PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO
FACULTAD DE FILOSOFÍA Y EDUCACIÓN
INSTITUTO DE LITERATURA Y CIENCIAS DEL LENGUAJE

PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO

Breaking the Wall: Understanding British Society through Pink Floyd's *The Wall*:

A Workshop for Freshmen Students

Trabajo de Titulación para optar al Grado de Licenciado en Educación y al Título de Profesor de Inglés

Profesor Guía:
Ricardo Benítez Figari

Alumno:
Miguel Ángel Núñez Marchant

Viña del Mar, Junio - 2016

Introduction

Defining culture and why we should consider it part of the curriculum.

It has been especially difficult to come to an agreement when we try to give an accurate definition of the concept of culture. Most of these difficulties appear from its own nature where the variety of possible explanations, out of a diverse group of people, materializes at different places and at different moments. Moran (2001) defines culture as "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (p.24). In other words, culture is the way of life of a community that shares some patterns, implicit and explicit, of behavior, similar values and beliefs that mold them both as individuals and members of a society at the same time.

Taking that into consideration, most people would agree that learning a second language through its culture not only will enhance the manner in which students should develop their linguistic skills, but also it would ease the interaction with people from other nations and communities. Unfortunately, in the Chilean English as a Foreign Language program for freshmen, students learn the English language by working on linguistic functions that are focused on the assimilation of the language by carrying out different tasks related to the globalized world of today, such as writing e-mails, resumes, identifying different types of texts, to name a few. As a consequence, learning English by sharing and analyzing cultural aspects of a different country seems to be a neglected area, generating in this way a gap between the language and culture. Although language and culture are inevitably linked, learning a second language should not be just about the application of different grammar

rules to written and oral contexts since "language teachers deal with products, practices, perspectives, persons, and communities, particularly as they intersect with the use of language" (Moran, 2001, p. 28). One possible explanation to understand why the culture learning has not been thoroughly considered in the Chilean English curriculum might be the fact that learning about the target culture would affect the values from those who are learning it. Furthermore, it is important to consider the context in which students get involved in the process of culture learning, because in an ESL classroom, where students learn the culture in the culture, is considerably different from an EFL Chilean context where culture is studied from a distance (Moran, 2001). Students have very exceptional opportunities to be in close contact with the target culture and its native speakers, are unable to appreciate some cultural features of communication, and some non-verbal aspects of the culture are mainly acquired from less formal components - TV series, videogames, movies, video blogs, among others - which can be very helpful, but they can also lead to faulty misconceptions if are not properly conducted by the teacher (Cakir, 2006). That is, important elements of that culture such as the way people behave, dress or speak in a particular way, might be underestimated.

Indeed, the way in which the learners get involved with the target culture - products, practices, communities or persons - makes a difference. The learning process would be influenced by the number of direct interactions with the target culture. In this sense, the school curriculum should incorporate cultural aspects of the English language that are aimed not only at the comprehension and production of written and oral texts, but also at the cultural awareness where "The paralinguistic aspects and appropriate manners of

behavior are equally important factors in the communicatively competent learner's performance" (Cakir, 2006, p. 156).

Why Pink Floyd's *The Wall*?

As previously mentioned, to grasp everything about a culture is almost an impossible task. Taking into consideration Moran's (2001) definition of culture, the concept itself is difficult to determine, but student could get to know the cultural phenomenon of a country through the importance of rock music or the influence of a rock band's conceptual album.

The conceptual music album *The Wall* (1979) represents the personal story of Roger Waters' own life who is the co-founder of the band Pink Floyd. It combines the ideas of loneliness of a famous rock singer who is also struggling with his father's death and the abuse of his school teachers. This album follows the life of a fictional character where the band explores the concept of abandonment from his boyhood as a consequence of the Second World War to his isolation from society as a world-renowned rock artist. Since this album narrates a story from a member of the band depicted through a fictional protagonist, the English language and culture can be taught with this conceptual album because it represents the individual view of a society at a particular moment in a particular place. In this sense, this fictional character named "Pink" illustrates through the album the way in which the author grasps his culture in his personal way, and the way in which society does. "Culture resides in persons, in individuals. Each member of a culture, like a minuscule twist in a kaleidoscope, reflects and refracts the common colored lights of their culture in a unique display, recognizably similar yet unquestionably different" (Moran, 2001, p. 98). In other words, this album highlights not only personal experiences of a fictional character,

4

but also collective events as a part of a society. Additionally, this album is a cultural product since "it can be examined in terms of the person of the author, from the cultural communities it reflects or portrays, from the cultural practices it describes, from the cultural perspectives it manifests" (Moran, 2001, p. 54) and from the relationship of this album with other cultural products such as movies, books, etc.

Considering Pink Floyd's *The Wall* as a cultural product, it is necessary to describe Pink Floyd music rock band and the conceptual album *The Wall* in order to have students immerse in the target culture.

Pink Floyds' history

Pink Floyd is one of the most important music band in the history of rock not only because they made it evolve, but also because very few music bands have created new styles, have composed songs and produced albums that until today are followed by an entire generation.

Most people know something about Pink Floyd as a result of their progressive and psychedelic music that gave them international acclaim. Apart from that, the astonishing live performances, philosophical lyrics and lengthy compositions transformed them into one of the most influential groups in the history of popular music along with the Beatles, the Rolling Stones and Led Zeppelin. They changed music and the way of composing, narrating complete life stories through their songs full of emotional elements. Most of their albums could be considered masterpieces and worldwide cultural icons, thus it was in 1979 where the second most popular album saw the light.

Understanding British society through Pink Floyd's The Wall

Taking all the above into account, the present workshop "Breaking the Wall: Understanding British Society through Pink Floyd's *The Wall*: A Workshop for Freshmen Students" will allow these students to learn language function and vocabulary through the importance of Pink Floyd's *The Wall* in the culture of rock music as a cultural product. In this sense, this workshop, apart from bridging the gap between the Chilean Ministry of Education's English as a Foreign Language program and its cultural content, comprises a general objective that will help students to develop their linguistic skills by discussing, contrasting and comparing aspects of the target culture and the students' culture. In order to do so, activities in this workshop are aimed to promote the exchange of students' personal experiences and opinions, exposing them to a variety of selected inputs, and controversial and relevant topics promoting their interest in the new culture during the culture learning process. The materials selected for this course will be audio files, internet information, video recording, music and documentaries.

This workshop is designed for freshmen students who, according to the Ministry's EFL proposal, need to learn to comprehend, identify main and specific ideas, and compare in English (Ministerio de Educación 2011). To achieve this, students will engage in critical thinking activities which are defined as ""the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action" ("Defining Critical Thinking," http://www.criticalthinking.org/pages/defining-critical-thinking/766).

