LiLLT Conference 2019
Research in Literature in Language Learning Environments: Patterns and Possibilities
29-31 August 2019

Conference Organisers:
Petra Kirchhoff (University of Erfurt),
Amos Paran (UCL Institute of Education)
Sandra Stadler-Heer (University of Erfurt)
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1. Welcome message from the Dean

Dear conference participants,

It gives me great pleasure to welcome you to the University of Erfurt and the Faculty of Philosophy. I hope all of you had a pleasant journey to Erfurt and will enjoy your stay in Thuringia.

It is wonderful that the inaugural conference of the AILA Research Network Literature in Language Learning and Teaching organized by the Chair of Language Teaching and Language Acquisition, Prof. Petra Kirchhoff, and her team is taking place here.

This is a truly international conference with participants from a number of different countries and continents. This conference intends to give researchers representing diverse backgrounds, experiences and learning environments, the opportunity to engage in discussions on issues relating to literature and language education with a special focus on patterns and possibilities.

The University of Erfurt is a very suitable place for debates and conferences that address the foundations of academic and practitioner research in the field of literature in language learning and teaching as well as its future. Founded in 1379, the University of Erfurt is the oldest university in Germany, whose most famous student to date is Martin Luther who was awarded his undergraduate and postgraduate degrees in 1502 and 1505, before receiving his doctorate in 1509. Like many other German universities over the centuries, the University of Erfurt was also closed for some time, shutting its doors in 1816.

Today, the University of Erfurt is frequently referred to as one of the oldest and newest universities in Germany, as it was only re-opened in 1994. 2019 is a very special year for the University of Erfurt, since we are celebrating our 25th anniversary and were granted membership of the Deutsche Forschungsgemeinschaft (DFG), the German research foundation, in July.

I wish all of you a very enjoyable stay in Erfurt and a very interesting conference with thought-provoking presentations, innovative ideas and lively discussions.

Warmest wishes,

Gila Schauer

Dean of the Faculty of Philosophy, University of Erfurt
2. The AILA Literature in Language Learning and Teaching Research Network

LiLLT Research Network

The Literature in Language Learning and Teaching Research Network (LiLLT ReN) aims to work towards establishing this area of research as an important element of literary studies, applied linguistics and educational research. Our group currently includes 38 participants from more than 15 different countries. They bring expertise in various areas within LiLLT research to the network. The ReN includes scholars at different stages of their career, ranging from PhD students to highly experienced academics, all of whom will strive to advance LiLLT research through their individual disciplinary and cultural experiences and lenses.

Our mission

- Continuing to raise the profile of research into the use of literature in language classrooms within applied linguistics, literary studies and other neighbouring disciplines
- Encouraging dialogue and cooperation between researchers working on the learning of different languages
- Encouraging dialogue and cooperation between researchers working in this area from multiple perspectives (e.g. students’ learning processes and teachers’ professional knowledge, beliefs and motivation)

AILA

Our Research Network works under the auspices of AILA, the International Association of Applied Linguistics, which organizes an international congress every three years. The next AILA World Congress will take place August 9-14, 2020 at The University of Groningen, in Groningen, The Netherlands. Visit the Congress website <aila2020.nl> for more detailed information about the venue and the conference.

The LiLLT ReN is organising a symposium at the AILA World Congress 2020. If you wish to submit a proposal for the Congress go to <https://lilltresearch.net/aila-2020/> or see the CFP flyer in your conference folder. There are also other literature-oriented symposia, which you might wish to submit a proposal to.
3. Sponsors

University of Erfurt (Website: [www.uni-erfurt.de](http://www.uni-erfurt.de))

The University of Erfurt is a university with a cultural and social science profile. Founded in 1379 as the oldest university in present-day Germany, it was re-established in 1994 and has three focal areas: "Education. School. Behaviour", "Religion. Society. World Relationship" and "Knowledge. Spaces. Media" firmly established. All degree programmes, including those for teaching, are recognised as "best practice" models for implementing the Bologna system.

Deutsche Gesellschaft für Fremdsprachenforschung (DGFF) (Website: [https://www.dgff.de/](https://www.dgff.de/))

The DGFF promotes and connects scientists dedicated to research into the teaching and learning of foreign languages (primarily) in institutional contexts. Currently there are about 500 members of the DGFF.
4. Getting around / Locations / Maps

4.1 Map of Erfurt / Hotel

Addresses:

1. **Conference Warming:** Braukeller Erfurt, Fischmarkt 5, 99084 Erfurt
2. **Conference Hotel:** Hotel Krämerbrücke, Gotthardtstraße 27, 99084 Erfurt, Phone: +4936167400
3. **Universität Erfurt,** Nordhäuser Str. 63, 99089 Erfurt
4.2 Getting around on Campus

4.3 Gotha

Conference Dinner: Hotel am Schlosspark, Lindenaallee 20, 99867 Gotha, Phone: +49 36214420

Plenary Lecture: Forschungszentrum Gotha der Universität Erfurt, Schloßberg 2, 99867 Gotha
5. Conference Programme

Thursday, 29 August 2019

15:00 Registration, Campus, LG4

16:00 Conference Opening, KIZ, H2

16:30 Campus, KIZ, H2, Plenary Lecture – Geoff Hall, University of Nottingham Ningbo China, “We can do that! Literature as a resource for multilingual, multicultural times”

