



Shakespeare's *Romeo and Juliet* tragedy as a content.....- Dr. Salima MAOUCHE
Winter, (1893), Booth's *Romeo and Juliet* was rivaled in popularity only by his
own "hundred night *Hamlet*" at The Winter Garden of four years before.

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the scene and in rhythmic variations. Shakespeare's literary works provide the
EFL learners and teachers with true expressions, a poetic language which is
presented in monosyllabic words, and formal language especially in the instance
we have chosen: "Romeo and Juliet".

It might also help both EFL learners and teachers to discover terms of
impulsiveness, psychological complexity, hatred, challenging the patriarchal
order and suicide; socio-cultural phenomena which exist even in modern
societies.

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5. This can lead onto more detailed language and genre work. At this more advanced stage, teachers can list the typical features of a tabloid news report (alliteration, short sentences, direct quotations, and so on) and ask learners to find, identify and comment on these features. They can ask learners to find and underline the character adjectives used in the piece, then discuss the meaning of the adjectives and use these as the basis for some role-play activities. The students are thus asked to choose one of the character adjectives and read a short dialogue (from their course book) pretending that the adjective they have chosen applies to them.
6. The tabloid report lends itself to a range of drama projects. Learners could work in three to prepare a role-play. Alternatively, they could write and film their own interpretation of the story, focalizing on the use of the most revolutionary materials in the teaching and learning processes of a foreign language as the use of the media room, multimedia laboratories, and cameras using their cellular-phones and so on.

Conclusion

Scholars have found Shakespeare's arts and works extremely difficult to assign any specific, overarching themes to language learners especially when this is related to EFL learners. Proposals for several small, thematic elements as main themes including a discovery of the characters might be sufficient and efficient enough to include in the language teaching learning syllabus.

In the light of what has been suggested and demonstrated, we strongly agree that making of Shakespeare's works a content –based material to cement the EFL learners' language knowledge and mastery is of two folds: teaching learners the chronological development of the language history and culture, discovering the magic of the language with all its components, and nurture soundly the learners' creativity and their communicative skills molded and matched to the emotion of

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nephew of Lady Capulet.

sells Romeo poison.

- [The Nurse](#) is Juliet's personal attendant and confidante.
- [Rosaline](#) is Lord Capulet's niece, Romeo's love in the beginning of the story.
- Peter, Sampson, and Gregory are servants of the Capulet household.
- A Chorus reads a [prologue](#) to each of the first two acts.

Source: https://fr.wikipedia.org/wiki/Roméo_et_Juliette

2. As soon as the teachers give the summary of the story to the learners, and as the story has been interpreted by countless movie makers, they then show the EFL learners a part of an act which will intrigue them and make them want to know more encouraging them to discuss about the main themes highlighted in the story (listening, watching and speaking skills).
3. Teachers will ask their students to work in pairs to discuss their own experiences of love and come together to share these stories. The teachers have to refer to the selected story to explain that Shakespeare's famous play deals with love and its terrible consequences.
4. As the summary of the story puts in the front position a major language skill: the reading skill, some questions to evaluate the learners' comprehension must be designed. Therefore, in this phase, the teachers ask their learners to answer the questions after watching the film. If the language in the summary seems too high-level, teachers can mute the sound and discuss what is happening in each of the pictures. They have to take enough time and generate as much language as possible. Students can then use the pictures as prompts to retell the story. This is in our beliefs a great manner to practice narrative tenses.

The tragedy of Tybalt's death, another result of the family fight, was a tragedy for all involved, the Capulet's and the Montague's, because Romeo was banished from Verona because the blight of the messenger did not get to Romeo in time. Romeo just missing Juliet awakening is surely a tragedy. This is one of the most frustrating things in the play, because if he just waited two minutes longer... And lastly, the death of Juliet! It is sad that she felt she had to take her own life to be with the one she truly loved.

Characters

Main article: [Characters in Romeo and Juliet](#)

Ruling house of Verona

- [Prince Escalus](#) is the ruling Prince of [Verona](#).
- [Count Paris](#) is a kinsman of Escalus who wishes to marry Juliet.
- [Mercutio](#) is another kinsman of Escalus, a friend of Romeo.