The syllabus

The type of syllabus chosen for this workshop is a topic-based (content-based) one. This will allow to put the emphasis on both the contents and students' interests but, at the same time, will provide them with the opportunities to meet the language objectives while they are immersed in the culture learning process. According to Lúðvíksdóttir (2011) this type of syllabus takes students' personal interests into consideration and gives them the possibility that the learning process is "fun for students, the activities become relevant to them and they see a purpose for doing them" (Lúðvíksdóttir, 2011, p. 12).

Considering that this workshop uses the topic of Pink Floyd's *The Wall* as a means to understand some aspects of the British society, the focus of this project is on the content to be learned. In that sense, the L2 will be taught through the topic and the different units, contrary to what is usually seen in many textbooks that give special priority to the language over the cultural topic.

By the same token, the syllabus is organized into 4 units that are aligned along the main topic of this workshop. They are arranged in such a way that students will be able to get immersed in the topic as they go over each lesson.

Students' needs

In order to have a complete picture of the needs of the target audience, a needs analysis questionnaire was conducted among 20 freshmen from Colegio Agustin Edwards, a semiprivate school in Valparaíso.

The aims of this needs analysis are the following:

- to find out students' interest in listening to music in English

- to discover student's interest in music, musicians, rock music, and Pink Floyd's *The Wall*

- to discover the type of activities or schoolwork that students like the most

- to discover what skill students consider they need to improve and which they consider most difficult

- to determine the way in which students practice the English language at home

- to find out if students have heard something about Pink Floyd's *The Wall*

- to find out students' willingness to participate in an English workshop

The results shown in graphs (see Appendix 2) indicates that 80% of the students like listening to music in English, 50% of them answered to do it every day, and another 30% say that they do it only sometimes during the week. Additionally, 65% of the students acknowledged to like listening to music from the 80s; 46% of them said that a relative or a friend had an influence in them since they usually listen to music from that decade; then 21% of them answered they like the meaning of lyrics, while 16% said that music from the 80s has had a great influence in today's music. Furthermore, 28% of the students answered that they listen to music in English as a means of practicing the language at home.

As for the way they like to work at school, 37% of the students answered that they prefer group discussions activities, and another 26% said they like to write short essays. On the other hand, 11% of the students answered they like to work on their own; thus, this workshop will include all these types of classwork but putting the emphasis on group work.

Regarding the topic of this project, 60% of the students acknowledged to have heard something about the rock band Pink Floyd. 47% of them associate the name of the band with Roger Waters or David Gilmour, while 40% linked it to the term "progressive rock music." Only 13% of the students associate Pink Floyd with the album *The Wall*.

In relation to language skills and English practice, 35% of the students feel comfortable with reading-related activities. On the contrary, 50% of the students answered they feel that they need to improve their listening skills. Regarding how students practice their English outside the classroom, 28% of the students said they do so through listening to music in English, 18% answered that they practice it through vocabulary exercises, and another 18% said they do so by watching movies or TV series with Spanish subtitles. In the same way, the needs analysis results reveal that students prefer activities that are associated with the internet and the social media: 28% of the students answered they enjoy to communicate with their friends or relatives by using Facebook, 22% of the students expressed to do so by using Skype, and 17% of the respondents said they prefer to elaborate a video blog on YouTube.

Finally, 75% of the students expressed their willingness to participate in a workshop that could help them to improve their English language skills, and 55% of the students consider

the possibility of taking a workshop about Pink Floyd's *The Wall*. 67% of the respondents said that each lesson should take 90 minutes long.

References

Cakir, I. (2006). *Developing Cultural Awareness in Foreign Language Teaching.* Turkish Online Journal of Distance Education.

Defining Critical Thinking. (n.d.). Retrieved April 22, 2016 from: http://www.criticalthinking.org/pages/defining-critical-thinking/766

Lúðvíksdóttir, H. J. (2011). *Topic-based instruction in the EFL classroom: Topic-based lesson ideas for teaching students at the lower secondary level.* Iceland: Bóksala Education.

Ministerio de Educación. (2011). *Inglés: Programa de Estudio Primer Año Medio* [PDF]. Santiago: Ministerio de Educación.

Moran, P. (2001). *Teaching Culture: Perspectives in practice*. Boston: Heinle & Heinle.

Remember a day? (n.d) Pink Floyd Official site. Retrieved April 18, 2016 from: http://www.pinkfloyd.com/history/biography.php

Urick, B. (2010). Pink Floyd's *"The Wall"*: a complete analysis. Retrieved April 19, 2016 from: http://www.thewallanalysis.com/main/

The rationale

"Breaking the Wall: Understanding British Society through Pink Floyd's *The Wall*" is a four-month workshop aimed at developing the English skills of freshmen students to write, read, discuss and express their own opinions about the British society. It comprises four units closely related to Pink Floyd's history and their message about the British society that is reflected in their conceptual music album *The Wall* through both its lyrics and symbolism. Above all, students will not only build cultural awareness, but also they will improve their linguistic skills as they go through this process.

General objective

By the end of this workshop, students will be able to analyze the U.K. history and education as depicted in Pink Floyd's *The Wall*.

Specific objectives

By the end of this workshop, the students will be able to:

- identify general and specific information about Pink Floyd
- discuss the main features of Pink Floyd's *The Wall*

- discuss how the album's lyrics and music reflect the U.K. history, school system, and individuals' isolation from society

- identify the main features of UK educational system during the 80s

- summarize the main features of UK society from the 80s

- analyze the uses of some lyrics in order to understand their message about the British society

- examine the art and symbolism behind both, *The Wall* and Pink Floyd's live performances

- analyze the uses of some lyrics in context in order to understand their message

- evaluate the contribution of Pink Floyd's *The Wall* to the culture of rock music

- analyze the influence of Pink Floyd's *The Wall* in the Chilean culture

Language objectives

By the end of this workshop, the students will be able to:

- identify general and specific ideas from oral and written texts

- give reasons, express opinions and possibilities

- give recommendations

- organize ideas and information in a logical and coherent manner by using linking words

- coordinate ideas and opinions by using coordinate conjunctions

Assessment Criteria

The students will be assessed according to the different activities they will perform both inside and outside the classroom. Some activities included in this workshop are: writing

essays and song reviews, elaborating video blogs, making posters, among others. All these activities will be assessed on a grading scale where the lowest achievement is 60% (4.0) that will, at the same time, constitute 70% of the final grade.

The final project of the workshop – a booklet – will constitute the remaining 30% of the final grade. This project will also be calculated on a grading scale where the lowest achievement is 60% (4.0). The grade of the project will be calculated considering an oral presentation of the booklet (30%), a self-evaluation (5%), a peer-evaluation (15%), and the booklet itself (50%).