19:00 Conference Warming in the Braukeller Erfurt

Friday, 30 August 2019

8:30 Section I, Campus, LG4

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<tbody>
<tr>
<td>Ratheiser, Ulla (University of Innsbruck, Austria) and Alter, Grit (University of Regensburg, Germany): A new model of literary competences and the revised CEFR descriptors</td>
<td>Klippel, Friederike (LMU Munich, Germany): The role of literary texts in the Reform Movement (1880-1914)</td>
<td>Luukka, Emilia (Tampere University, Finland): Meanings attributed to literature in language education by Finnish teachers of English as a Foreign Language</td>
</tr>
<tr>
<td>Schat, Esther (Utrecht University, The Netherlands): The development and validation of an Intercultural Literary Competence Evaluation Instrument (ILCQ) for upper secondary foreign language teaching</td>
<td>Giesler, Tim (University of Bremen, Germany): Zum unmittelbaren Genusse der Frucht gelangen – Young adult fiction in the 19th century ELT classroom</td>
<td>Benaissa, Amel and Mebtouche Nedjai, Fatma Zohra (MoulaMammeri University of Tizi Ouzou, Algeria): An analysis of university teachers’ practice and beliefs regarding the teaching of literature – The case of prose pieces</td>
</tr>
<tr>
<td>Van der Knaap, Ewout (Utrecht University, The Netherlands): Enhancing literary competence through free voluntary reading in foreign language learning</td>
<td>Steininger, Ivo (University of Giessen, Germany): Understanding picture books – Investigating reading skills and progression of young learners of English</td>
<td>Gruenbaum, Tatia (Avans University of Applied Sciences /UCL IoE, UK): The draw-and-write technique – The development of primary student teachers’ views of a successful picturebook-based EFL lesson</td>
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10:00 Coffee Break
### Conference Programme

#### 10:15 Section II, Campus, LG4

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<tr>
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<td>Calafato, Raees (University of Bergen, Norway): Literature in contemporary foreign language school textbooks in Russia</td>
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<td>Kaminski, Annett (University of Koblenz-Landau, Germany): Developing reflective teaching practice in future primary schoolteachers through story-based primary EFL teaching projects</td>
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<td>Ballester-Roca, Josep (University of Valencia, Spain) and Spaliviero, Camilla (Ca’ Foscari University of Venice, Italy): Teaching foreign languages and literatures from an intercultural perspective – The results of a case study of the Italian secondary school</td>
<td>Kaminski, Annett (University of Koblenz-Landau, Germany): Developing reflective teaching practice in future primary schoolteachers through story-based primary EFL teaching projects</td>
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<td>Mourão, Sand (Nova University Lisbon, Portugal): Picturebooks for developing an intercultural awareness in language education – The effectiveness of a scoping study</td>
<td>Hethey, Meike and Struve, Karen (University of Bremen, Germany): Mission (im)possible – The role of literature in interdisciplinary academic teaching for future teachers of French as a foreign language</td>
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#### 11:45 Lunch

#### 12:45 Section III, Campus, LG4

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<tr>
<td><strong>FOCUS ON STUDENTS AND LEARNING OUTCOMES III, D04</strong></td>
<td>Kast, Cliff (UCL Institute of Education, UK): Exploring the development of critical thinking through the use of literature in English for Academic Purposes</td>
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<td>Naji, Jeneen (Maynooth University, Ireland) and White, Goodith (University of Nottingham Malaysia): What electronic literature can offer language learners – A case study</td>
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14:30 **Bus to Gotha** (Pick-up spot announced at Conference Opening)

16:00-17:00 Guided Tours (Forschungsbibliothek Gotha/ Ekhof-Theater, Schloss Friedenstein)

**17:30 Gotha, Auditorium of the Research Centre, Plenary Lecture –**
Emer O’Sullivan, Leuphana University Lüneburg,
“The apparent simplicity of children’s literature and its implications for foreign language teaching and learning”

19:30 Conference Dinner in Gotha

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**Saturday, 31 August 2019**

9:00 **Campus, KIZ, H2, Plenary Lecture –**
Anezka Kuzmicova, Stockholm University,
“Reading, consciousness, and personal resonance to literature in education”

10:00 Coffee Break

**10:15 Section IV, Campus, LG4**

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<td><strong>Ditze, Stephan-Alexander</strong> (University of Bremen, Max-Planck-Gymnasium, Germany): Production-orientation revisited</td>
<td><strong>Tat, Cristina</strong> (Kwansei Gakuin University, Japan): The effects of translation on reading proficiency</td>
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<td><strong>Kuze, Kyoko</strong> (Toyo University, Japan): Incorporating literature and film into a non-literary course – A case study in a Japanese university EFL class</td>
<td><strong>Roosken, Barbara</strong> (Fontys University, The Netherlands): Designing photo essays when reading short stories</td>
<td><strong>Bavendiek, Ulrike</strong> (University of Liverpool, UK): Introducing literature in the beginners' classroom and raising language awareness through engagement with Google translations</td>
</tr>
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11:15 Coffee Break

**11:30 Campus, KIZ, H2, Open Plenary Discussion**
We can do that! Literature as a resource for multilingual, multicultural times

Geoff Hall, University of Nottingham Ningbo China (UNNC)

Abstract

Language learning environments today are increasingly recognised to be heterogeneous, with learners bringing diverse linguistic and cultural knowledge and understandings to their study. English is no simple one-dimensional British or American possession in splendid isolation from wider societal processes and educational concerns.

Saraceni (2015) concludes that teachers and learners of English need a new ‘mindset’, but notes also sparsity of materials to support this change. Matsuda (2003/2012) wants ‘characters from outer and expanding circles’; the obligatory coursebook unit on the ‘environment’ should be looked at from a globalised perspective. The curriculum also ‘must open [issues] of the English language around the world’. Elsewhere Cook or Garcia advocate more uses of translation. Current influential curriculum policy documents echo all these calls.

Literary texts typically foreground language issues and everyday experience in the real world in engaging ways. They are easily available. I will give examples from my own classes in China in recent years, including Ezra Pound’s ‘River Merchant’s Wife’, Ee Tian Hong’s ‘Tranquerah Road’, and Ha Jin on contemporary Chinese diasporic experience and the issue of creativity in a foreign language.

Biographical data

Link to website:
https://www.nottingham.ac.uk/english/people/geoff.hall
The apparent simplicity of children's literature and its implications for foreign language teaching and learning

Emer O'Sullivan, Leuphana Universität Lüneburg

Abstract

The apparent simplicity of children’s literature is attractive for teachers of foreign languages, as it offers the opportunity to use aesthetic texts at an early stage of the learning process. This same feature, on the other hand, is one of the reasons why literature departments, otherwise keen to broaden their corpora, are often reluctant to engage with children's literature; simple literature is assumed to be aesthetically inferior, with ‘simple’ taken to mean artless, shallow or facile.

