision to resign from the Burmese police force in order to pursue a career as a writer" (Quinn 2009, p.100). In 1928, he moved to

Paris and lived there for 18 months, hoping to make a career in writing with the large community of expatriate writers but without success; he came back to England in 1929 and adopted his pen name, George Orwell.

During 1936, his publisher, Victor Gollancz, asked him to investigate about the lives of unemployed miners in northern England, which is portrayed in his book *The Road to Wigan Pier* (1937). The first half consists of a documentary about his investigation of the living conditions of the poor and unemployed miners. The second half of the book is an essay in which he manifests his position towards socialism as the only hope “of saving England from fascism.” In fact, after having written this book, Orwell considered himself a socialist. Furthermore, as Quinn (2009) states, in this second part, Orwell focused on the English class system and a critique of English socialism. Orwell expressed that socialism could not succeed because of the distance between the working class and socialism. The same year, he married Eileen O’Shaughnessy (1905-1945).

In 1937, Orwell travelled to Spain to fight for the Spanish government against Franco’s Nationalists in the Spanish civil war. Orwell lived six months in Catalonia and took part in the POUM, the Workers’ Party of Marxist Unification, a Trotskyist socialist party. During that period, he was almost mortally wounded, and he and his wife had to flee for their lives as they were facing charges for being dissenters. This experience turned him into an anti-Stalinist and towards anti-totalitarianism. Eventually, he recovered and was able to finish the novel *Coming Up For Air*. Moreover, he described his experienced of Spain in *Homage to Catalonia*. After a year, he was diagnosed with Tuberculosis, but in spite of treating this disease, he never totally recovered.

Back to England, he decided to work on propaganda for the BBC. During 1943, he became a literary editor for the weekly left-wing magazine *The Tribune*. Orwell wrote the

column “As I Please” in 1945, which was the same year he became a war correspondent for *The Observer*. Furthermore, during 1945 the book *Animal Farm* was published, a satirical fable based on Stalin and the Russian revolution. Four years later, *Nineteen Eighty-Four* was published, a dystopian novel which describes a totalitarian future in which Orwell, defines as Lionel Trilling, has noted “the danger of the ultimate and absolute power which mind can develop when it frees itself from conditions, from the bondage of things and history” (225).

Furthermore, in the novel, he came up with several concepts, words, and phrases that influenced everyday language, such as “newspeak”, “doublethink”, and “Big Brother is watching you.” Years later, he lost battle against ill health and died of tuberculosis on 21 January 1950.

2. Literature.

Defining “literature” seems to be a complicated, never-ending task as definitions are diverse and non concrete. Literature can be understood as a creative written work of art characterized which portrays senses and feelings through the minds of the readers in contextualized situations as it enables us to recreate experiences.

Etymologically, literature is related to words; however, not everything that is written is considered to be literature. Moreover, the definition of literature has changed over time. In the 4th century BC, Plato states in the book *The Republic*, that literature may put in danger the idea of an ideal republic because of its function; therefore, it must be censored and should educate citizens. According to his idea, the role of literature was characterized by shaping societies in an unstable way.

Over time, literature has been also defined and classified from an aesthetic perspective. During the nineteenth century, aesthetics attributes its importance to the

content of literature and its intellectual aspect, rather than its form, and that it should not be related to a political, moral, cultural, or didactic role as it is self-sufficient. Nevertheless, by the mid-twentieth century, considering literature as being self-sufficient was related to the definition of literature that expresses a perception of the world in a creative way.

In the years before the 1917 Bolshevik Revolution, the Formalists emerged in Russia. Formalists passed over the analysis of literary 'content' (where one might always be tempted into psychology or sociology) for the study of literary form (Eagleton.) Providing an example, Eagleton mentions the book *Animal Farm* by George Orwell, which is not an allegory of Stalinism; on the contrary, Stalinism would simply provide a useful construction of an allegory (Eagleton, p. 3) Furthermore, Eagleton states that “people may treat a work as philosophy in one century and as literature in the next, or vice versa, so they may change their minds about what writing they consider valuable.” (p. 10) Therefore, as society changes, the definition of literature can change as well.

Taking all these definitions into consideration, for the purpose of this project, literature will be understood as the creation of meaning through artistic form, which depends on context and society in a specific period of time. In a classroom, literature not only delights, but also instructs. It enhances students through authentic material that helps them enrich their language skills through the exposure to diverse cultures and realities, sometimes different from their own.

3. Young Adult Literature

Adolescence is a transitional period from childhood into adulthood in which individuals question their self-identity, and develop a critical stand towards their social context. Teenagers discover their sexuality, learn how to be independent and start making decisions about their own lives. In fact, adolescence is not only a significant stage because

of the physical changes, but also for experiencing social, emotional, and cognitive transformations.

By this time of life, individuals are able to think in more complex ways understanding abstract ideas and questioning their values without losing their identities. Furthermore, Emily Wasserman (2003) states,

“As they [adolescents] attempt to become adults, they often experience doubt and despair at the same time that they feel and reflect a sense of hope. Thus, as a form, the personal thinking and private worlds of letter writing are well-suited to the reflection and construction of identity which takes place in young adult literature.”

Therefore, working with the novel *Nineteen Eighty-Four* will construct students' own opinions through certain topics.

Reflecting interests and concerns of adolescents, YAL focuses on themes that are related to teenagers; nevertheless, some topics presented by this kind of literature concern all people in spite of their age. Indeed, Patricia Campbell (2010) identifies several characteristics that all YAL texts have in common. For example, the main character usually experiences a situation in which she or he has to solve a conflict. The story has to portray the internal world of the character.

In spite of the fact that *Nineteen Eighty-Four* was not intended to be classified as YAL, it can be considered to be part of it since there are elements of YAL present in the novel. In fact, YAL is able to encourage meaningful social and political issues that raise questions about its complexity. For the purpose of this project, the topics which the novel presents are totalitarianism placed in a futuristic world, and social and political issues concerning the context in which its main character lives. Moreover, students might understand current events and be aware of the reality present in the book.

4. Science-Fiction genre

Science-fiction is a literary genre that is based on futuristic settings or fantastic worlds, which deal with the effect of present or imagined science on individuals or society in general, placing the reader in possible future events or scenarios. Considering this definition, the science-fiction novel *Nineteen Eighty-Four* portrays the development of technology, depicting a future in which technology can cause a negative outcome and where the centralization of power disenfranchises citizens. For that reason, students may be able to reflect on themselves and be critical about possible future events that will happen throughout the story. For instance, the way in which individual histories may be erased and official and collective histories installed through the use of media.

It is highly important to mention that, in spite of the fact that this genre focuses on futuristic events presenting future societies, sci-fi novels are about the present. According to Lionel Trilling (1952), this genre is a testimony to the nature of modern political life. It is also a demonstration on the part of its author of one of the right ways of confronting that life. Its importance is therefore of the present moment and for years to come.

In the novel, the Party controls the past monopolizing written documents, resulting in a constant fight with the present rejecting the unknown past. Therefore, students may have to think critically about this continual falsification of documents and the distortion of the reality that the Party presents to citizens with techniques such as *doublethink*.

5. Utopia and Dystopia in *Nineteen Eighty-Four*

As literary genres, Utopia and Dystopia both deal with the examination of social and political structures. The first one came up as a genre in 1516 thanks to Thomas Moore with his book *Utopia*, which presents the concept relating to the ideal conditions for a perfect society to succeed in the world. According to Vita Fortunati (2000), “utopia, then, is

invariably marked by this net refusal of the world-as-it is, a breaking of all bonds with historical reality, and a tension-aspiration towards the ideal. The vehicle that translates this aspiration into literary form is the journey” (p.5). Furthermore, the utopian genre reflects an improvement of society, and more importantly, a place or system that should exist in the world.

In contrast, dystopia, defined by Raffaella Baccoloni, (2006) is “one of the preferred forms of resistance for our times, one that maintained utopia on the horizon and within the pages of the text with a series of different strategies.” This concept is sometimes defined as the negative utopia. Moreover, she mentions that “we need utopia, as we need literature, because we still need to imagine better or worse worlds, and through those to think critically about and act upon our own world to change it.” Indeed, despite being completely different, utopia and dystopia depict societies in their most extreme way; however, the main difference between both is that dystopian narratives are characterized by futuristic ideas and the technological and scientific achievements due to the industrial revolution.