Formal assessment	% of final grade	Final Grade
In-class work and homework Average grade on: posters, essay-writings, the song review, video analysis, and video blogs.	70%	100%
Final project: the booklet The booklet = 50% The Oral presentation = 30% The average of self-evaluation = 5% The average of peer-evaluation = 15%	30%	

Attendance

Students are required to have, at least, 80% of attendance in order to achieve the objective of this workshop.

Academic dishonesty

Regarding plagiarism and cheating, students caught committing fraud will get a 1.0. Nevertheless, if the student wants to improve his/her grade, s/he will be assigned an individual task, which will be calculated on a grading scale with 80% of lower achievement.

Syllabus

Name of the workshop:	**Breaking the wall: understanding British society through Pink Floyd's The Wall.**
Duration	1 semester: 16 sessions – one session a week
General Objective: By the end of this workshop, students will be able to analyze the U.K. history and education as depicted in Pink Floyd's The Wall.	

Unit 1: Behind the wall – The Rock Band and its masterpiece.	**Main objective**: To analyze Pink Floyd's *The Wall*

1.1 Pink Floyd's beginnings **Specific objective**: To identify general and specific information about Pink Floyd	**Contents**: - Pink Floyd during the 60s and 70s - Rock music during the 60s and 70s - Post-Barret period
	Main Skills: Listening, reading and Writing

Activities: Readings: "Pink Floyd Biography", "Fact and trivia" | Completing charts with information | Group discussions | Sharing answers in a plenary | Writing: What have I learned?

1.2 *The Wall* – Music, film and rock concerts **Specific objective**: To discuss the main features of Pink Floyd's *The Wall*	**Contents**: - *The Wall* album - *The Wall*, the movie - Criticism
	Main Skills: Listening, writing and speaking

Activities: "Before you start: Describing Pink Floyd" | Pink Floyd's 'The Wall' Album Facts and Trivia | Listening – interview: Roger Waters describing *The Wall* (A segment from a video file) | Reading: *The Wall*, Movie review | Write and share: Write a 100-word summary about the main features of Pink Floyd's *The Wall* and share with a classmate | Group discussion: Expectations about *The Wall* | Writing: What have I learned?

| **Unit 2**: Just another Brick in The Wall – UK society	**Main objective**: To discuss how the album's lyrics and music reflect the U.K. history, school system, and individuals' isolation from society

2.1 UK history **Specific objective**: To relate the message that portrays Pink Floyd's *The Wall* with UK history from the 70s	**Contents:** - Post-war consequences - The roots on "The Wall" - Cold war period
	Main skills: Reading, listening and writing
Activities: Warming up: "Roger Waters: The Wall Documentary Trailer" Brainstorming ideas about *The Wall* | Reading: "Pink Floyd and the Cold War" | Reading and Listening: "Goodbye Blue Sky: Post-war consequences" (Lyrics and music video) | Writing: Designing an online poster – "UK Post-wat consequences" | Writing: What have I learned?	
2.2 UK education **Specific objective**: To identify the main features of UK education system during the 80s	**Contents:** - UK education system during the 80s - Pink Floyd's message - Education nowadays
	Main skills: Reading, listening and speaking
Activities: Warming up: "Fact or Fiction" – sharing ideas about the past | Listening: "Another Brick in the Wall: Part 2" – Explicit and implicit messages (lyrics, music video) | Reading: Pink Floyd's "The Wall Part II": What is the Real Message? | Group discussion: "Getting the message" – describing the three most representative images | Debate: Education in the 80s vs education today	
2.3 Abandonment and isolation **Specific objective**: To summarize the main features of UK society from the 80s	**Contents:** - Pink's profile - Social barriers
	Main skills: Reading, listening and speaking
Activities: Reading: Who's Pink? Getting to know the person behind the wall | Listening: "Hey You" – Isolation from the world (lyrics and music video) | Complete the chart | Group discussion | Writing: "Nobody home" - In groups of three listen the song and discuss its meaning |What have I learned about UK history and education? Making a 3-min video blog	

Unit 3: The show must go on – *The Wall's* art and symbolism	**Specific objective**: To examine the art and symbolism behind both *The Wall* and Pink Floyd's live performances.
3.1 Art & Symbolism **Specific objective**: To analyze the meaning of different fictional figures and symbols found in Pink Floyd's *The Wall*.	**Contents:** - Posters, album cover and drawings - Movie features - Art critics and opinions
	Main skills: Reading and writing
Activities: Reading: "Art and Symbolism behind *The Wall*" A message beneath the images | Group discussion | Art Review: a word about Pink | Writing: What have I learned?	
3.2 Live Concerts **Specific objective**: To distinguish	**Contents:** - Backstage - *The Wall* – Live in Berlin (1990)

| different symbolisms during Pink Floyd's live performances. | - The voice of its Maker |
| | **Main skills:** Listening and speaking |

Activities: Warming up: Make predictions with the class about Pink Floyd's live performances | Listening: Watch the segment of the documentary "The Seven Ages Of Rock Pt 2 "White Light, White Heat" | individually confirm your predictions | Group discussion: Describe the main aspects of *The Wall*: Live in Berlin (1990) | Listening – Interview: Technology in *The Wall* | Writing: What have I learned?