But what does ‘simplicity’ refer to? Simplicity on the narrative level (straightforward characters, uncomplicated, preferably linear storylines etc.), on the linguistic level (simple syntax, lexis etc.), or something more fundamental? For children’s literature studies ‘simplicity’ is a key category, identified by Maria Lypp in 1984, based on basal poetic principles.

Discussing these different concepts of simplicity, this lecture will show why apparently simple children’s books may be suitable for learners of a foreign language significantly older than the intended readers of the original texts.

Biographical data

Link to website:
https://www.leuphana.de/institute/ies/personen/emer-osullivan.html
Reading, consciousness, and personal resonance to literature in education

Anezka Kuzmicova, Stockholm University

Abstract
What do we know about the particular mental state of readers absorbed in literature? Researchers, educators and the public alike worry about its frailty and importance for sustainable society development, but its nature remains largely unknown. This talk will present a critical argument on how the reading consciousness tends to be understood in education. I will tackle three pervasive ideas: 1) the idea that the reader’s consciousness is a container of sorts; 2) the idea that the reader’s consciousness should exclude stimuli from one’s immediate environment; and especially 3) the idea that readers should abstract their personal concerns away when learning to read literature. The talk will draw on my research in literary reader response, embodied cognition, and reading behaviour across multiple countries and contexts, ranging from highly skilled adult readers to pupils in primary classrooms.

Biographical data
Link to website:
https://www.su.se/english/profiles/anku1877-1.185765
A new model of literary competences and the revised CEFR descriptors

Ulla Ratheiser and Grit Alter, Innsbruck University and University of Regensburg

Abstract

Literature has been a staple in EFL, mostly as a medium or a method of language instruction (Sharp 2013) but also as an opportunity to invite students to explore texts as “vehicles for culture” (Duff and Maley 2007: 5). However, with the publication of the Common European Framework of Reference for Languages (CEFR) in 2001, which did not include specific competence descriptors for working with literature, we experienced a sidelinin—g of literature in many EFL classrooms. These shortcomings are now expressly addressed in the 2018 Companion to the CEFR, which not only introduces three new illustrative scales pertinent to literature; the Companion also creates a space to rethink literary competences. Aiming to use this space and opportunity, the model presented here systematically identifies and clusters literary competences in an attempt to support EFL trainers in exploring the full potential of a literary text. Deliberately going beyond the use of literature as a mere vehicle for language teaching, the model provides a possible structure, first for the teaching of literary competences and eventually also for assessing these competences.

In so doing, we incorporate existing research in the field of literary competences, additional to theorising our own experiences in the teaching of EFL, literary studies, and teacher training programmes. Naturally, the three literature scales included in the Companion to the CEFR will serve as a blueprint for the individual competences in that their standardised competence descriptors help translate the concepts of literary competence delineated in the model into ‘can do’ statements. Thus, our model can be seen as complementary to the illustrative scales in the Companion, as will be demonstrated with the help of an example text, The Cloud by Hannah Cumming (2010).

Biographical data

Grit Alter currently holds a post-doc position at the School of Education/Department of Foreign Language Teacher Education at Innsbruck University (Austria). Besides children’s and young adult literature in ELT, her research interests include concepts of cultural learning, textbook analysis, critical media literacy and means of differentiation.

Ulla Ratheiser is assistant professor at the English Department of Innsbruck University, where she teaches English literature and cultural studies. Her research focuses on postcolonial literature and culture, migrant writing and literature didactics.
The development and validation of an intercultural literary competence evaluation instrument (ILCQ) for upper secondary foreign language teaching

Esther Schat, Utrecht University

Abstract

Intercultural competence (IC) is an important goal for foreign language (FL) education. However, it is argued that the multi-faceted nature of IC makes it a complex construct to assess, and that progress in it is difficult to measure. Although there are currently several tools to evaluate IC, research on their use in secondary schools settings is scarce. Literary texts in the target language can contribute to IC; not only because literary texts provide the reader with information about the target language culture (knowledge) and enable the reader to empathize with characters and see the world from a different perspective (attitude) but also with regard to the reader’s involvement in a dialogue with the text (interpretation) and other readers (interaction and awareness) (Janssen, 2009). In the context of a larger PhD-project, this study reports on the development and validation of an instrument specifically for use in the FL literature class. To this end, tangible learning objectives for intercultural literary pedagogy (ILP) were developed based on five dimensions of IC (Byram, 1997; Byram et al., 2017) and six indicators of literary competence (Witte, 2008). These objectives were re-formulated for a student questionnaire (ILPQ) consisting of 25 items. By means of exploratory (EFA) and confirmatory factor analysis (CFA) the construct validity of the instrument was investigated among a sample of 164 secondary school students. Subsequently, Pearson’s correlation analyses and t-tests were performed to test the reliability of the instrument in a pilot study among 34 students from 2 secondary schools. The results of the CFA supported the hypothesized one second order factor structure. The instrument will be used in an intervention study that explores how an integrated approach to the teaching of literary texts can enhance language proficiency and IC in Spanish class. Follow-up research and implications are discussed.

Biographical data

Esther Schat teaches Spanish at the upper secondary level. Thanks to a teacher grant she is currently working on a PhD-project at Utrecht University within the department of Language, Literature and Communication. The topic of her research is the use of CLIL-pedagogy in foreign language literature teaching to foster intercultural competence.
Enhancing literary competence through free voluntary reading in foreign language learning

Ewout van der Knaap, Utrecht University

Abstract

In general, the matter how literary competence can be assessed is in its infancy. Studies investigating the effects of extensive reading on various aspects of foreign and second language acquisition ignore the question of how the literary competence of readers develops inductively. In this presentation I will examine the effects of a seven-month extensive reading programme in nine Dutch, Italian and Hungarian schools (grade 10, German classes), which was part of the Erasmus+ project LEELU (www.leelu.eu). In a quasi-experimental pre/post design, the course of development of 200 pupils was measured at three points in time by self-assessment, and reading reflections were also recorded, so that on this basis statements can be made about the development of literary competence. The literary competence was measured according to a validated competence model (van der Knaap 2014, 2018) and observed in the context of the CEFR.

