Cambridge Elements

Elements in Shakespeare and Pedagogy
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Birkbeck College, University of London

TEACHING ENGLISH AS A SECOND LANGUAGE WITH SHAKESPEARE

Fabio Ciambella
Sapienza University of Rome

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Teaching English as a Second Language with Shakespeare

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DOI: 10.1017/9781009332002
First published online: May 2024

Fabio Ciambella
Sapienza University of Rome

Author for correspondence: Fabio Ciambella, fabio.ciambella@uniroma1.it

ABSTRACT: Teaching pragmatics, that is, language in use, is one of the most difficult and consequently neglected tasks in many English as a Second Language (ESL) classrooms. This Cambridge Element in the Shakespeare and Pedagogy series aims to address a gap in the scholarly debate about Shakespeare and pedagogy, combining pragmatic considerations about how to approach Shakespeare’s language today in ESL classes, and practical applications in the shape of ready-made lesson plans for both university and secondary school students. Its originality consists in both its structure and the methodology adopted. Three main sections cover different aspects of pragmatics: performative speech acts, discourse markers, and (im)politeness strategies. Each section is introduced by an overview of the topic and state of the art, and then details are provided about how to approach Shakespeare’s plays through a given pragmatic method. Finally, an example of an interactive, ready-made lesson plan is provided.

This Element also has a video abstract: www.Cambridge.org/ESPG_Ciambella

KEYWORDS: English as a Second Language, English pragmatics, content-based language teaching, literature in language education, lesson plan

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ISBNs: 9781009331968 (PB), 9781009332002 (OC)
ISSNs: 2632-816X (online), 2632-8151 (print)
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