Unit 4: Is there anybody out there? Contributions to rock music	**Specific objective**: To evaluate the contribution of Pink Floyd's *The Wall* to the culture of rock music.
4.1 Lyrics and composition – Booklet planning **Specific objective**: To analyze the uses of some *The Wall*'s lyrics in order to understand their message	**Content:** - Song reviews - Rock music tendencies during the 80s
	Main skills: Reading and writing
Activities: Before you start: Summarizing facts | The real meaning: Controversy about *Another brick in the wall*'s message | Video: The Evolution of Rock | Write and share: A 100-word essay, a personal reflection on Pink Floyd's *The Wall* | Getting ready! Ideas for the booklet	
4.2 Instrumentation - booklet elaboration **Specific objective**: To compare musical tendencies from the 80s until today	**Content:** - Before Pink Floyd - Music styles, sounds and rhythm - Post- Pink Floyd music styles
	Main skills: Listening and writing
Activities: Warming up: Your favorite rock artist | Video - Evolution of music: sounds from yesterday | Writing - My Booklet: elaborating a final booklet (group work) | Discuss: final findings and peer evaluations	
4.3 Influence in Chilean Culture – Booklet presentation **Specific objective**: To highlight the main aspects of Chilean music culture influenced by Pink Floyd's *The Wall*	**Content:** - Pink Floyd and Chile - The Wall and Chilean rock music
	Main skills: Reading and speaking
Activities: Reading - Pink Floyd influence: Chilean Rock artists | Final activity - Speaking: Presenting your booklet and answer questions from the class.	
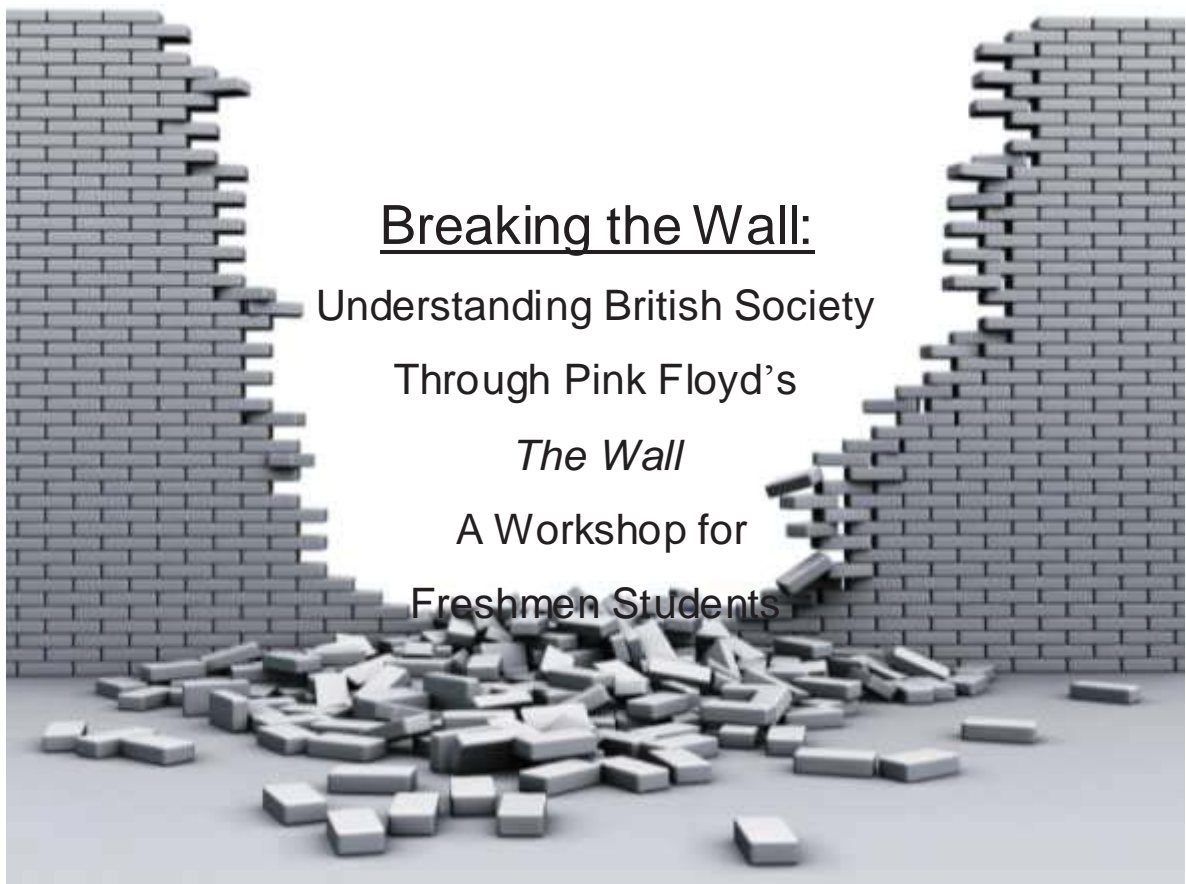
Breaking the Wall:

Understanding British Society

Through Pink Floyd's

The Wall

A Workshop for

Freshmen Students

Unit 1
Lesson 1
PINK FLOYD'S BEGINNINGS

Getting Ready!

In groups, complete this chart writing a list of your favorite music bands or singers. Choose one special song of each band. Then, write what you like about it.

Band / singer	Special song	Reason why you like it

Compare you chart with other groups. Then look at the reason why they considered a song special.

GET TOGETHER IN PAIRS

1) Have you ever heard about the band "Pink Floyd"? What do you know about the band?
2) Read the title of this unit. What ideas come to your mind?
3) Read the following short biography about Pink Floyd

Pink Floyd	**Rock Band**
Born: 1965	Birthplace: London, England

Pink Floyd was a U.K. psychedelic rock band made up of Syd Barrett (guitar and vocals), David Gilmour (guitar), Roger Waters (vocals and bass), Nick Mason (drums), and Richard Wright (keyboards). Waters, Mason and Wright played together before being joined in 1965 by Barrett, who changed the band name to the Pink Floyd Sound. Their sound was attributed to Barrett, who had trouble coping (some say because of LSD, some say mental illness) and was ultimately replaced by Gilmour in 1968. Their early albums were spacey and experimental and they were among the first rock groups to use light shows during their concerts. Their 1973 album *Dark Side of the Moon* took them from the fringes of psychedelic rock and put them on the top of the charts. The album went on to become one of the bestselling records of all time, spending more than 25 years on Billboard's Top 200 chart. They had further success with *Wish You Were Here* (1975), *Animals* (1977) and *The Wall* (1979), but by the '80s the band drifted apart. In 1987 Gilmour, Mason and Wright reunited and recorded *A Momentary Lapse of Reason*. One of the top-selling rock groups in history, Pink Floyd was inducted into the Rock and Roll Hall of Fame in 1996.

After reading

Get together in groups of four and discuss the following questions:

- What do you personally know about Pink Floyd?
- Why do you think this successful rock band from the 80s finally drifted apart?
- What have you heard from this band today?

Key Word Spot

- Psychedelic: multicolored, crazy.
- Spacey: curious, unusual.
- Bestselling: successful
- Drifted apart: divided, separated.

Use expressions from the "key word spot"

What have I learned?

Answer this following questions about today's lesson:

1) What have you learned from the rock band Pink Floyd?

_____

_____

2) What are the most interesting facts you have learned about Pink Floyd?

_____

_____

_____

3) After this lesson, what do you expect to learn about Pink Floyd's _The Wall_?

_____

_____

_____

_____

Unit 2
Lesson 1

UK History

Warming up! _The Wall_: Documentary trailer

Watch the following video. In groups of 4, brainstorm ideas about Pink Floyd's _The Wall._ Discuss the following questions:

- What do you know about the Pink Floyd's _The Wall_?

20

- Have you ever listened the album or watched the movie?
- What do you think it is about?

Taken from https://www.youtube.com/watch?v=ZuPyeCX7Fgg

Before Reading: What do you know about the Cold War? Do you know which countries were involved in that conflict? Have you ever heard about the Falklands War?

Pink Floyd and the Cold War: Pink Floyd in the 80s

Regardless of age, gender, or race, the music one buys (or creates) can be a potent political act, allowing one's voice to be heard in a time when the message they wish to convey flies in the face of the mainstream media narrative of the day. Although active on the world's musical stage since the mid-1960s, for Pink Floyd songwriter, Roger Waters, it was not until the 1980s that music and protest became synonymous.

Released in 1983, Pink Floyd's The Final Cut was a loud, uncompromising cry against the policies of Thatcher, her response to the Falklands crisis, and more broadly, the spiraling Cold War tensions of the time.