Biographical data

Ewout van der Knaap is Associate Professor of German Literature at Utrecht University and also participates in the Graduate School of Teaching. He publishes about the cultural memory of the holocaust, poetry and literature in foreign language teaching. Latest publication: Literatuur en film in het vreemdetalenonderwijs (Coutinho, 2019).
The role of literary texts in the Reform Movement (1880-1914)

Friederike Klippel, LMU Munich

Abstract
The Reform Movement at the end of the 19th century initiated changes in language teaching which are still felt today. This is true for materials and methods. But is that also true regarding the role of literary texts? Being able to read literary works in their original language had been the objective of educated adults for learning English in the 18th and early 19th century. However, when English became a subject at Prussian secondary schools in the 1850s, objectives and materials were discussed anew. But throughout the 19th century one of the fundamental goals of modern language teaching remained the ability to read literary texts in the original. Furthermore, reading authors like Shakespeare was considered a formative experience. In general, literary texts were seen as the key to the understanding of English culture and history. My paper aims to show in which way these traditional goals of dealing with literature in modern language classrooms changed after 1882, the publication of Viëtor's pamphlet "Der Sprachunterricht muss umkehren!", which was the clarion call of the Reform Movement. A further question concerns the changes in the selection and preparation of literary texts for the use in schools.

Biographical data
Friederike Klippel held the Chair of English Language Education (ELT/TESOL) at Ludwig-Maximilians-University in Munich from 1993 to 2015. Her research interests comprise the history of language teaching and learning, language teaching methodology, classroom research, and teacher education.
Zum unmittelbaren Genusse der Frucht gelangen – Young adult fiction in the 19th century ELT classroom

Tim Giesler, University of Bremen

Abstract

We often imagine 19th Century language teaching that took place in the decades before Viëtor’s Reformbewegung to be a rather dull explanation of grammar and translation of a canonical literary corpus. Although this kind of teaching surely existed – and partly still exists – the underlying assumption that it was the exclusive approach in use encourages the belief in a ‘procession of methods’ (Hunter & Smith) that is ahistorical at best. So called ‘grammar-translation methods’ were part of a specific educational tradition that favoured the formal dimension of language teaching (cf. Thornbury) and could be found at Prussian Gymnasien or British grammar schools mainly. If at all, these schools only taught modern foreign languages as an addition to the classics; the courtly French was far more widespread than the ‘utilitarian’ English language. Real- and Bürgerschulen on the other hand answered the demands of an industrialized world by teaching sciences and languages that were needed for expanding international communication and trade. Accordingly, the more functional teaching objective had repercussions for the teaching content and methods. Although reading canonical work like Shakespeare was still the ultimate goal, historical and geographical works like Thomas Macaulay’s History of England were also used in and for language tuition. My paper will focus on reasons and justifications for reading young adult fiction in the English language classroom at these schools. In addition, I will examine the literary curriculum and the suggested teaching methods by looking at the example of Hughes’ Tom Brown’s School Days, the influential prototype of British school novels. This novel was part of the set books used at Bremen Bürgerschule between 1855 and 1875 where English was taught as a first foreign language and major subject. Here, I will unveil an astonishingly ‘modern’ approach one generation before the reformers claimed to revolutionize language teaching.

Biographical data

Tim Giesler is a lecturer for English language education at Bremen University. Prior to that he worked as a secondary teacher for English and history at several German schools. His main research interest is the history of teaching English in institutional contexts, a field in which he also completed his Ph.D. thesis.
Understanding picture books: Investigating reading skills and progression of young learners of English

Ivo Steininger, University of Giessen

Abstract

The main objective of the study is to investigate modes of understanding (cf. Brown 1994: 10-15) in reading picture books as authentic literary texts. The scholarly interest in reading processes of this age group derives from its marginalized role in national (as well as European) educational documents and, accordingly, the inherent lack of continuity of practices and standards of teaching literature in elementary, secondary and higher secondary education. Employing introspective methods, such as thinking-aloud and immediate recall (cf. Gass/Mackey 2007: 55-63) in cross-sectional case studies, the project investigates reading comprehension in terms of both text model and situation model of the text (cf. Grabe 2009: 43) of learners of English between the ages of 8-12 (form 3-6). The study aims at identifying progression of complexity in modes of understanding, and thus aims at designing a descriptive framework and adding to the rich description of mental processes in reading literary texts in a foreign language. In the quasi-experimental setting, two learners of each age group read an authentic picture book and are asked to verbalise the modes of understanding they apply. The following research questions serve as guidelines:

- To what extent is progression of comprehension complexity to be described in terms of processing both textual and pictorial codes in picture books?
- What textual clues hint at reading skills and progression of early foreign language learners?

Biographical data

Ivo Steininger, Dr. phil., teacher and teacher educator, currently affiliated with University of Giessen, Germany. Research interest: teaching literature and culture, literary competence and media literacy as well as competence development of English teacher trainees.
Meanings attributed to literature in language education by Finnish teachers of English as a Foreign Language

Emilia Luuka, Tampere University

Abstract

This presentation reports on the findings of an interview study conducted with Finnish general upper secondary teachers of English as a Foreign Language (EFL). The research is founded on an understanding of literature as a value-laden social construct which can function in full alignment with the language education paradigm, which seeks meaningful learning and personal growth that are founded on personal experience, social interaction and reflection. The study follows a phenomenological approach to understanding teachers’ experience of literature in language education, and explores the meanings teachers attribute to literature in language education. The data was collected using semi-structured interviews with teachers who use literature in their EFL teaching frequently. The interview transcripts were phenomenologically analyzed following a method developed by Perttula (1996, 2000) and adapted by Lehtomaa (2005). The method constructs networks of meaning first on the level of the individual, and then across the group of interviewees. In the teachers’ experience, literature in language education was a phenomenon, that was (1) challenging, (2) challenged, (3) a cultural practice, (4) a cultural manifestation, (5) a tool for learning, (6) framed by multiple contextual factors, (7) a path for cross-curricular collaboration, and (8) a rich possibility for developing as an individual. On the level of pedagogical practice, the results imply a need for generating and sharing ideas on how literature can be a part of cross-curricular learning and a need for considering whether there is sufficient class time for reflection. The results also imply a need for teacher training and teacher-researcher dialogue that acknowledges what the expanded notion of the text means for the inclusion of literature in language education and how teachers can support students’ literary apprenticeship. The results also raise the question of whether the way resources are allocated aligns with values that are laid out in the curriculum.