The main aim of dystopia is didactic and moralistic: images of the future are put forward as real possibilities because the utopist wants to frighten the reader and to make him or her realize that things may go either right or wrong, depending on the moral, social and civil responsibility of the citizens (Vieira p. 17). Consequently, dystopian narratives have elements in common such as totalitarianism, the use of language in order to promote fear and power on its community, and social inequality. Due to the fact that *Nineteen Eighty-Four* is a representation of a dystopian novel because it presents this future society in a totalitarian system, working with this novel can serve as a means to motivate students to think critically about their realities identifying the source of the conflict in the society lived by its main character, Winston Smith.

6. Critical Thinking and affective filters

Engaging students to become independent thinkers is one of the most difficult tasks in a classroom. Nevertheless, helping students to develop attitudes and skills in order to participate actively in a changing world might influence the way students face everyday life situations. For that reason, critical thinking may be one of the most relevant tools a teacher can provide. Abilities such as the capacity to raise questions, gather relevant information using abstract ideas, think open-mindedly, and communicate with others may be encouraged and guided through the systematic study of literary and cultural texts.

Critical thinking can be defined as an important and necessary skill because it is required in the workplace, it can help you deal with mental and spiritual questions, and it can be used to evaluate people, policies, and institutions, thereby avoiding social problems (Hatcher and Spencer 2005). In the novel, Orwell depicts how the party uses Big Brother “as a focusing point for love, fear, and reverence, emotions which are more easily felt towards an individual than towards an organization” (Orwell p. 217) With this intention, discussions in a classroom related to Big Brother and its totalitarianism system would serve the purpose of revealing systems of power behind its leaders.

According to Tricia Hedge (2000), “texts are constructed in certain ways by writers in order to shape the perceptions of readers towards acceptance of the underlying ideology.” In this case, through Orwell’s work, students are exposed to learn English as a second language through literature because it is a novel with provocative content that persuades the students to question different values and totalitarianism. Moreover, Fink (2003) claimed that the concept of active learning supports research which shows that students learn more and retain knowledge longer if they acquire it in an active way.

Orwell's *Nineteen Eighty-Four* provides input in order to prepare students for future challenges in life: for example, a new perspective and active discussions of the political system and society in which students are immersed comparing it with the lifestyle of citizens in Oceania. All this will be done by using the affective filter hypothesis postulated by Stephen Krashen, who claims that "acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (p.1). In fact, questioning the authority and source of information students receive might enrich discussions and, moreover, will serve as a tool for students to acquire a second language in a context in which they are not afraid of making mistakes. If students are engaged, they will need to participate in the class, so they might acquire another level of understanding of a language.

II. THEMES

As shown above, George Orwell is an author that stands out due to his ability to think critically and question both ideological and social terms. *Nineteen Eighty-Four* is a rich and critical social and political commentary, however, only the aspects embedded in the work that serve this project will be studied closely within our workshop.

1. Totalitarianism

This concept has broadly been defined as a system or government driven by an ideology that forbids individual freedom and seeks to control all aspects of an individual's life. According to Robert Paul Resch (1997), in the novel, Orwell represents "the destruction of human individuality and human community by a totalitarian state" (p.7). All this developed through capitalism.

Furthermore, Friedrich and Bezezinski (2013), defines the concept as a theory that centers on the regime's efforts to remold and transform the human beings under its control in the image of his or her ideology. The theory holds that the "essence" of totalitarianism is to be seen in such a regime's total control of the everyday life of its citizens, of its control, more particularly, of their thoughts and attitudes as well as their activities.

The novel *Nineteen Eighty-Four* was written as a critique of totalitarian societies as the experience of its protagonist Winston Smith will present. For that reason, he starts asking himself questions regarding rebellion and conformity; therefore, students might feel that Winston reflects their feelings since they are living a period of life in which they are rebellious. Furthermore, Big Brother's permanent presence and surveillance might connect students with their own realities of how they are exposed to social media all the time: "Always the eyes watching you and the voice enveloping you. Asleep or awake, working or eating, indoors or out of doors, in the bath or in bed – no escape. Nothing was your own except the few cubic centimeters inside your skull" (Orwell, 1949). This idea is going to be developed below.

2. Presence of media in daily life.

The role of media present in Orwell's *Nineteen Eighty-Four* is highly relevant because of its representation of information control and the "unknown" dangers of totalitarianism. For the purpose of this project, working with this novel in an EFL classroom will provide students the tools to be critical towards the infinite stream of information that individuals are exposed to.

As it has been shown above, Orwell had participated in politics through most of his life. As a result, his observations about politics and society can be represented in the novel in terms of how media have influence in individuals shaping their thoughts. It is also

important to emphasize that in this book, media serves a political purpose. Furthermore, it is important to teach students that they should not accept all information at face value since marketing's goal is to send direct and subliminal messages to citizens exerted by the media in order to monopolize national and international mass media.

In Oceania, no one needs to write because propaganda and information are conveyed through telescreens. Nevertheless, Winston buys a journal and starts writing in it. In that way, Winston begins to recuperate his capacity of self-expression and critical thought, but this is going to be a challenge since he lives in a repressive society in which journalism serve as tools for misinformation, misunderstanding, and hate. Indeed, what raises awareness in Winston is the literary exercise of writing.

In the book, The Party uses propaganda in order to control what people do or say, and what they think and believe. Moreover, it destroys and replaces all documentary evidence with new information to prove its future messages. However, propaganda fails to persuade Winston because, as he begins writing in his private diary he becomes a resistant. Furthermore, he works at the Ministry of Truth, an institution that paradoxically creates a reality completely different to the one that is true.

Working with *Nineteen Eighty-Four* will help students to be able to analyze how news in our own context are told by media and how they can compare it with the use of journalism in the novel through meaningful discussions about how social media now plays an important part in people's lives. Moreover, as new generations are growing up with screens of many kinds around them, they could also compare the reality presented in the book with their own and thus question their ideas of privacy.

3. Policing citizens and their sexuality

As it has been mentioned before, Smith works in the Ministry of Truth, the place in which reality does nothing but create lies. He and other “brothers” work there in order to rewrite history to suit the power of Big Brother. Because of this, citizens in Oceania end up accepting and believing what they themselves fabricate. Nevertheless, there is a moment when Julia tells Winston that “they [The Party] can make you say anything—anything—but they can’t make you believe it. They can’t get inside of you” (Orwell p.192) Through these words, she is providing hope for readers, and in this case, for students, who should always be suspicious of authority and to not believe everything they are told since they have to develop a critical mind.

In the novel, technologies of surveillance keep citizens under control and technologies of propaganda produce messages in order to manipulate public opinion. Readers can notice how people are being controlled, and how easy it is to “erase” citizens who do not follow the principles of The Party. In *Nineteen Eighty-Four*, this is called an “unperson”. This concept refers to a person who has been erased or “vaporized” from existence by the government for breaking any law.

Working with this novel, students will be encouraged to make connections with our own national story. For example, we still have more than 1000 cases of missing prisoners or “disappeared”. In order to follow this line, students should be able to read some pieces of news in which the government recognizes allegations of human rights violations committed by state agents during the dictatorship of General Augusto Pinochet, and reflect on the power of governments that are responsible for these acts of violence. Indeed, *Nineteen Eighty-Four* should make readers reflect upon how the media tries to control everything.

The Party aims to discourage love and sexuality from all inhabitants of Oceania, because in that way, they can concentrate in just loving Big Brother. In fact, the Ministry of Love is in charge of maintaining law and order in Oceania. In Orwell's words:

“The Ministry of Love was the really frightening one. There were no windows in it at all. Winston had never been inside the Ministry of Love, nor within half a kilometer of it. It was a place impossible to enter except on official business, and then only by penetrating through a maze of barbed-wire entanglements, steel doors, and hidden machine-guns nests. Even the streets leading up to its outer barriers were roamed by gorilla-faced guards in black uniforms, armed with jointed truncheons.”