Although Waters' role as the band's principle lyricist had given him a large amount of control over what the band had previously said, the group had mostly steered clear of politics, only sprinkling their songs with the occasional anti-war message – 'Forward they cry, from rear, and the front rank died' being a potent example from 1973's 'Us and Them'. By 1979, that situation was beginning to change as Waters began the process of reflecting upon his own life in the band's music. The result –The Wall– was one of the great musical masterpieces of the twentieth century, providing a commercial and critical hit that would continue to resonate with listeners years and decades after its original release.

A deeply, sometimes shockingly personal record, that album re-opened old wounds for Waters, not the least of which was the death of his father in World War II. With tensions ramping up over the Falklands in early 1982, Waters became increasingly irate at the Thatcher government's apparent readiness to ignore potential diplomatic solutions in favor of a military response to the escalating crisis. As he saw it, the sacrifice made by his father was one for a world in which diplomacy, not the lives of young men and women, resolved such disputes.

Such a view was not necessarily a widespread one and even in the band, Waters' politicization of the group's music proved to be divisive with guitarist David Gilmour particularly unhappy that the group was now openly criticizing the government.

Taken from: http://www.darrenreidhistory.co.uk/pink-floyd-and-the-cold-war/

<u>Discuss</u>: What are the reasons why the band decided to include some critics in their songs' lyrics? Do you think it was a good idea to include those lyrics? What happened to the band afterward?

Watch and listen!
"Goodbye Blue Sky"

Did you see the frightened ones? Did you hear the falling bombs? Did you ever wonder why we had to run for shelter when the promise of a brave new world unfurled beneath a clear blue sky? Did you see the frightened ones? Did you hear the falling bombs? The flames are all gone, but the pain lingers on. Goodbye, blue sky Goodbye, blue sky. Goodbye. Goodbye. Goodbye.	Taken from: https://www.youtube.com/watch?v=_kGOAWnvyWA

In groups of 4, create an <u>online poster</u> with the theme "UK Post-war consequences". Include at least 3 features seen in this lesson. Use appropriate images and design. Be creative!

Rubric to assess the online Poster:

Members of the group: _____

CATEGORY	4	3	2	1
Ideas	Ideas were expressed in a clear and organized	Ideas were expressed in a pretty clear manner, but	Ideas were somewhat organized, but were not very	The poster seemed to be a collection of unrelated

	fashion. It was easy to figure out what the poster was about.	the organization could have been better.	clear.	sentences and images. It was very difficult to figure out what the poster was about.
Images and design	Images and poster design were very carefully selected and applied.	Some images selected were good but the design of the poster was properly applied.	The images selected were vague and unclear, but the design of the poster was interesting.	Neither the images nor the design were properly applied in the poster.
Grammar	Writer makes no mistakes in grammar.	Writer makes 1-2 mistakes in grammar.	Writer makes 3-4 mistakes in grammar.	Writer makes more than 4 mistakes in grammar.
Spelling	Writer makes no mistakes in spelling.	Writer makes 1-2 mistakes in spelling.	Writer makes 3-4 mistakes in spelling.	Writer makes more than 4 mistakes in spelling.

Score: _____   Grade: _____

(Adapted from: http://rubistar.4teachers.org/)

Unit 2
Lesson 2

UK Education

Warming up! Facts of Fiction

Watch this video about education in UK in the 80s and take notes about the information that is given. Complete the following chart

Facts	Fiction

Sharing ideas about the past

Get together in groups of four and discuss the following question:
1) How do you imagine school 40 years ago?
2) How did people study before the internet era?
3) How do you think it was for your parents go to school? What do you think it was different?

Before watching:

In pairs, take a look at the picture of this song and make predictions about its meaning.

Share your ideas with the rest of the class.

Watch and listen!
"Another Brick in the Wall" – Part 2

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey teacher! Leave them kids alone
All in all it's just another brick in the wall
All in all you're just another brick in the wall

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey teacher leave them kids alone
All in all it's just another brick in the wall
All in all you're just another brick in the wall

Taken from:
https://www.youtube.com/watch?v=GqPwffptR-E

Think about this

What caught your attention?
What is the explicit message in this song?
Does the video reveal an implicit message about society?

Read this excerpt from an online article and discuss:

Pink Floyd's "The Wall Part II": What is the Real Message?

Today "The Wall Part II" is seen as one of the greatest songs of the 1980's, but when the song was first released, it spurred controversy around the world. The song was banned by South Africa and criticized by school teachers all over the world. The lyrics are a protest of Britain's boarding school institution.

Along with the lyrics, there is a very vivid music video. The music video depicts students being conformed into clay people on an assembly line where they fall into a meat grinder, and then the students rise up against the teachers by demolishing the school with fire and hammer, all of these events happen in the imagination of Pink, who was smacked with a ruler.

The song had a whole new meaning in South Africa. Apartheid in the country lead to a racist education system; the white children were given a chance to have an education and in, turn, high-paying jobs. The black children were given the same opportunities. The black citizens and white supports protested at the Elsie's River uprising, singing

Pink Floyd's song. On May 2nd, 1980, the song, album and movie were banned by the Apartheid government.

Overall, I feel this song sends a strong statement about the education system, but does not attack the entire institution of education, as the school teachers who protested the song claimed. The song and the music video both depict what could happen if teachers forget to encourage individuality and resort to negative reinforcement as opposed to positive reinforcement. I have loved this song since I was a little girl and not once have I felt like rebelling against the system while listening to the song. I think that people across the world have taken the lyrics and images too seriously, when it was clearly depicted as a fantasy of a young boy. What is the real message of the song? I feel that it is not only a reminder to stay in touch with reality to avoid being isolated, but also to use kindness and compassion while teaching our country's children.

Taken from:

https://shannonprusak.wordpress.com/pink-floyds-the-wall-part-ii-what-is-the-real-message/

💬 Group discussion: Answer the following questions:

Why was this song banned in some countries?

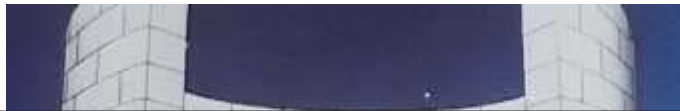According to the author, what is the real message of the song? Explain in your own words

What are your personal feeling about that vision of education in the late 80s?

> **In groups of four, describe the following images and what they mean to you**

Debating Ideas: Education in the 80s vs education today

Get together in groups of four and discuss about education:
- Discuss differences and similarities between education portrayed in "another brick in the wall" and education you see today.
- Which of them do you like the most?
- Take turns to express your opinion.
- Respect other's arguments and opinions.
- Share your comments with the rest of the class.