House of Capulet

- [Capulet](#) is the patriarch of the house of Capulet.
- [Lady Capulet](#) is the matriarch of the house of Capulet.
- [Juliet](#) is the 13-year-old daughter of Capulet, the play's female protagonist.
- [Tybalt](#) is a cousin of Juliet, the

House of Montague

- [Montague](#) is the patriarch of the house of Montague.
- [Lady Montague](#) is the matriarch of the house of Montague.
- [Romeo](#) is the son of Montague, the play's male protagonist.
- [Benvolio](#) is Romeo's cousin and best friend.
- Abram and Balthasar are servants of the Montague household.

Others

- [Friar Laurence](#) is a [Franciscan](#) friar and Romeo's confidant.
- Friar John is sent to deliver Friar Laurence's letter to Romeo.
- An Apothecary who reluctantly

Shakespeare's Romeo and Juliet Tragedy as a Content-Based EFL Class Practices

According to the hints and guidelines given above, and according to play we suggested in the paper's title as it seems more attractive and more familiar to our EFL learners' literary background knowledge, we advise to adopt the following working plan.

1. Provide the EFL learners with the story summary to further the comprehension. As a matter of fact the summary must comprise information worth engaging the learners into the world of drama, love, misfortune and disambiguate. (reading comprehension skill)

Romeo and Juliet Story Summary

Shakespeare's tragedy, Romeo and Juliet, is the tale of two lovers who take their lives for each other when their love is hindered by their feuding parents. The story contains aspects of both a love story and a tragedy.

To begin, the family Montague and the family Capulet had been locked in a feud for years, even so that their servants fought on the street. This is the tragedy that sets off the train of other misfortunes, and if these conflicts were resolved, none of the further things would have happened. Quite obviously, the misfortune of Romeo and Juliet is a forbidden love. This is the basis of the whole story. For two people to love each other and not be able to show their true feelings for each other is ultimately very frustrating. It's "Guess who's coming To Dinner" style.

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original texts even though they should better be used for comparison sake
with the updated versions to motivate the learners and enable them gain
much understandings of Elizabethan English.

How can we teach Shakespeare?

- Emphasize the story first: the story should always be the focal point of the lesson. The language is obviously the key to unlocking the story but it could prove to be overwhelming. It is at this stage advisable not to use the language as the entry point. Teachers have to draw their learners' attention and exploit the storylines before they even realize they are studying Shakespeare. The most amazing moment is when the learners realize they are studying Shakespeare.
- Make it fun and interactive. Shakespeare plays were written to be performed so when teaching them to EFL students it would always be advisable to work towards a performance as a dialogue in front of another pair; a reproduction by the students themselves.
- Teachers have to concentrate on small sections or scenes. They can pick out the main and more accessible scenes to the students. The idea is to arouse their interest and leave them wanting more rather than overloading them and putting them off.
- There are several themes and situations running through the major plays that can be related to today: anger, jealousy, infidelity, corruption, power and love to name but a few. The EFL students have to acknowledge these themes and discuss the relationships between the characters in the plays. Then they explore the same themes in their own lives or in the lives of people they know in order to discover how the themes are universal and relevant to them.

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- The playwright's literary universe is still influencing prominent and greatest writers. He also left an interesting and constructive impact on how fiction and drama are approached mainly through 'Romeo and Juliet', and "Moby Dick" in King Lear

In relation to this literary wealth, a teacher might be disoriented and students caught in a real dilemma as in the soundest and most basic principles in teaching and learning processes, especially when integrating and scheduling Shakespeare's writings in the essence of the teaching and learning contents, professionals have to set a battery of questions with an eye correlate between the language and the main contents, to analyze the learning community's needs to this genre of language, to critically think on the most available, useful and reliable materials to implement. For this, it is judicious enough to consider the following:

What should we teach?

- Plays that motivate and excite the EFL learners
- Plays on reading and analyzing lists as: "The Tempest", "Richard III", "Much Ado about Nothing", "Romeo and Juliet", and "Julius Caesar" as the benefit of teaching one of these plays or extracts from them is that EFL students will have common knowledge with the target language contemporaries.
- Stories that have been re-told shot as movies as learners have different learning styles and strategies; therefore, reaching them through a film of the play is a valid option.
- Enable the learners to get acquainted with Sonnets as they are short and accessible as it is the case with Sonnet 18 "Shall I compare thee to a summer's day".
- Modern vs original texts are quite a problematic situation for language teachers. However, we believe that this is not an obligation to work on the

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Furthermore, we do believe that we, as language teachers, are missing out some potential and outstanding teaching materials as we put aside the different and various level narratives and the stylized language present in such literary works. By depriving our EFL learners of Shakespeare we are depriving them of some of the most riveting, contemporary stories ever to be told in the English language. In your EFL classroom, we have then to exploit and use such materials.