(7)

Procreation is the only accepted form of sexual behavior because it provides the state with faithful citizens for the service of the party. In fact, the party wants to remove orgasm from human biology because this interferes with citizens' love and devotion for Big Brother.

In the novel, when Winston and Julia meet, he starts trusting her. Through the book, they both start a relationship that is marked by constant acts of rebellion against the Party. Nonetheless, those acts are carried out secretly, because if someone discovers them, they could be arrested immediately.

“When you make love you're using up energy; and afterwards you feel happy and don't give a damn for anyone. They can't bear you to feel like that. They want you to be bursting with energy all the time. All this marching up and down and cheering and waving flags is simply sex gone sour. If you're happy inside yourself, why should you get excited about Big Brother?” (167)

This is the way in which Julia explains to Winston how the Party's purpose is to forbid all sexual pleasures from the inhabitants of Oceania so that they can instead focus their love on Big Brother.

4. Language and Newspeak

In a totalitarian system, language is essential in order to control its inhabitants under strict surveillance. In Oceania, The Party uses Newspeak to limit people's thoughts, because without words, they cannot express themselves, commit crime or rebel against the Party that has complete power over people's minds.

Languages are systems of communication in which new words are constantly added; however, in Oceania's language, words are being destroyed:

“We're getting the language into its final shape—the shape it's going to have when nobody speaks anything else. When we've finished with it, people like you will have to learn it all over again. You think, I dare say, that our chief job is inventing new words. But not a bit of it! We're destroying words—scores of them, hundreds of them, every day. We're cutting the language down to the bone.” (65)

Furthermore, the Party's slogan claims that “who controls the past controls the future: who controls the present controls the past,” (p. 313) Indeed, language creates new reality; however, Newspeak deletes words by removing other that represent opposing concepts:

WAR IS PEACE

FREEDOM IS SLAVERY

IGNORANCE IS STRENGTH

In the book, Orwell presents doublethink as “the power of holding two contradictory beliefs in one’s mind simultaneously, and accepting both of them” (p.270). Through doublethink, propaganda is the means for controlling thought through language since citizens believe everything they see or hear. Orwell states in the novel “DOUBLETHINK lies at the very heart of Ingsoc, since the essential act of the Party is to use conscious deception while retaining the firmness of purpose that goes with complete honesty” (p.270).

For the realization of this project, students will be able to criticize Newspeak understanding its function and discussing how Big Brother shapes individual’s minds through this language.

III. TEACHING LITERATURE

There are different benefits related to why teaching literature in the FL classroom is important. For instance, reading not only helps students to extend their vocabulary, but also to incorporate new expressions from a different country. Moreover, it promotes awareness and understanding of a new culture distant from their own.

Duff and Maley (1990) states that “literature is open to interpretation, and can serve as a basis for “genuine interaction” between learners” (p.10). From this perspective, according to Guillian Lazar (1993), “using literature in the FL classroom motivates, offers access to cultural background, encourages language acquisition, expands language awareness, develops students’ interpretative abilities and educates the whole person in so far as it enhances our imaginative and affective capacities” (p. 15).

In the National Curriculum (2013), seniors are expected to “read critically: recognizing the functional value of the texts, selecting information relevant to their interests; relating informative content with real-life situations; differentiating between fact

and opinion; distinguishing between hypotheses, evidence, drawing inferences and conclusions; formulating judgments about the importance, relevance and applicability of the information for training; representative building a different product: a poster, cartoon or a new text” (p.20). Nevertheless, students seem to have little interest in reading since it can be related to boredom, punishment, and obligation rather than choice because reading habits have not been encouraged before.

Consequently, working with *Nineteen Eighty-Four* might enhance students to read more and be informed of everyday-life situations, not only in their own country, but also in the world since reading the novel may make them question about authority and events that happen in their everyday life. As Judith Langer (1997) claims literature is important "because it taps what they know and who they are, literature is a particularly inviting context for learning both a second/foreign language and literacy" (p. 607).

IV. TEACHING NINETEEN EIGHTY-FOUR

Nineteen Eighty-Four is one of the most well known works of dystopian fiction because of its influence throughout the years and the themes that develops. The scenario of this novel might arouse questions in readers due to the several themes covered through the novel such as truth, rebellion and the importance of language. As has been mentioned above, if students are engaged with a book, they will feel the need to participate in the class and find out new information to contribute to their classmates. Nevertheless, this novel is not compulsory for seniors or any other grade in high school since is not present in the National Curriculum as an option, so using *Nineteen Eighty-Four* in the classroom may fill a void in the program.

By reading this novel, students will understand important issues that characterize a democracy and how a totalitarian system works. The critical aspects covered in *Nineteen Eighty-Four* about information control and strict surveillance become relevant to the students when they are linked to current events they relate to. For instance, the analysis of the ways in which media portrays the Mapuche conflict in the south of Chile may start a discussion of the power dynamics at stake when reporting the conflict as well as a reflection upon what personal freedom, privacy mean in the context of this conflict and a democracy. Consequently, working with this novel contributes to thinking critically and understanding nuances of cultural representation and discussion.

In spite of the fact that this novel is not intended for adolescents, there are key elements of Young Adult Literature that we can find in the novel. For instance, living by the oppression of a totalitarian system and the need to rebel and not conform to the dominant ideology. Furthermore, how to assert and value their own integrity since they not only need to understand and analyze power and politics discourses, but also should have the intention of finding out about different social and historical contexts in order to create their own political opinions.

All this will be taught using the CLT approach since its goal is to develop learners' "communicative competence". In this type of approach, errors are tolerated and seen as natural outcomes of development of common skills. Moreover, the teacher provides students with opportunities to work on the negotiation of meaning, information, sharing and interaction, from the stand of facilitator more than a provider of knowledge. For the purpose of this project, students will work participating in debates, discussions through open-ended questions, watching some extracts of the movie, and reading out loud in class.

Jack C. Richards (2006) states that there are ten core assumptions of current Communicative Language Teaching (see Appendix 1). Based on this theory, students will improve the four English skills, reading, writing, speaking, and listening placing them in realistic situations with emphasis on the use of authentic materials, and creating a secure, nonthreatening atmosphere. Furthermore, students will learn new language and be able to use it in different contexts.

V. Description of the school

Colegio María Auxiliadora is semi private school located in Viña del Mar with 720 students who come from different socio-economic and cultural backgrounds; in spite of the fact that the school used to be private and has now transitioned into a hybrid semi-private model, more than 50% of the student population can still be considered to have privileged backgrounds.

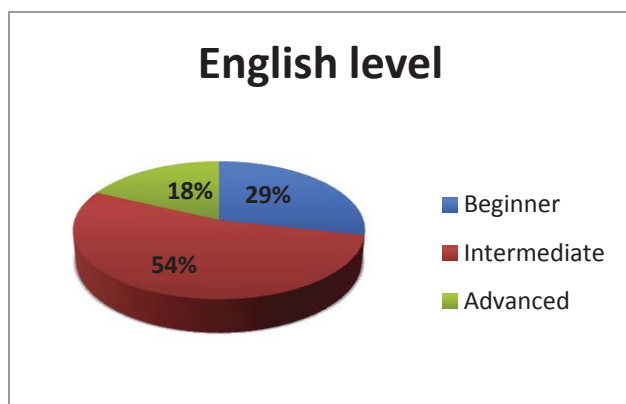
All classrooms are equipped with data projectors and a sound system. The English department consists of 3 English teachers who have their own laptops provided by the Ministry of Education.