Booklet:

Members of the group: _____

CATEGORY	4	3	2	1
Title	There is a creative catchy phrase as a title, which is completely related to the topic.	There is a catchy phrase as a title, but it isn't creative.	The catchy phrase is somewhat confusing and not creative.	There is no title.
Organization of information	The information is placed in a logical order, using subtitles to divide it effectively, and the way it is presented and organized keeps the interest of the reader.	The booklet has attractive formatting and well-organized information.	Some information and subtitles are not in a logical or expected order.	The booklet's formatting and organization of material are confusing to the reader.
Reasons	The three reasons are clearly developed and justified by relevant, quality details and/or examples.	The three reasons are mentioned, but only two of them are clearly developed and supported.	The three reasons are mentioned, but only one of them is clearly developed and supported.	The three reasons are mentioned, but they are not developed nor are they supported.
Conclusion	The conclusion is strong: it includes a complete summary of the ideas exposed in the e-booklet.	One of the ideas exposed in the e-booklet is missing in the conclusion.	The conclusion is incomplete: only one of the ideas exposed in the e-booklet is present.	There is no conclusion.
Grammar	There are no grammar mistakes.	There are 1-3 grammar mistakes.	There are 4-6 grammar mistakes.	There are more than 6 grammar mistakes.
Spelling	There are no spelling mistakes.	There 1-3 spelling mistakes.	There are 4-6 spelling mistakes.	There are more than 6 spelling mistakes.
Design	The design is appealing and creative. The use of colors and graphics is excellent. It is highly likely that it will call the reader's attention.	The design is very creative, but the use of colors OR graphics can be improved.	The design is very creative, but the use of colors AND graphics can be improved.	The use of colors and graphics is sloppy: it lacks color, the graphics are small and/or not clear.

Score: _____   **Grade:** _____

(Adapted from: http://rubistar.4teachers.org/)

Self- evaluation

Name of the evaluator: _____

CATEGORY	4	3	2	1	SCORE
Planning	I participated actively in the planning of the work. I constantly gave ideas to organize the work.	I sometimes participated in the planning and gave ideas to organize the work.	I rarely participated in the planning, giving just a few ideas to organize the work to do.	I did not participate in the planning at all.	
Professionalism	I never interrupted my classmates, turned off my cell phone, and never talked to classmates from other groups.	I rarely interrupted my classmates. However, I sometimes talked to classmates from other groups OR played with my cell phone.	I sometimes interrupted my classmates. Moreover, I sometimes talked to classmates from other groups and, on occasions, played with my cell phone.	I repeatedly interrupted my classmates, talked to classmates from other groups, and played with my cell phone.	
Team Work	I worked well with others giving ideas, participating, discussing actively, listening to and criticizing others respectfully.	I worked well with others. I gave some ideas, participated actively	I gave only a few ideas and did not participate much in the discussion. Plus, I had a disrespectful attitude while discussing.	I did not work well with the group, and I had a disrespectful attitude while discussing.	
Materials and preparation	I brought needed materials (handouts, laptop or folder) to class and was always ready to work.	On a few occasions I forgot to bring needed materials to class, but I was always ready to work.	I forgot the materials many times and only sometimes was ready to work.	I rarely was prepared to work.	

Score: _____   Grade: _____

(Adapted from: http://rubistar.4teachers.org/)

Peer-evaluation

Name of the evaluator: _____

Peer 1: _____ Peer 2: _____ Peer 3: _____

Item	4	3	2	1	Peer 1	Peer 2	Peer 3
Planning	My classmate participated actively in the planning of the work. S/he constantly gave ideas to organize the work.	My classmate sometimes participated in the planning and gave ideas to organize the work.	My classmate rarely participated in the planning, giving just a few ideas to organize the work.	My classmate did not participate in the planning at all.			
Professionalism	My classmate never interrupted his/her classmates, turned off his/her cell phone, and never talked to classmates from other groups.	My classmate rarely interrupted his/her classmates. However, s/he sometimes talked to classmates from other groups OR played with his/her cell phone.	My classmate sometimes interrupted his/her classmates. Moreover, s/he sometimes talked to classmates from other groups and, on occasions, played with his/her cell phone.	My classmate repeatedly interrupted his/her classmates, talked to classmates from other groups, and played with his/her cell phone.			
Team work	My classmate worked well with others giving ideas, participating, discussing actively, listening to and criticizing others respectfully.	My classmate worked well with others. S/he gave ideas, participated actively, but s/he was not respectful when listening to others.	My classmate gave only a few ideas and did not participate much in the discussion. Plus, s/he had a disrespectful attitude while discussing.	My classmate did not work well with the group, withdrawing from giving ideas and having a disrespectful attitude while discussing.			
Materials and Preparation	My classmate brought needed materials (handouts, laptop or folder) to class and s/he was always ready to work.	On a few occasions my classmate forgot to bring needed materials to class, but s/he was always ready to work.	Mu classmate forgot the materials many times and only sometimes s/he was ready to work.	My classmate rarely was prepared to work.			

Score: _____   Grade: _____

(Adapted from: http://rubistar.4teachers.org/)

Appendix 1: Needs analysis - Questionnaire

This survey will help to develop a workshop aimed to students of your age. The answers to the following questions are vital to achieve an appropriate design of the lesson and select the material. Please answer as honestly as you can!
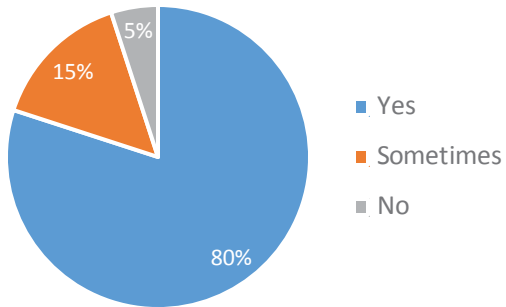
1. Do you like listening to music in English?
   a) Yes   b) Sometimes   c) No

2. How frequently do you listen to music in English?
   a) Everyday   b) Sometimes   c) During the weekend   d) Never

3. Do you enjoy watching videos and documentaries about music bands or musicians?
   a) Always   b) Sometimes   c) Occasionally   d) No

4. How much do you like music from the 80s?
   a) I love it   b) I like it   c) I don't care   d)I don't like it at all

5. If your answer was "a" or "b" in number 4, choose one or more statement that represent you the most.
   a) I like the meaning of the lyrics
   b) My parents and friends usually listen to music from that decade
   c) I think it has a great influence in today's music
   d) Musicians from that decade are among my favorite idols
   c) Other _____

6. Which of the following activities do you feel more comfortable with? You can choose more than one alternative.
   a) Oral presentations   e) Elaborating video blogs
   b) Group discussions   f) Debates
   c) Individual work   g) Other _____
   d) Writing short essays