Biographical data

Emilia Luukka is a doctoral researcher at the Tampere University. Her PhD. research centers around values and conceptions of literature as guiding principles of pedagogical practice.
An analysis of university teachers’ practice and beliefs regarding the teaching of literature: The case of prose pieces

Amel Benaissa, Mouloud Mammeri University of Tizi Ouzou, and Fatma Zohra Mebtouche Nedjai, High School of Fine Arts of Algiers

Abstract

The present research aims at investigating some EFL teachers’ practices and beliefs of how and why literature should be integrated into the university English language program, with a particular emphasis on prose pieces written in English. Though, teachers’ beliefs and practices, as new lines of research, have provided illuminating insights on the relationship between teachers’ assumptions and their instructional strategies (Entwistle & Walker, 2000, Havita, 2000), their relation to teaching literature for foreign language learners remain relatively scarce (Xerri, 2017). From the early 20th century until now, literature has known several roles in relation to foreign language teaching and learning. However, with the development of disciplines such as social sciences, linguistics, and educational psychology, literature has become increasingly ‘obsolete’ (Kramsch, 2000). The emergence of these disciplines has led to the separation of the teaching of English as a foreign language from the scholarship of literature in many institutions. Though literature and the four language skills (reading, writing, listening, speaking) are taught as separate subjects in many English departments in the Algerian universities, literature written in English and the English language skills are not mutually exclusive and the difference between teaching English and literature is not always clear cut. To unveil teachers’ beliefs about teaching literature and to gather more information about their current practices, a semi-structured interview will be conducted with 15 university teachers. A further attempt will be made to see if there is any discrepancy between their tacit assumptions and their current instructional practices. Raising teachers’ awareness about the different policies as well as the national and cultural traditions that may influence their beliefs and practices can have practical implications for teacher education. More to the point, the findings of the present research can help increase teachers’ agency and improve their pedagogical practices.

Biographical data

Benaissa Amel is an English language teacher and a PhD researcher. She started her career as a teacher of English for specific purposes, listening and speaking, and linguistics in 2011. She has also participated and presented in several national and international conferences both in Algeria and abroad.

Fatma Zohra Mebtouche Nedjai is a professor in language sciences and lecturer at the High School of Fine Arts of Algiers, Algeria. Her research interests are EFL, Linguistic Anthropology, Gender and Language, Translation Studies and Arts.
The draw-and-write technique: The development of primary student teachers’ views of a successful picturebook-based EFL lesson

Tatia Gruenbaum, Avans University of Applied Sciences / UCL IoE

Abstract

Like other European countries, the Netherlands is experiencing the global rise in teaching English in primary education. The growing number of schools now offering English at an ever earlier age highlights the need for primary teacher education to keep pace with the changing provision of English as a Foreign Language (EFL) in Dutch primary schools. Current weaknesses such as the English language proficiency and teaching skills of many primary teachers in the Netherlands provide compelling arguments for teacher education institutions to assess current provisions within their programmes in order to ensure that English is to be delivered effectively to young learners. This talk will offer a brief overview of a research study and its activities designed around a picturebook-based course taught to 2nd year primary student teachers in the Netherlands. The focus of the talk lies on the findings from a number of draw-and-write tasks which elicited the views of primary student teachers about a successful EFL lesson using picturebooks. The data was gathered during the academic year 2017/2018 and shows how ten 2nd year primary student teachers at Avans University of Applied Science (NL) visualise and conceptualise a successful picturebook-based EFL lesson to young learners. The drawings express how their views change after following an 11-week course on teaching English to young learners through picturebooks. At first, the three streams of qualitative data (drawings, written commentaries, interviews) were analysed holistically in order to gather insight into what had been drawn and then to see how these ideas sit in a larger primary English teacher education context. In conclusion, this study with its use of English picturebooks in Dutch primary teacher education confronts the idea that picturebooks might be considered a teaching tool destined only for the young rather than a learning-to-teach tool for primary student teachers in the Netherlands.

Biographical data

Tatia Gruenbaum is a lecturer at Avans University of Applied Sciences (NL) and a PhD candidate at the UCL Institute of Education. She holds an MA TESOL (IoE) and her PhD research centres on the use of picturebooks as a tool in pre-service primary teacher education in the Netherlands.
The potential of literature for developing intercultural and transcultural competences in foreign language education

Britta Viebrock and Annika Kreft, Goethe University Frankfurt/Main

**Abstract**

Even though the potential of literature, esp. fictions of migration, to foster intercultural and transcultural competences in the English foreign language (EFL) classroom is broadly emphasized within the field of foreign language learning and teaching (cf. e.g. Alter 2015; Doff/Schulze-Engler 2011; Freitag-Hild 2010; Sommer 2001), there are still very few empirical insights on the processes that take place when teachers, students and literary texts interact with each other in the actual classroom situation. The presentation addresses this research gap by focusing on the observation and reconstruction of interactional processes that may foster intercultural and transcultural competences among students in English language lessons. First, it outlines the state of the art of teaching literature in the EFL classroom as well as respective educational standards (cf. Viebrock 2018; Nünning/Surkamp 2006). After that, a qualitative, video-based study (cf. Kreft in prep.) will be introduced that examines the following research questions: 1) Which interactional processes take place when fictions of migration are used in class by the teacher? 2) What opportunities are there to engage in negotiations of meaning and how are they used by students and teachers as well as co-constructed by students? For the study, different teaching units on different fictions of migration, which were selected by the teachers themselves, were filmed in years 8 to 12 (in total more than 50 hours of videographed data). At the end of each unit, guided interviews with the corresponding teacher took place. The data was analysed with the help of the Documentary Interpretation of Videographed Lessons which represents a recent adaptation of the Documentary Method (cf. Asbrand/Martens 2018; Bohnsack 2014). This innovative research approach allows for the analyses of interactional patterns and learning processes of collectives and individuals, and to reconstruct them as so called action-based knowledge (cf. e.g. Tesch 2016, 2010; Bracker 2015). Results of the study and implications for teaching and researching literature in the EFL classroom will be presented.