VI. Needs Analysis results

(See Appendix 2)

- **How would you describe your English level?**

Beginner	Intermediate	Advanced
5 students	15 students	8 students



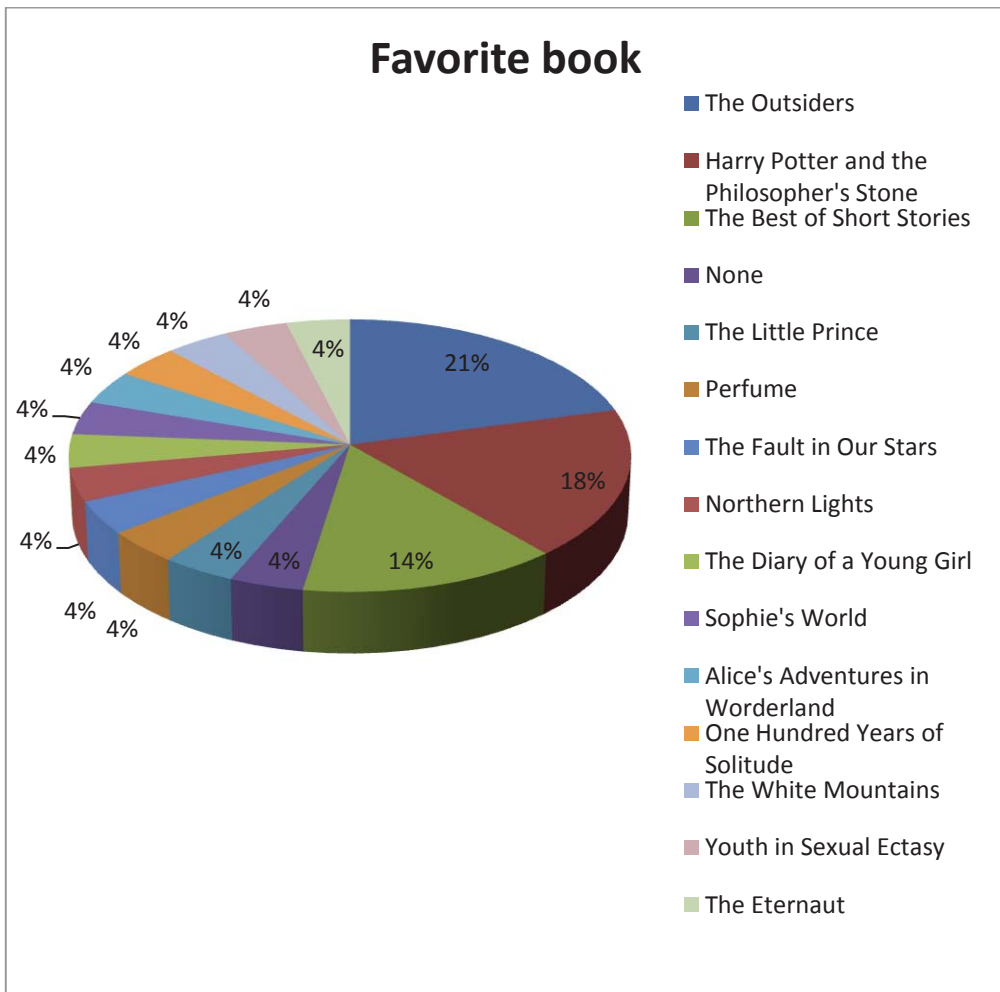
In question number one, students were asked how they describe their English level. 54% answered that they considered having an intermediate English level, while 5 students considered being beginners. Moreover, 8 students answered that they considered having an advanced English level.

English levels at Auxiliadora school in 12th grade are diverse according to what their English teacher mentioned in an informal interview. However, the majority of students seem to understand very well spoken and written English.

- **Which is your favorite book?**

The Outsiders – Susan E. Hinton	6 students
The Little Prince – Antoine de Saint-Exupéry	1 students
Papelucho – Marcela Paz	2 students
The Best Short Stories – Edgar Allan Poe	4 students
Harry Potter and the Philosopher's Stone – J. K. Rowling	5 students
Perfume – Patrick Süskind	1 students
The Fault in Our Stars– John Green	1 students
Northern Lights – Phillip Pullman	1 students
The Diary of a Young Girl – Anne Frank	1 students
Sophie's World – Jostein Gaarder	1 students
Alice's Adventures in Wonderland – Lewis Carroll	1 students
One Hundred Years of Solitude – Gabriel García Márquez	1 students
The White Mountains – John Christopher	1 students
Youth in Sexual Ecstasy – Carlos	1 students

Cuauhtemoc Sanchez	
The Eternaut – Hector Oesterheld	1 student

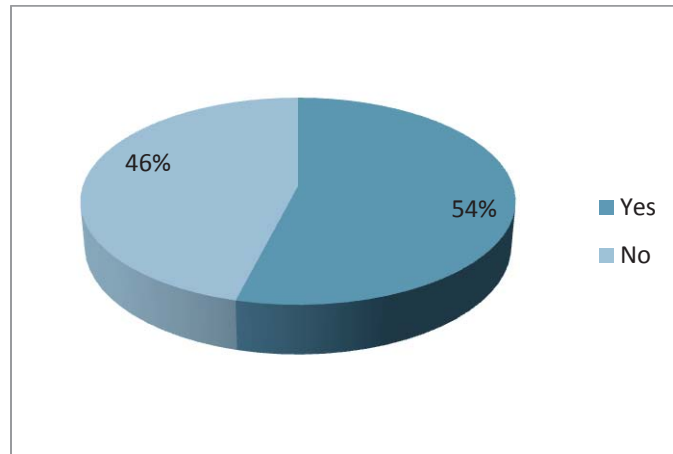


In question number 2, students were asked about their favorite book. 21% considered *The Outsiders* as their favorite book. They were asked to read it for their English class in their first semester. This novel deals with different themes such as differences of class between the rich and the poor, love, violence, and education among others, which are themes covered in YAL.

As it can be seen in the figures, students seem to have a diverse taste relating to reading.

- **Do you know what the science fiction genre is?**

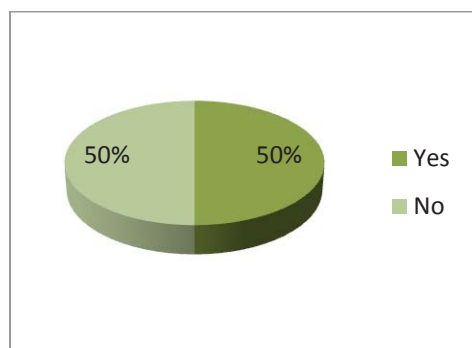
Yes	15 students
No	13 students



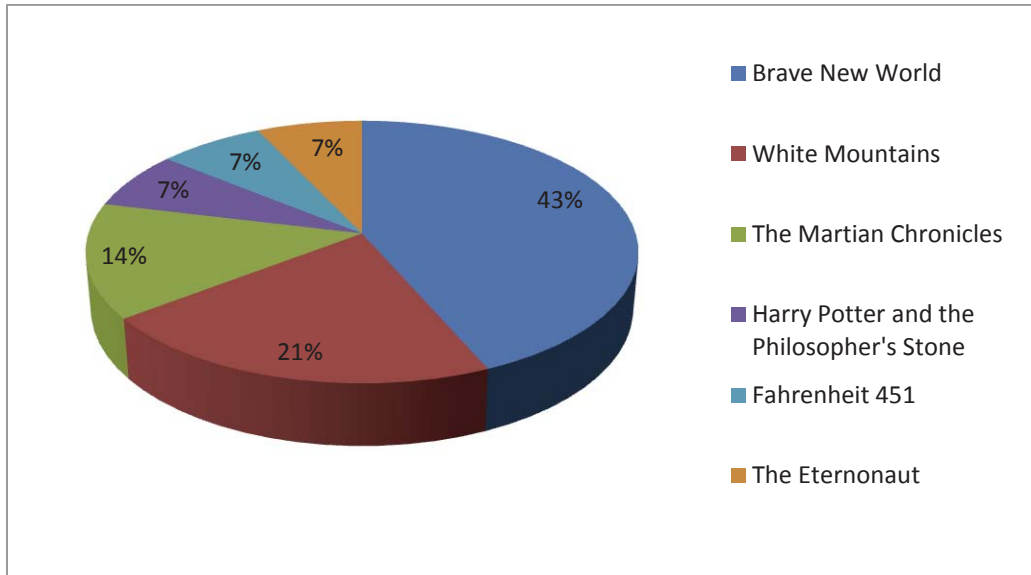
In question number 3, students were asked if they knew about the science fiction genre. 15 students answered that they understood the genre while 13 students mentioned that they did not know anything about it. Nevertheless, students were asked to provide a brief explanation if they knew what science fiction is, and most of the answers were not accurate. Some of them understand the term as science and technology presented with impossible futures. For instance, “a fiction future with high technology.”