7. Which of the following activities do you enjoy?
   a) Video conferences in English
   b) Talking to friends/relatives through Skype
   c) Using Facebook to communicate with my friends/relatives
   d) Reading a book in English
   e) Elaborate a video blog on YouTube
   f) Singing songs in a karaoke room
   g) Other _____

8. Which of the following linguistic skills have you developed the most?
   a) Listening   c) Reading
   b) Speaking   d) Writing

9. Which of the following linguistic skills do you think you need to improve?
   a) Listening   c) Reading
   b) Speaking   d) Writing

10. How do you practice your English outside the school?
    a) Grammar exercises
    b) Vocabulary exercises
    c) Listening to music in English
    d) Having conversations with friends
    e) Transcribing lyrics of songs
    f) Watching movies or TV series with Spanish subtitles
    g) Watching movies or TV series without Spanish subtitles
    h) I don't practice my English outside the school
    i) Other _____

11. Have you ever heard about the English rock band Pink Floyd?
    a) Yes   b) I'm not sure   c) No

12. If your answer was "a" or "b" in number 11, what do you know about this band? You can choose more than one alternative.
    a) Astonishing live performances
    b) The album *The Wall*
    c) Roger Waters / David Gilmour
    d) Progressive rock music

13. Would you consider taken a workshop about Pink Floyd's *The Wall*?
    a) Yes   b) Maybe   c) No

14. Would you be willing to participate in a workshop that helps you to improve your skills in the English language?
    a) Yes   b) I'm not sure   c) No

15. If your answer was "a" or "b" in number 13, how long do you think each lesson should take?
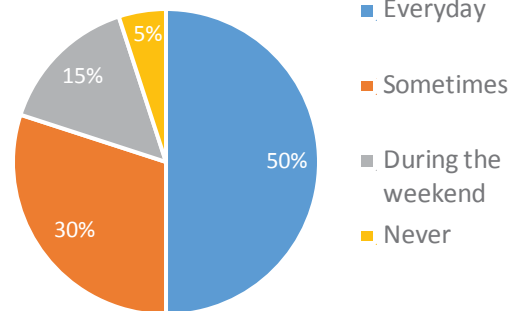   a) 45 min   b) 75 min   c) 90 min   d) 120 min

Appendix 2: Needs Analysis - Results
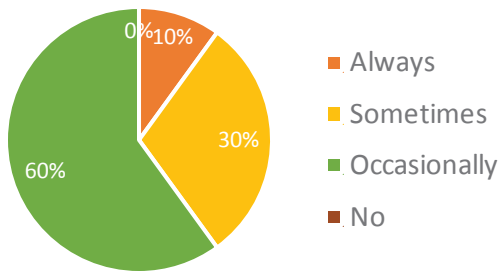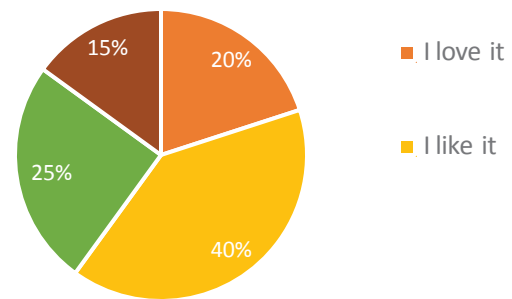
1) Do you like listening to music in English?

- Yes
- Sometimes
- No

80%, 15%, 5%

2) How frequently do you listen to music in English?

- Everyday
- Sometimes
- During the weekend
- Never

50%, 30%, 15%, 5%

3) Do you enjoy watching videos and documentaries about music band or musicans?

- Always
- Sometimes
- Occasionally
- No

0%, 10%, 30%, 60%

4) How much do you like music from the 80s?

- I love it
- I like it

20%, 40%, 25%, 15%

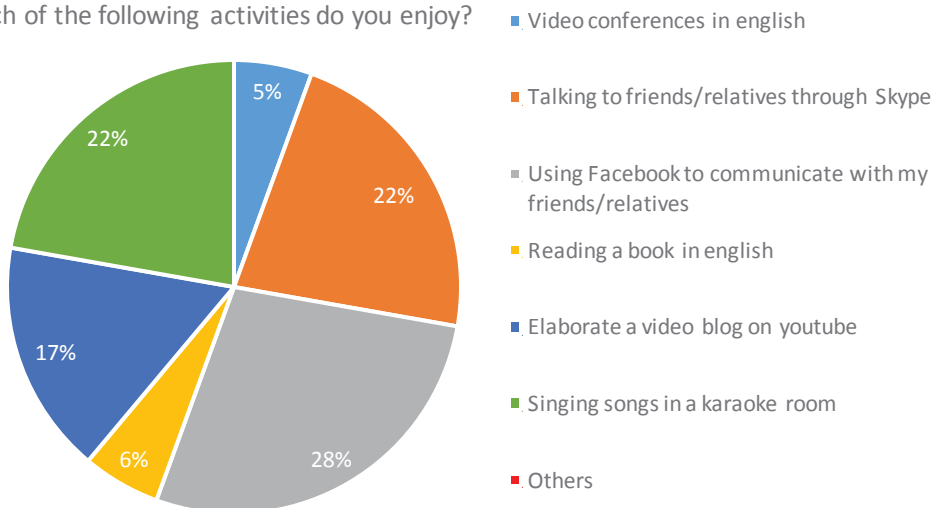### 5) If your answer was "a" or "b" in number 4, choose one or more statement that represent you the most.

- I like the meaning of the lyrics
- My parents and friends usually listen to music from that decade
- I think it has a great influence in today's music
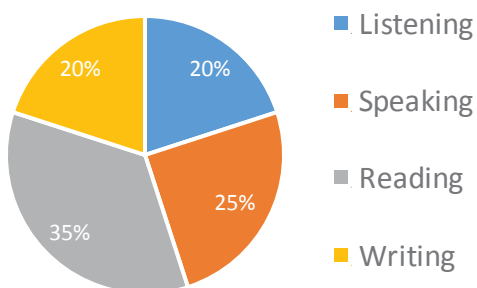- Musicians from that decade are among my favorites idols
- Others