**Biographical data**

Britta Viebrock, Dr. phil., is professor of TEFL Theory and Methodology at Goethe University Frankfurt/Main, Germany. Her research interests include Content and Language Integrated Learning (CLIL), digital und multimodal literacies, film in English language teaching, teacher professionalism, qualitative research methodology as well as research ethics.

Annika Kreft, M.A., is research assistant at the Department of TEFL Theory and Methodology, Goethe University Frankfurt/Main, Germany. Her research focuses on intercultural and transcultural competences, foreign language literature classes, teacher professionalism, and qualitative (video-based) research methodology.
Teaching foreign languages and literatures from an intercultural perspective. The results of a case study of the Italian secondary school.

Josep Ballester-Roca, University of Valencia, and Camilla Spaliviero, Ca’ Foscari University of Venice

Abstract

In the last decades several studies have dealt with the advantages of using literature in the foreign language classroom (Carter 2007; Carroli 2008; Paran 2008; Parkinson & Reid Thomas 2010; Balboni 2018), and it is acknowledged that the improvement of the linguistic competence represents one of the different purposes of literary education (Kern & Schultz 2005; Ballester 2015; Caon & Spaliviero 2015). Nevertheless, empirical researches about the role of literature in language learning, especially from an intercultural perspective, are still relatively scarce (Carter 2007; Carroli 2008; Paran 2008; Gómez Rodríguez 2015; Ballester & Ibarra 2015).

On these bases, the presentation aims to explore the teaching of foreign languages and literatures from an intercultural perspective taking into account the results of a case study in the Italian secondary school. Firstly, we will introduce a model of literary and intercultural communicative competence, which is based both on the hermeneutic approach for literary education (Luperini 2013) and on the practice of the relational abilities defining the intercultural communication (Balboni & Caon 2014). Secondly, we will present the empirical research, characterized by a qualitative method design and corresponding to a case study implemented in three secondary schools of the Veneto region (northern Italy). Starting from the analysis of the data collected through the interviews with 13 foreign language and literature teachers (5 of English, 3 of Spanish, 3 of German and 2 of French) and the questionnaires administered to 180 students aged 16-18, we will triangulate the results in order to understand how foreign languages and literatures are taught from an intercultural perspective and what are students’ perceptions about this.

Biographical data

Josep Ballester-Roca is a professor in the Department of Language and Literature Pedagogy at the Universitat de València (Spain). His research focuses on reading, literary and intercultural education in multilingual contexts. As a visiting professor he has visited different European and American universities, where he has taught master’s degrees and doctoral programs.

Camilla Spaliviero is a PhD student at the Department of Linguistic, Cultural and Comparative Studies of Ca’ Foscari University of Venice (Italy). She collaborates with the Research Centre on Language Teaching of the same University focusing on the teaching of literature, of Italian as a Foreign Language and intercultural communication.
Abstracts of Presentations, Friday 10:15-11:45

(3) | Campus, LG 4, DO4

Picturebooks for developing an intercultural awareness in language education: The effectiveness of a scoping study

Sandie Mourão, Nova University Lisbon

Abstract

Over a decade ago Amos Paran (2008) noted an increase in use of children’s and young adult literature in the language classroom. This has been confirmed in a range of academic publications since then, which have shown the potential of children’s literature for contributing to the development of a variety of aspects of language learning. The study which will be presented here focuses on picturebooks in language education, which if carefully selected, afford a unique experience in the language classroom. They are considered amongst the most valuable of resources for intercultural-related activities, for through the inter-animation of picture and word they can expose language learners to a variety of cultures affording opportunities for ‘combining critical literacy with intercultural learning, as an empowering process’ (Bland, 2013: 26). The study involves a qualitative approach to creating a systemic or traditional literature review in the form of a scoping study, which by definition, does not address the quality of the research reviewed, instead charts the field with a view to identifying gaps in the existing evidence. The study attempts to answer the question, ‘What is known from the existing literature about the effectiveness of picturebooks for developing an intercultural awareness in language education?’ Underway at present, the scoping study will follow a five-stage framework which includes a ‘charting data’ stage (Arksey and O’Malley, 2005). This involves synthesising and interpreting qualitative data by sifting, charting and sorting material according to key issues and themes. My intention is to present my main findings, but also to evaluate this qualitative approach to literature reviews.

Biographical data

Sandie Mourão is a researcher at Nova University Lisbon, researching intercultural citizenship education in early language education. She is co-editor of Fractures and Disruptions in Children’s Literature (2017) and the Children’s Literature in English Language Education Journal (CLELEjournal). Her research interests include early language learning, picturebooks in language education and classroom-based research.
Literature in contemporary foreign language school textbooks in Russia

Raees Calafato, Department of Foreign Languages, University of Bergen

Abstract

My presentation will highlight findings from a recent study that assessed the literary content of eighteen ministry-approved English, French, and German language textbooks used in upper-secondary schools in Russia. The aim of the study was to gauge how ministry-approved textbooks incorporate literature, how they approach its use, and whether there are any differences in these respects based on the target language. In the study, I identified and analysed a total of 150 literary texts, following which I compared how English, French, and German textbooks differed in their approaches to incorporating literature, notably with respect to text age, genres, activities, and readability. The findings indicate significant differences between textbooks based on the target language, as well as some similarities. The study is one of the very few to have empirically assessed textbook literary content across multiple languages and the findings contain important insights, as well as implications, regarding the status of literature in language education in schools with regard to content, learner achievement, pluricultural knowledge, and intercultural communicative competence. In terms of relevance, this study comes at a moment where worries continue to grow about the reading skills of younger generations (Renaissance Learning, 2019), as well as declining interest in foreign language programs (Graham, 2004; Looney & Lusin, 2018). This is despite the frenetic pace of globalization, which has created demand for individuals who can navigate real-world situations using authentic speech and cultural knowledge. Literature can serve as an important tool in addressing all these issues and my study represents an important first step in terms of how this can be accomplished at the level of textbooks, which continue to play an extremely vital role in the language learning experiences of countless individuals around the world.