- **Have you ever read a science fiction book? If so, which one?**

Yes	14 students
No	14 students



Which one?

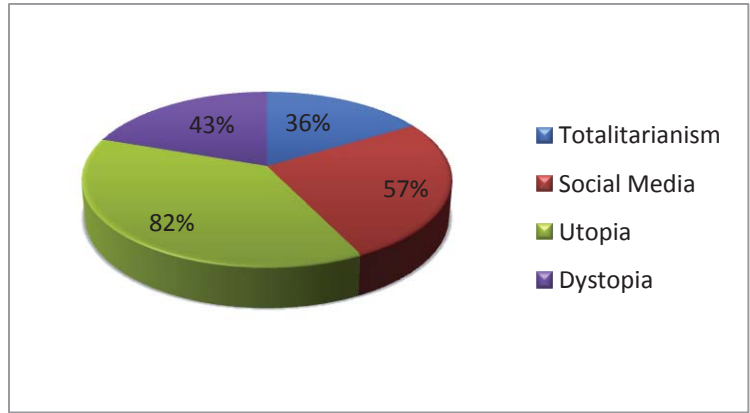


In question number 4, the majority of students recognized Brave New World as a science fiction book. The English teacher mentioned that they were asked to read it at the beginning of the year. Nonetheless, one of the students mentioned Harry Potter as a science fiction book, but this is considered to be a fantasy book, not a science fiction one.

It can be said that less than half of the class has read a science fiction book in their lives.

- **Which of these concepts do you understand well?**

Totalitarianism	10 students
Social media	16 students
Utopia	23 students
Dystopia	12 students

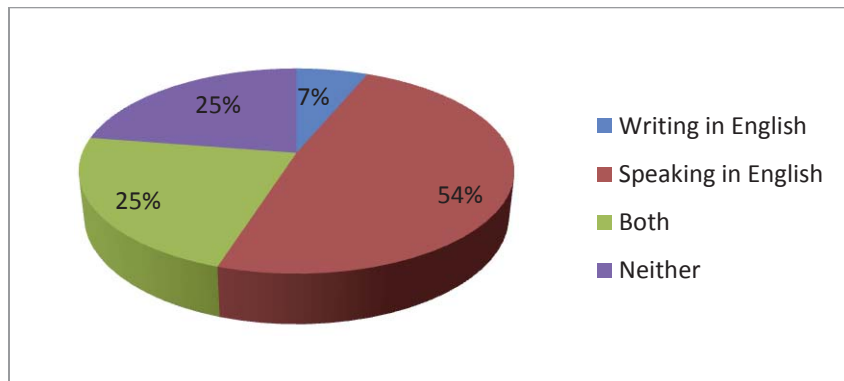


Question number 5 aimed to demonstrate student’s prior knowledge of the concepts “totalitarianism”, “social media”, “utopia”, and “dystopia.” In an alternative one, just 10 out of 28 students circled that option. Furthermore, just 16 students claimed to understand the concept of “social media”. Some of them even asked about the meaning of it.

82% of students understand the concept of “utopia”, while just 36% understand the concept of “dystopia”. Despite the fact that these two concepts are closely related, since one is the opposite of the other, just 12 students circled that option.

- Use of English. Which of the following options do you prefer?**

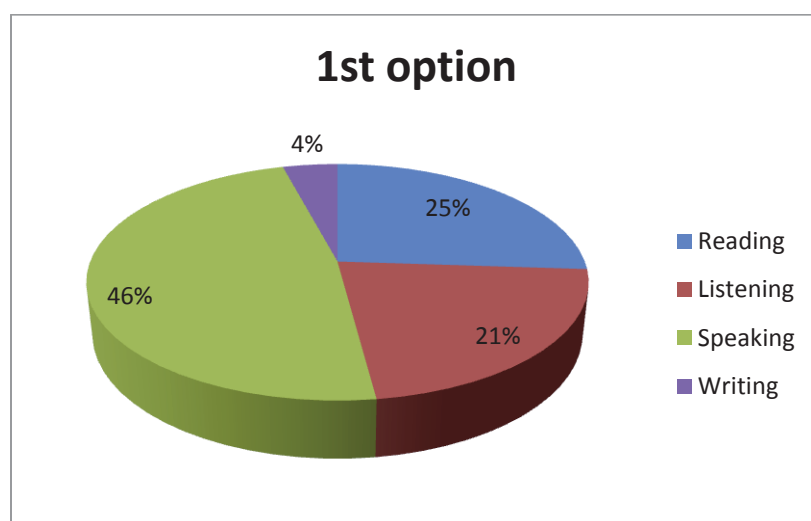
Writing in English	2 students
Speaking in English	15 students
Both	7 students
Neither	4 students



From the previous graphic it is possible to extract the following information: the vast majority of students prefer speaking in English rather than writing in English. Moreover, students were used to writing in English classes as their English teacher mentioned in an informal interview.

- **Which of the following skills do you consider to be good at? List them.**

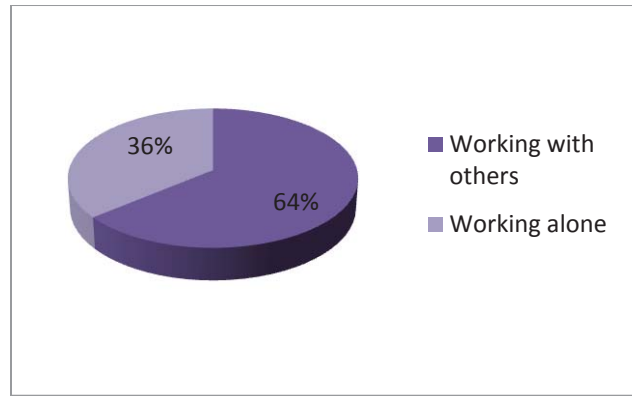
Reading	7 students
Listening	6 students
Speaking	13 students
Writing	1 students



In question number 7, students were asked to list the skills they consider themselves to be good at from their favorite to their less favorite one. 46% of students ranked in first place speaking in English and just one student ranked writing in first place.

- **Do you prefer working with others or alone?**

Working with others	18 students
Working alone	10 students



In the last question, more than 50% of the students expressed that they prefer group work rather than individual work since they feel supported by their classmates. In an informal interview, the English teacher mentioned that they felt more secure when working with others.

VII. Syllabus design

The syllabus is an essential tool for teachers since it serves as guidance for what students need to achieve through the teaching-learning process. For the purpose of this workshop, the syllabus design is based on content based syllabus and task-based syllabus.

According to Tarey Reilly (1988), the purpose of a content based syllabus is instruction “to teach some content or information using the language that the students are also learning.” Moreover, Reilly states that “the students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning.” Therefore, using

Nineteen Eighty-Four will be useful for students at the 12th grade level because they will be learning and consolidating content of other classes such as History and Language.

Reilly states that the purpose of a task-based syllabus “is to teach some content or information using the language that the students are also learning.” Furthermore, Reilly adds that “language learning is subordinate to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use.” For that reason, in this workshop students will participate in discussions which will help them in many different ways such as learning pronunciation, intonation, and content, among others.

As shown above, content based and task-based syllabus will be used for the purpose of this workshop because students will demonstrate their knowledge about the topics presented in the book while developing their English skills.

VIII. Workshop description

1. Class information:

Name of the course: Is there someone controlling us through media? A workshop for seniors based on Orwell’s *Nineteen Eighty-Four*.

Type of workshop: Elective

Number of Students: 28

Audience: 4th year high school

English level: Intermediate

Weekly hours: 2 hours per week (90 minutes)

Area: English

Sub-area: Literature

Teacher: Catalina Leiva

Email: cata.leiva.f@gmail.com

Type of Syllabus used: content based syllabus and task based syllabus

2. Intended audience

This workshop “Is there someone controlling us through media? A workshop for seniors based on Orwell’s *Nineteen Eighty-Four*” is addressed to 12th graders with an intermediate level of English because, at this stage, they can understand complex themes and ideas present in the novel. The importance of this workshop relies in the learning of both English as a foreign language and developing critical thinking establishing bridges between the culture present in *Nineteen Eighty-Four* with students’ own culture. The workshop consists of five units which will help students deal with different concepts in different ways.