21%, 46%, 16%, 17%, 0%
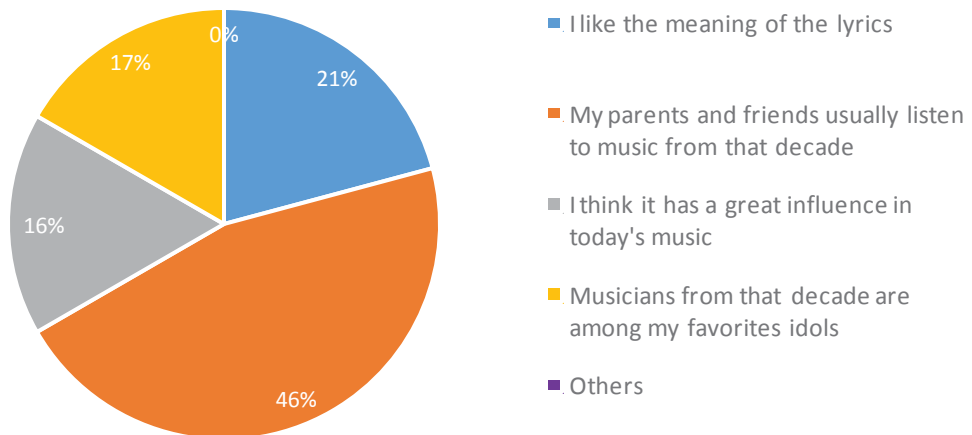
6) Which of the following activities do you feel more confortable with? (more than one alternative is possible)
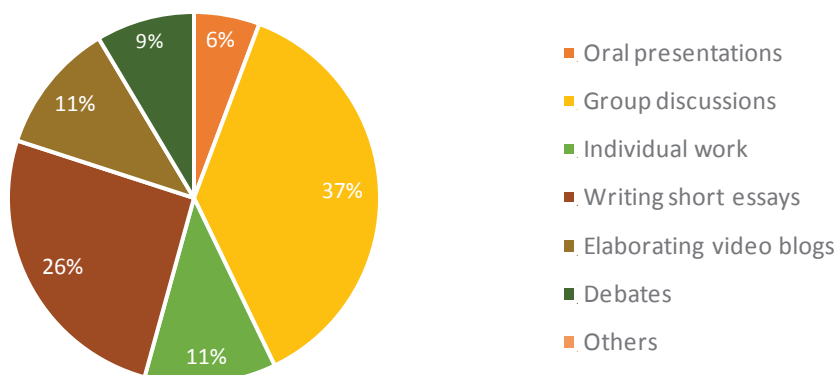
- Oral presentations
- Group discussions
- Individual work
- Writing short essays
- Elaborating video blogs
- Debates
- Others

9%, 6%, 37%, 11%, 26%, 11%

7) Which of the following activities do you enjoy?

- Video conferences in english
- Talking to friends/relatives through Skype
- Using Facebook to communicate with my friends/relatives
- Reading a book in english
- Elaborate a video blog on youtube
- Singing songs in a karaoke room
- Others

5%, 22%, 22%, 17%, 6%, 28%

8) Which of the following linguistic skills have you developed the most?

- Listening
- Speaking
- Reading
- Writing

20%, 20%, 25%, 35%

9) Which of the following linguistic skills do you think you need to improve?

- Listening
- Speaking
- Reading
- Writing

25%, 50%, 10%, 15%
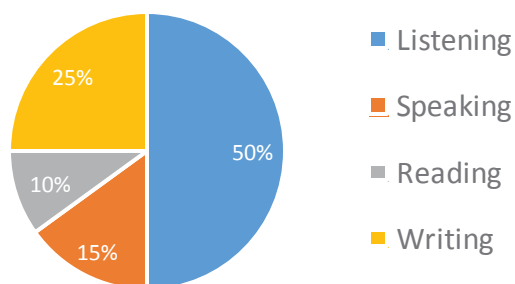
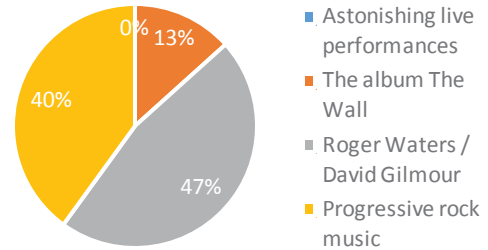**10) How do you practice your English outside the school**
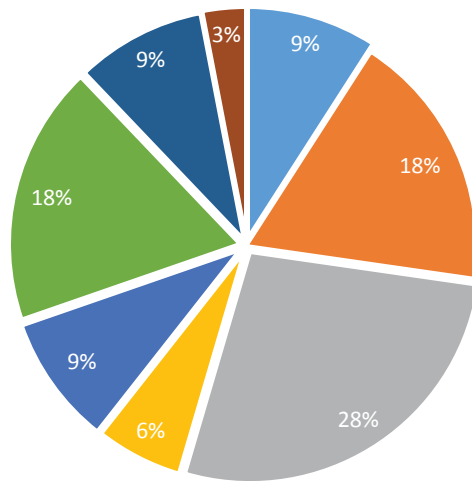
- Grammar exercises
- Vocabulary exercises
- Listening to music in english
- Having conversations with friends
- Transcribing lyrics from songs
- Watching movies or tv series with spanish subtitles
- Watching movies or tv series without spanish subtitles
- I dont' practice my English outside the school

Grammar exercises: 9%
Vocabulary exercises: 18%
Listening to music in english: 28%
Having conversations with friends: 6%
Transcribing lyrics from songs: 9%
Watching movies or tv series with spanish subtitles: 18%
Watching movies or tv series without spanish subtitles: 9%
I dont' practice my English outside the school: 3%

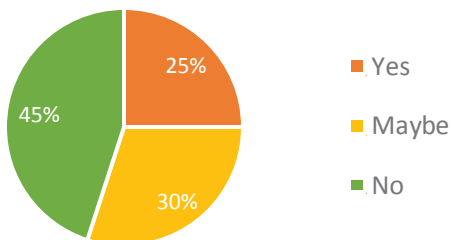**11) Have you ever heard about the English rock band Pink Floyd?**

- Yes: 40%
- I'm not sure: 20%
- No: 40%
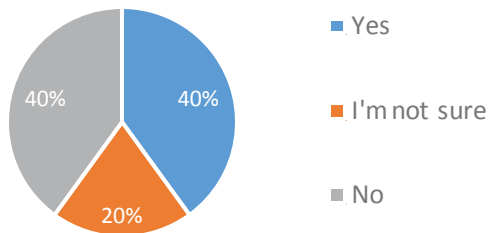
**12) What do you know about this band? you can choose more than one alternative**

- Astonishing live performances: 0%
- The album The Wall: 13%
- Roger Waters / David Gilmour: 47%
- Progressive rock music: 40%

13) Would you consider taken a workshop about Pink Floyd's The Wall

- Yes: 25%
- Maybe: 30%
- No: 45%

14) Would you be willing to participate in a workshop that helps you to improve your skills in the English language?

- Yes: 35%
- I'm not sure: 40%
- No: 25%
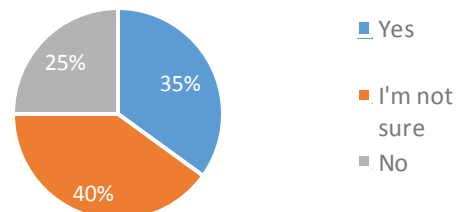
15) If the answer was "a" or "b" in number 13, how long do you think each lesson should take?

Legend:
- 45 min
- 75 min
- 90 min
- 120 min

Pie chart values: 0%, 13%, 20%, 67%