Biographical data

Raees Calafato (Research Fellow) is currently pursuing his PhD studies in French and English didactics at the University of Bergen (UiB). He received his Master’s degree in Applied Linguistics from UCL's Institute of Education and did his undergraduate studies (International Affairs) at the George Washington University.
Abstracts of Presentations, Friday 10:15-11:45

The place of literary texts in Algerian EFL textbooks

Souryana Yassine, Mouloud Mammeri University of Tizi Ouzou

Abstract

English as a foreign language is taught in Algeria as compulsory subject of mainstream education both at the Middle and at Secondary schools. The materials used are locally designed and reflect the country’s adopted educational paradigm. The EFL textbooks, which are the main used materials, are actually subject to the Ministry of National Education approval. Every time educational authorities introduce a reform of teaching approach or paradigm, new textbooks are designed to reflect the change. The current paper accounts for a thorough evaluation of three EFL textbooks designed along three successive educational reforms in Algeria during the 1990’s and 2000’s. It looked at the teaching and cultural contents of Think it Over (1989), Comet (2001) and New Prospects (2007) with a special focus on the place of literary texts as tools for teaching the language and means of developing the learners’ cultural competence. It adopted a mixed methods research design combining between quantitative and qualitative approaches. From the quantitative perspective, it looked at the development of the rate of the inclusion of literary texts in the three successive textbooks. Then, it adopted a qualitative systemic functional approach to the analysis of the reading texts to highlight the pedagogical value of those literary texts. The results were conclusive. On one hand, they showed a clear rise in the number of literary texts included in the most recent textbook New Prospects (2007) compared to the two previous ones which favoured scientific texts. On the other hand, they highlighted the important role of literary texts in cultural contextualisation. These changes are mainly explained by the adoption of a new teaching paradigm, the competency-based language teaching, which targets developing learners’ intercultural communicative competence. There are not only more literary texts but, they are selected from different cultural areas including works by British, American and African writers.

Biographical data

Souryana Yassine is a Senior Lecturer in Language Sciences and Applied Linguistics at the department of English at Mouloud Mammeri University of Tizi Ouzou, Algeria. She holds a PhD in Language Sciences and teaches different subjects to Masters’ and PhD students such as Social Semiotics, Theory of Multimodality and Writing academic research. She is a member of the faculty of letters and languages Scientific Committee. Her research interests include EFL, Intercultural Communication, Discourse Analysis and Social Semiotics.
Expressing love in second language poetry writing: A case of Japanese EFL writers

Atsushi Iida, Gunma University

Abstract

Recent research has suggested that poetry written by second language (L2) learners can be used to explore personal history (Chamcharatsri, 2013, Hanauer, 2010; Iida, 2018). To date poetic inquiry with L2 writers has been limited to mundane personal events such as study abroad (Hanauer, 2010; Iida, 2016, Liao, 2016). The question is what happens to L2 writers when they need to express love, which is uncommon to many Asian students in their lives, in the target language? Can poetry writing help L2 learners to express such a feeling? The question is of interest both in relation to the ability of L2 writers and in relation to their understanding of the concept of love. This study employs Hanauer’s (2010) methodological guidelines for L2 poetry writing. Data collected came from 45 poems written by 45 Japanese EFL students in the second-year college English course in Japan. In this study, each participant was assigned to write a poem concerning love reflecting on their own experiences. Data analysis involved the analysis of the writers’ subjective positions in relation to autobiographical information by observing poetic content and linguistic and literary choices (Hanauer, 2010). The results of this study showed that love poems were categorized into five subthemes: family, friends, teachers, romantic love and wasted love. Each poem captured visual and sensory images of L2 writers’ real-life experiences and represented their various emotional responses — happiness, sorrow, gratefulness, regret, and betrayal. I will discuss the implications of these findings for pedagogy in L2 composition classrooms and future research directions.

Biographical data

Atsushi Iida is Associate Professor in the University Education Center at Gunma University. He was awarded his Ph.D. in English (Composition and TESOL) at Indiana University of Pennsylvania. His research interests include second language (L2) poetry writing, voice and identity in L2 writing, and literature in L2 education.
Developing reflective teaching practice in future primary schoolteachers through story-based primary EFL teaching projects

Annett Kaminski, University of Koblenz-Landau / Campus Landau

Abstract
This presentation reports on master’s theses that explore the use of picture books and storytelling in primary EFL classrooms. First, I will explain how the design of these research projects is inspired by action research and combines theoretical considerations and practical teaching experience in order to develop reflective teaching practice in future primary EFL teachers. I will talk about the planning stage that involves not only students’ review of academic papers on young learners and early foreign language learning but also an assessment of their learners’ needs. I am also going to reflect on students’ selection of suitable material for their own ten-session cross-curricular teaching unit as well as their choice of teaching techniques and activities, which is based on an analysis of the linguistic and aesthetic features of the particular story or picture book. I will then focus on the actual teaching phase, that incorporates students’ use of a teaching journal in order to record their observations and reflect upon critical incidents in the classroom. I will demonstrate how data of learners’ performance, such as completed worksheets, quizzes or labelled drawings, supplement students’ analysis of their own teaching and their use of literary texts in primary EFL and how this furthers their development as reflective practitioners. In the second part of my presentation, I will summarise recurrent findings that students have reported on in their master’s theses. These regard both classroom management in a primary setting as well as learners’ response to the regular use of English in the classroom and the shared experience with a story or picture book. Moreover, I will highlight problematic aspects of these EFL teaching projects. These include organisational constraints, communication issues between students and teachers at school as well as challenges regarding teaching and research practice that student teachers are confronted with.