3. Course organization

This workshop is divided into five units. Each unit will have three lessons, which will be taught in one and a half hour sessions. In the first unit “Understanding different futures,” students are expected to understand science-fiction as a genre and the concept of dystopia in order to introduce the novel. In the second unit—named “A man with a futuristic mind”—learners are supposed to learn the context in which the novel was written, together with George Orwell’s life and the main character, Winston Smith. The third unit is named “Invisible power”. In this unit, students will learn how the different ministries in the novel worked, together with recognizing how the same piece of news can be written in very different ways, showing them examples of Chilean newspapers. Moreover, learners are expected to identify how totalitarianism ruled society in *Nineteen Eighty-Four* along with Big Brother’s surveillance. The fourth unit is called “What’s the role of media in our

lives?” Here the students will become aware of the presence of media in daily life and how citizens and their sexuality are being policed in the novel in connection with the language through Newspeak. In the fifth unit “Everything isn't always as it seems,” learners will watch some extracts of the movie in order to compare it with the book. Students will also have to present a final project in which they will have to write an alternative ending for the novel.

4. Goals for this workshop

- General objective

The instruction of English a foreign language as students will be able to read and analyze the novel *Nineteen Eighty-Four*.

- Specific objectives

1. Identify the main characteristics of the science-fiction genre
2. Recognize the characteristics and differences between utopian and dystopian novel.
3. Express personal opinions about a totalitarian society.
4. Determine and discuss the context in which the novel is based and the elements of its historical background.
5. Analyze the author's life and the impact it had on the process of writing 1984
6. Reflect on today people's behavior towards telescreens and social networks by analyzing the Big Brother surveillance.
7. Identify the ways in which propaganda can influence people's lives.

5. Course policy

- **Attendance and punctuality.**

Students will be required to attend regularly to classes. Also, learners should arrive on time at classes. If you are more than 10 minutes late to class, you will be counted absent.

- **English-only policy**

Students who participate in this workshop are expected to talk in English all classes in order to improve their communicative skills.

- **Participation**

Students are expected to participate actively in some way each class through various activities and discussions. Learner's participation will be recorded in the class book and will be graded at the end of the workshop.

- **Grading breakdown**

Writing assignments	20%
Oral reports	25%
Final project	30%
Participation	15%
Self-evaluation	10%
	100%

Is there someone controlling us through media?

Sample Activities



Unit 1: Understanding different futures.

Lesson 1: Science fiction genre

Objectives:

- ✓ Identify the main characteristics of the science-fiction genre.

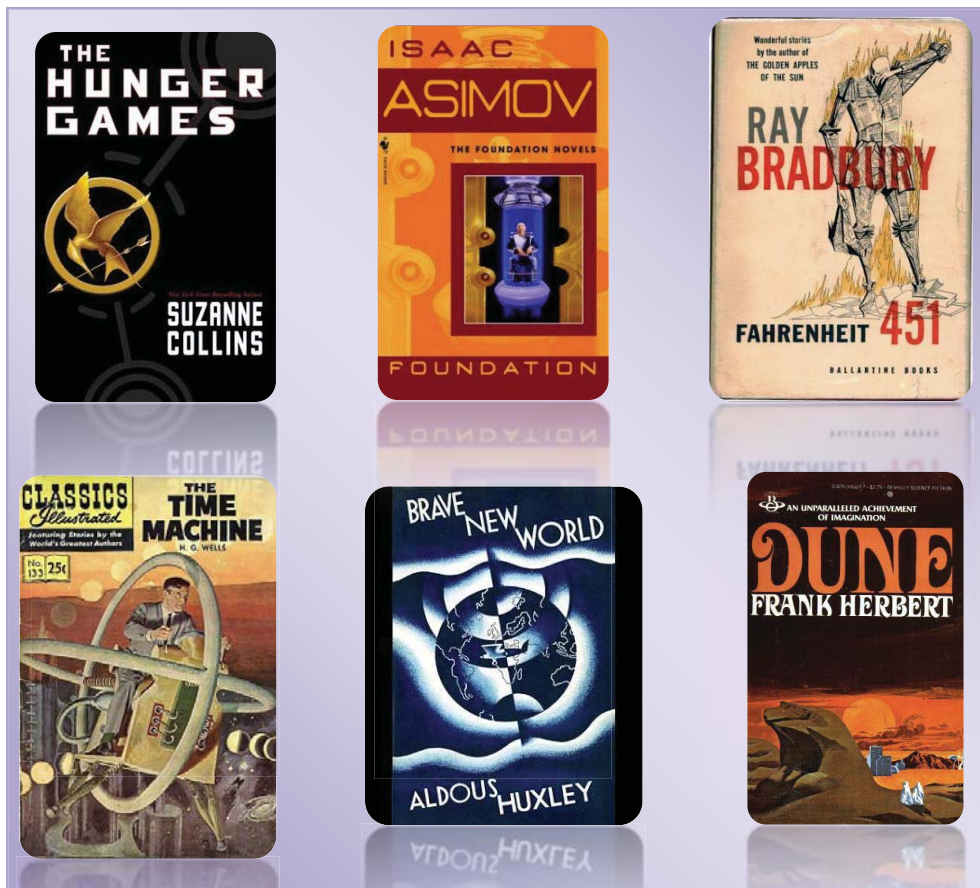
Activities

- Pre-Li steni ng.

1. Individually, classify in the following chart novels and movies you think belong to the science- fiction genre.

Movies	Novels

2. Think-pair-share. What do these images have in common?



- While Listening

3. Watch the following video of a movie trailer and do the activities.

<https://www.youtube.com/watch?v=I6hOll9cg4o>

- a) Answer these questions individually
- ❖ Where do you think these events take place?
 - ❖ Do you think it is possible to find those items (star ships, light sabers, modern cities) in the future?
- a) In pairs, make a list of the elements you identified in the video which are different from our reality.
- b) According to the elements you recognized in the previous activity, what do you think are the elements of the science-fiction genre?



- c) Read the following definitions of *science-fiction* from different sources and try to come up with your own definition.

Stories about how people and societies are affected by imaginary scientific developments in the future.

Taken from Merriam-Webster.com

Fiction based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other planets.

Taken from oxforddictionaries.com

Stories dealing with future times on Earth or in space

Taken from
dictionary.cambridge.org

- d) Individually, write a 40-words paragraph to describe what you will be doing in 20 years. Share it with your partner.

Post-Listening

Comment:

- e) In groups of 3, write a short science-fiction story in no more than 100 words.
f) Read your stories in front of the class

Unit 1: Understanding different futures.

Lesson 2: Dystopian novel

Objectives:

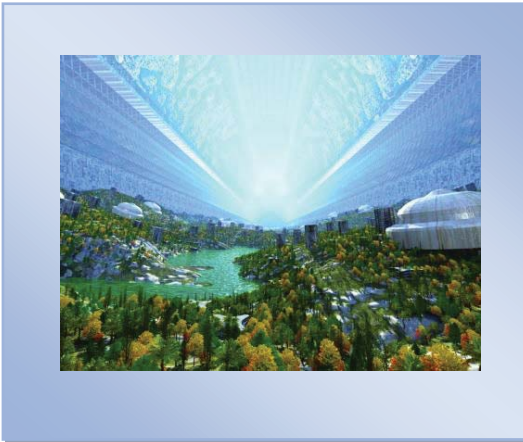
- ✓ Recognize the characteristics of a dystopian novel.
- ✓ Identify the differences between utopian and dystopian novels.

Pre-reading

1. Read the following quote by the Uruguayan writer, Eduardo Galeano.

“Utopia lies at the horizon.
When I draw nearer by two steps,
it retreats two steps.
If I proceed ten steps forward, it
swiftly slips ten steps ahead.
No matter how far I go, I can never reach it.
What, then, is the purpose of utopia?
It is to cause us to advance.”

- a) What can you infer the meaning of utopia?
2. Look at the following pictures. What are the differences between them?