Therefore, Shakespeare, as the backbone of the English literary productions must be forever and ever considered as an endless source of the target language items and contents. This is our attitude and belief regarding the playwright. His uncountable literary achievements teach both of us, teachers and learners, linguistic concepts, variables, principles and most importantly the chronological movements of the language. An undeniable treasure to reinstate in our teaching and learning classes because of:

- The fantastic stories. Shakespeare's sedulous plays are full of stimulating plots and sub-plots. His characters endure bloody battles, deaths by poison, huge family feuds, problems between siblings, problems between parents and children. The plays, in an action package, are also littered with parties, weddings and funerals.
- The playwright's stories are still exciting and relevant today. They are timeless since they narrate dramatic events and conflicts; a through eras transcendence putting in front positions the essence of human behaviors;
- The choice of influential words used in plays and sonnets is a linguistic wealth for both teachers and students to see well-known expressions in their original contexts;
- The role played and still is played by the playwright highlights the history of the English literature and culture; two key elements to provide to our EFL students to reinforce, encourage and develop their writing and creativity skills;

Extolling the joys of teaching Shakespeare to learners of English and outlining the reasons why teachers should bring new fantastic waves into the classroom are just too great to neglect. We are aware of the complexity of the actually suggested EFL teaching and learning contents as Shakespeare's texts truly present difficulties for readers first, whatever their target language level is, then for learners particularly when they are enrolled in learning English as a foreign language. Hopefully, however, a wealth of ways in which we can reduce the language barrier between our learners and Shakespeare's greatest work.

Beliefs and Attitudes

We strongly believe that teaching Shakespeare in an EFL class is definitely neither an easy task nor a time-filling activity because it requires preparation, dedication, and mainly understanding and analysis. The end result for both, teachers and students is however rewarding as not only there will be opportunities to progress linguistically and creatively; but most importantly gain a strong sense of comment, analysis and collaboration. The sense of achievement for the teachers, when introducing Shakespeare to a group of EFL learners will be very significant; this strategy will create a social and cultural environment where these learners will feel immersed in the language heart and acknowledged by the most valuable concepts of a true life with its joys and wounds.

Shakespeare's Romeo and Juliet tragedy as a content-based EFL class practices to reinforce and cement the EFL learners' writing creativity and skill

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Abstract:

Shakespeare is undoubtedly the most famous British poet and playwright that human cultures and civilizations have ever witnessed. Although apprehended because of his complex language style, his imaginations and the harsh and rigid messages through the characters of his writings, we can however consider him as the most direct and the most reflecting playwright of human kind. He succeeded to depict the societal wounds whatever their nature was and thus teach a wealth generation about common sense, responsibility, love and determination. Furthermore, the language used, the linguistic features present in his works are therefore, a treasure bank for English language teachers and learners. However, his works are often avoided by EFL teachers as they deem it too complex for their students especially when English is taught and learnt as a foreign language.

Key words:Shakespeare, playwright, societal wounds, Romeo and Juliet, Content based

Introduction

Résumé :

Shakespeare est sans aucun doute le poète et dramaturge britannique le plus célèbre que les cultures et les civilisations humaines ont jamais vu. Bien qu'il soit appréhendé en raison de son style de langue complexe, de son imagination et des messages rigoureux à travers les personnages de ses écrits, nous pouvons cependant le considérer comme le dramaturge le plus direct et le plus réfléchi du genre humain. Il a réussi à décrire les blessures sociétales quelle que soit leur nature et à enseigner ainsi une génération de richesse sur le bon sens, la responsabilité, l'amour et la détermination. En outre, la langue utilisée, les caractéristiques linguistiques présentés dans ses œuvres sont donc une banque de trésorerie pour les enseignants et apprenants d'anglais.

Mots clés: Shakespeare, dramaturge, blessures sociétales, Romeo et Juliette, classe FLE basée sur le contenu. EFL class