- While reading

3. Read the following extract from the book *Nineteen Eighty-Four* and answer the following questions.

“Now I will tell you the answer to my question. It is this. The Party seeks power entirely for its own sake. We are not interested in the good of others; we are interested solely in power, pure power. What pure power means you will understand presently. We are different from the oligarchies of the past in that we know what we are doing. All the others, even those who resembled ourselves, were cowards and hypocrites. The German Nazis and the Russian Communists came very close to us in their methods, but they never had the courage to recognize their own motives. They pretended, perhaps they even believed, that they had seized power unwillingly and for a limited time, and that just around the corner there lay a paradise where human beings would be free and equal. We are not like that. We know what no one ever seizes power with the intention of relinquishing it. Power is not a means; it is an end. One does not establish a dictatorship in order to safeguard a revolution; one makes the revolution in order to establish the dictatorship. The object of persecution is persecution. The object of torture is torture. The object of power is power. Now you begin to understand me.”

- a) How is society portrayed by George Orwell in this passage?
- b) Underline key expressions which refer to dystopia.
- c) What are the main differences between utopia and dystopia?

4. Comment with your classmate sitting next to you:

- What are the elements of a dystopian society?
- Would you like to be part of a utopian society?

Post-reading

1. Create a short story about a dystopian country. No more than 100 words.
2. Share your story with your partner.

Unit 1: Understanding different futures.

Lesson 3: Introduction to Nineteen Eighty-Four

Objectives:

- ✓ Recognize key concepts present in the novel.
- ✓ Express personal opinions about a totalitarian society.

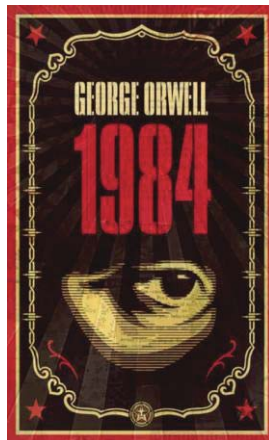
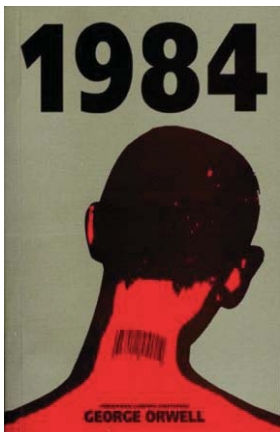
Pre- writing

1. Today's new rules for the class:

- Do not speak.
- Do not yawn.
- Do not move.
- Do not think.

a) How would you feel if you had to follow these rules?

2. Look at the following covers.



- a) What do you think the images represent? Support your answer.
b) What do you feel when you look at these images?

While-writing

I'm afraid of...

3. Write a sentence to describe how you feel about in each of these situations.
 - ❖ In the last two weeks you have been surveilled and all your actions were recorded.
 - ❖ You are part of a security group and you have been forced to follow a group of people.
4. Make a list of the things you are afraid of.
5. Consider the ideas in the previous activity. Write an essay in no more than 150 words describing the things you are afraid of in life.
6. Share your essay with the rest of the class.
7. Then, shred the paper to destroy symbolically your fears.

Post-writing

8. How did you feel about this activity?

Unit 4: What's the role of media in our lives?

Lesson 1: Raise awareness of the presence of media in daily life.

Objectives:

- ✓ Describe the differences between how newspapers portray a news item.
- ✓ Identify the ways in which propaganda can influence people's lives.

- Let's remember a little.

1. Who is the person in the first photograph?
2. What can you say about the images below?

FREE Royal wedding souvenir supplement

With Jonathan Freedland, Monica Ali, Ian Jack, Martin Parr, Jess Cartner-Morley, Grace Dent, Tim Dowling, Zoe Williams and lots and lots of pictures

newspaper of the year **the guardian** weekend edition

Sealed with a kiss - twice

● Kate Middleton weds Prince William at Westminster Abbey ● A million descend on central London to celebrate wedding ● Bride's dress, designed by McQueen, lauded by critics

Stephen Bates

Consistency is one of the virtues of the new royal wedding. It is a repeat of the previous one, with the same ceremony, the same location, the same bride, the same groom, the same music, the same flowers, the same guests, the same TV coverage, the same newspaper coverage, the same radio coverage, the same press coverage, the same social media coverage, the same... well, you get the idea.

Miss Catherine Middleton of Bucklebury, Berkshire, was the daughter of a banker and a doctor, and was the first of the second British royal couple to be born in the 21st century. Her father, Michael, the Duke of Cambridge, is the son of the Queen and Prince Charles, the Queen's husband. He is the son of the Queen's husband, Prince Charles.

ROYAL SALE
SAVE AN EXTRA £100
Spend £100
SAVE 40%
on the new collection of dresses

ROYAL SALE
SAVE AN EXTRA £100
Spend £100
SAVE 40%
on the new collection of dresses

3. What differences can you see in terms of the images, language, headlines and number of words?
4. Which of those do you think is more formal/ informal?
5. Which cover do you invite you to read the piece of news?
6. Name others methods of transmitting information to large amounts of people.
7. Look at these two newspaper's covers.



a) Identify the differences between these two newspaper's covers.

- How "Las Últimas Noticias" portrays the news item?
- How "El Mercurio" portrays the news item?
- Which are the words that reflect their bias?

➤ *Nineteen Eighty-Four*

a) Using your novel. Find and list the different ways in which the government in *Nineteen Eighty-Four* maintains power over its people.

Unit 4: What's the role of media in our lives?

Lesson 3: Language through Newspeak

Objectives:

- ✓ To identify linguistic items that can have influence over people's thoughts.

1. Compare the following pieces of news.

1914



New recruits try on their uniforms

a) On 28 June, in Sarajevo, Gavrilo Princip (a Slav nationalist) assassinated Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire. Austria-Hungary blamed Serbia for the killing and because Europe was linked by a series of diplomatic alliances - Austria-Hungary/Germany/Italy (Central Powers) and Britain/France/Russia (Triple Entente/Allied forces) - the affair escalated into full-scale war.

*Taken from the BBC news.



New recruits keeping their weapons

b) On 27 July, in Sarajevo, Tomislav Nikolić (a Slav nationalist) assassinated Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire. Serbia blamed Germany for the killing and because Europe was linked by a series of diplomatic alliances - Britain/France/Russia (Central Powers) and Austria-Hungary/Germany/Italy (Triple Entente/Allied forces) - the affair resulted in peaceful arrangements.

*Taken from CLF news.

2. Discuss with a partner the following questions.

- ❖ Recognize the real history. What makes you think your choice is the right one?
- ❖ What would happen if you read only the second extract? Would you believe it is true?
- ❖ What do you feel when you realize that a person can change the history only by using words and presenting the events from a different point of view? Support your answer.

3. Look at the following words in your book. Provide a definition for each one.

- a) Crimethink.
- b) Doublespeak
- c) Facecrime
- d) Goodthinker
- e) Hate week
- f) Oldthinkers
- g) Unperson

3. Choose three words from the list above and write a sentence for each.

4. In groups of three, discuss the following questions:

What is Newspeak? What is its purpose?

Why is it essential for the Party to rid the language of synonyms and antonyms?

5. You have just returned to your classroom after taking part in the Two Minutes Hate.

Write a short letter, in Newspeak, to a friend describing your feelings.

Adapted from:

<http://www.penguin.com/static/pdf/teachersguides/1984.pdf>

https://www.pearsonschooolsandfecolleges.co.uk/Secondary/Drama/11-14/NewWindmillsFiction/Resources/K-O/1984_OCR.pdf

Unit 5: Everything isn't always as it seems.
Lesson 1: A different ending.

Objectives:

- ✓ Recognize grammar errors in a written piece of text.
- ✓ Compare the differences between the movie and the book.

1. Watch an extract from the movie 1984, inspired in the book of the same name.



2. Compare the end of the movie with the end of the novel. Write your ideas in the chart below.

	Movie	Novel
Similarities		
Differences		

3. Make a list of things you would change of the end of the novel. Share it with your classmates.

4. Form groups of three or four. You are going to receive a worksheet in which the final project is presented.

BIG BROTHER

Final Project

Form groups of three or four and create an alternative ending of the novel to be presented in front of the class at the end of the workshop. You can include old characters or you can create new ones.

The play should last between 8-10 minutes per group. Each participant should have the same number of turns.

Each student should mention at least 2 words from the *Newspeak* language.

Assign your roles and the obligations for each student, considering clothes you are going to wear and items you are going to use for the presentation taking into consideration the science-fiction genre and the context of the novel.

Drafts and work done during lessons 1 and 2 are going to be part of your participation grade.

For the final presentation, you are going to be evaluated for your performance and pronunciation.

Deadlines

Lesson

Activity

Lesson 1

First draft and organization of the play.
To assign roles and obligations.

Lesson 2

Final script and rehearsal.
To correct grammar mistakes of the first draft and to rehearse the play.

Lesson 3

Presentation of the play.
To act out the alternative ending you wrote, including costumes and stage design.

IS WATCHING

YOU

Unit 5: Everything isn't always as it seems.

Lesson 3: Closure of the workshop and presentation of the final project.

Objectives:

- ✓ Dramatize an original play based on the novel *1984*
- ✓ Reproduce English sounds.

1. Watch the video of the ending to remember your task.
2. You have 5 minutes to organize the elements you are going to use on stage.
3. Choose one participant of your group to take a piece of paper and decide the order of presentation.
4. Act out your play in front of the class.
5. Discuss briefly as a class the following questions after your performance.
 - ❖ Are you going to be aware from now on about the way the media portrays a piece of news?
 - ❖ Are you going to be critical about the things you read in the media?
 - ❖ Would you recommend this book to other people?
 - ❖ What have you learnt during this workshop?
 - ❖ Would did you like about the activities?
 - ❖ What would have you done differently?
6. Remember the following phrase

The big brother is always watching you

Rubrics for final project

Speaking					
	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts	
Grammar	<p>Needs Improvement</p> <p>Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.</p>	<p>Satisfactory</p> <p>Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.</p>	<p>Good</p> <p>Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.</p>	<p>Excellent</p> <p>Student was able to express their ideas and responses with ease in proper sentence structure and tenses.</p>	
Pronunciation	<p>Needs Improvement</p> <p>Student was difficult to understand, quiet in speaking, unclear in pronunciation.</p>	<p>Satisfactory</p> <p>Student was slightly unclear with pronunciation at times, but generally is fair.</p>	<p>Good</p> <p>Pronunciation was good and did not interfere with communication</p>	<p>Excellent</p> <p>Pronunciation was very clear and easy to understand.</p>	
Vocabulary	<p>Needs Improvement</p> <p>Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.</p>	<p>Satisfactory</p> <p>Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.</p>	<p>Good</p> <p>Student utilized the words learned in class, in an accurate manner for the situation given.</p>	<p>Excellent</p> <p>Rich, precise and impressive usage of vocabulary words learned in and beyond of class.</p>	
Comprehension	<p>Needs Improvement</p> <p>Student had difficulty understanding the questions and topics that were being discussed.</p>	<p>Satisfactory</p> <p>Student fairly grasped some of the questions and topics that were being discussed.</p>	<p>Good</p> <p>Student was able to comprehend and respond to most of the questions and topics that were being discussed.</p>	<p>Excellent</p> <p>Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.</p>	
Fluency	<p>Needs Improvement</p> <p>Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand</p>	<p>Satisfactory</p> <p>Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.</p>	<p>Good</p> <p>Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.</p>	<p>Excellent</p> <p>Speech is effortless and smooth with speed that comes close to that of a native speaker.</p>	

Adapted from: <http://www.rcampus.com/rubricshowc.cfm?sp=true&code=L47B46>

Rubrics for short writing assignments

	Poor 1	Fair 2	Good 4	Excellent 5
Content & Organization	Content is incomplete. Major points are not clear. Very confusing/little or no attempt at structure.	Content is not comprehensive. Major points are addressed, but not well stated. Content is inconsistent with regard to purpose and clarity of thought. Structure is attempted, but with little success.	Content is comprehensive and accurate most of the times. Narrative structure is noticeable, but the reader may have to infer it- sequence of episodes moves logically through time with some gaps.	Content is comprehensive and accurate. Content and purpose of the writing are clear. Narrative structure clear- sequence of episodes moves logically through time without noticeable gaps.
Organization & Structure	Organization and structure detract from the message of the writer. Paragraph is disjointed and lack transition of thoughts.	Structure of the paragraph is not easy to follow. Paragraph transitions need improvement.	Paragraph's organization is good enough.	Structure of the paragraph is clear and easy to follow.
Grammar, Punctuation & Spelling	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	Paragraph contains punctuation and spelling errors. There are few grammatical mistakes. Language is clear most of the times.	Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Adapted from <http://www.rcampus.com/rubricshowc.cfm?code=Z643W&sp=yes>

Macro planning

Unit	Lessons	Objectives	Skills
Unit 1: Understanding different futures.	1. Science fiction genre.	Identify the main characteristics of the science-fiction genre	Listening Speaking Writing
	2. Dystopian novel.	Recognize the characteristics of a dystopian novel. Identify the differences between utopian and dystopian novels.	Reading Speaking Writing
	3. Introduction to <i>Nineteen Eighty-Four</i> .	Recognize key concepts present in the novel. Express personal opinions about a totalitarian society.	Writing Speaking
Unit 2: A man with a futuristic mind	1. <i>Nineteen Eighty-Four</i> 's historical background.	Discover the context in which the novel was written Discuss elements of the historical background.	Reading Speaking Writing
	2. George Orwell.	Analyze the author's life and the impact it had on the process of writing <i>1984</i>	Reading Listening Writing
	3. Winston Smith as the main character.	Compare Winston's characteristics with other main characters of science-fiction novels.	Reading Speaking Writing
Unit 3: Invisible power.	1. Ministries in the book.	Identify the different functions each ministry has in the novel.	Reading Listening Writing
	2. Totalitarianism in <i>Nineteen Eighty-Four</i> .	Reflect on the responsibilities that governments have in acts of violence using their power.	Speaking Writing

Unit 4: What's the role of media in our lives?	3. Big brother's surveillance.	Reflect on today people's behavior towards telescreens and social networks by analyzing the Big Brother surveillance	Speaking Listening Writing
	1. Raise awareness of the presence of media in daily life.	Describe the differences between how newspapers portray a news item. Identify the ways in which propaganda can influence people's lives.	Writing
	2. Policing citizens and their sexuality.	Identify the ways in which people are watched in the novel. Discuss the love relationship between Winston and Julia.	Reading Listening Speaking
	3. Language through Newspeak.	To identify linguistic items that can have influence over people's thoughts.	Reading Speaking Writing
Unit 5: Everything isn't always as it seems.	1. A different ending.	Recognize grammar errors in a written piece of text. Compare the differences between the movie and the book.	Listening Writing Speaking
	2. Organizing the battle.	Practice English sounds and performance. Correct grammar mistakes	Writing Speaking
	3. Closure of the workshop and presentation of the final project.	Dramatize an original play based on the novel 1984 Reproduce English sounds.	Speaking

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Appendix 1

Ten core assumptions of current Communicative Language Teaching

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

4. Communication is a holistic process that often calls upon the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

8. Successful language learning involves the use of effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for

students to use and practice the language and to reflect on language use and language learning.

10. The classroom is a community where learners learn through collaboration and sharing.

Appendix 2

Questionnaire

Level: 4° medio

Number of students: 28

School: Colegio María Auxiliadora, Viña del mar

Read each question carefully. Then, answer the questions honestly.

It is not necessary for you to write your name on it, just circle MALE or FEMALE.

MALE

FEMALE

1. How would you describe your English level?

a) Beginner b) Intermediate c) Advanced

2. What is your favorite book?

3. Do you know what the science fiction genre is?

a) Yes b) No

If so, explain briefly.

4. Have you ever read a science fiction book? If so, which one?

- a) Yes b) No
-

5. Which of these concepts do you understand well

- a) Totalitarianism b) Social media c) Utopia d) Dystopia

6. Use of English. Which of the following options do you prefer?

- a) Writing in English b) Speaking in English c) Both D) Neither

7. Which of the following skills do you consider to be good at? List them from the one you like the most.

a. Reading _____

b. Listening _____

c. Speaking _____

d. Writing. _____

8. Do you prefer working with others or alone?

- g) Working with others b) Working alone