Biographical data
Annett Kaminski teaches EFL classes, seminars on British culture, children’s literature and teaching methodology to future primary schoolteachers at the University of Koblenz-Landau. As part of her teaching duties, she supervises postgraduate students who write their master’s thesis on the basis of a ten-session teaching unit in primary EFL classrooms.
Mission (im)possible: The role of literature in interdisciplinary academic teaching for future teachers of French as a foreign language
Meike Hethey and Karen Struve, University of Bremen

Abstract
The interdisciplinary teaching and research-project Literaturvermittlung hoch3 (Communicating Literature Cubed) at the University of Bremen initiates a dialogue between two academic disciplines that are equally important in the academic program of future teachers of French as a foreign language at German schools but are strictly separated in the daily life of students and academic teaching staff: French literary studies and (teaching French literature in) foreign language education. The starting points of the project were twofold: on the one hand, we noticed the rather difficult status of literary texts in foreign language teaching. Novels, poetry or drama do not primarily find their way in textbooks and curricula because of their aesthetic potential or literary specifics but they are rather used to foster linguistic or inter-/transcultural competences etc. On the other hand, our students as future teachers of French as a foreign language often struggle both with the texts in our literature seminars ("Why should we read and work on these texts that we will probably never be able to teach in our future French language classes?" etc.) and with a more abstract and theoretical approach to literary texts ("I thought that we would just develop concrete learning material that we could use in our future classes."). It was obvious (1) that our programs did not always meet the expectations of our students and (2) that the latter could not easily knot together their acquired knowledge in the different courses, in contrast to the main ideas of academic teaching. Based on the following hypotheses, we therefore have developed, tested and evaluated an interdisciplinary concept of academic teaching: (a) future teachers of French as a foreign language will only be able to reach a certain level of professionalism if they can offer various approaches to literary texts in their French classrooms. They need to develop a positive (and open-minded) attitude towards literature (as a subject matter). This positive openness can be experienced (b) by a more integrated concept of academic teaching, which provides a more substantial professional knowledge on the complexity of literature in the French classroom. In our presentation, we will give an overview of both this concept and our teaching experiences. We will focus on our empirical study guided by the following research questions: (1) What are the expectations, aims and needs of future teachers of French as a foreign language when it comes to the topic of literature? And in what way academic teaching can support them to develop integrated knowledge and competences in literary studies as well as in teaching literature in the French classroom? (2) What are their individual attitudes towards literature (as a subject matter in their future foreign language classes)? To answer these questions, we collected data by participant observation, questionnaires and guided interviews that we evaluated by qualitative content analysis. The results will allow us to not only reflect on criteria on teacher education in this specific field but also to discuss further specifically interdisciplinary research perspectives.

Biographical data
Meike Hethey is a lecturer in French as a Foreign Language Education at the Department of Romance Studies at the University of Bremen. Her research areas are: teaching literature in the foreign language classroom, history of foreign language education, film education, digital teaching and learning.
PD Dr. Karen Struve is a Romance Studies Scholar at the Department of Romance Studies at the University of Bremen. Her research areas are: Francophone and French Literatures of the 18th-21th century, Postcolonial, transcultural, and poststructuralist Studies, relation between knowledge and literature.
Teachers and students on the role of foreign literature in language teacher training

Marina Kulinich, Samara State University of Social Sciences and Education

Abstract

Role and place of British and American literature in linguistic education has been and still is a subject of debate. English methodologists and teacher trainers tend to view it rather as a source of authentic materials for a language classroom than its intrinsic value. German teachers of English argue that studying English and American literatures gives students access to a wealth of numerous cultures around the world. The Russian tradition of teaching English, German, French literature as part of pre-service training of would-be teachers of foreign languages was that of broadening students’ scope. At present, the role of literature as a source of social and cultural competence is negligible. Students have other sources of information and impressions thanks to IT. Their world became image-oriented instead of word-oriented; they do not want to read either in Russian or in English. The paper discusses various ways and means of developing philological competence practiced in our University: intensive work with Dictionaries of Quotations; optional modules in the course of literature such as screen versions of classics; literature in music; famous themes and plots in painting. The paper also presents the results of regular anonymous questionnaires among our students dealing with teaching literature. Students are asked the following questions: 1. Do you need the course of English and American literature for your professional training? 2. If you were a teacher how would you present this course? 3. What are suggestions to lecturers and teachers conducting seminars? 4. What authors from the recommended list did you actually read? By way of summing up, literature lost its positions as the subject that forms young people’s world outlook and philosophy of life. Nevertheless, our experience shows that employing the abovementioned types of classroom and out-of-class activities, you are likely to achieve some results with those students who can and will learn.

Biographical data

PH. D. (English Studies), Professor, Department of English Studies and Intercultural communication, Domains of Expertise Semantic and pragmatic aspects of English and American humour, Polycode (video-verbal) texts and their application to ELT, Translation Studies, Lecturing in Germany (Pädagogische Hochschule, Ludwigsburg), Conference participation – Denmark (ESSE-9), Italy (ESSE-10), Turkey (ESSE-11), 19th International Linguistic Congress (Geneva).
Fri, 12:45-14:15 - Focus on students and learning outcomes III

(1) | Campus, LG 4, DO4

Exploring the development of critical thinking through the use of literature in English for Academic Purposes

Cliff Kast, UCL Institute of Education

Abstract

Critical thinking is a key component of English for Academic Purposes (EAP) pedagogy. Although considered by many EAP practitioners a skill which students acquire collaterally as they progress through university, the extant literature reveals, perhaps counterintuitively, how rarely critical thinking naturally develops in this educational context: it needs explicit, consistent, purposeful instruction, and time. Important elements of criticality in EAP—which can be subsumed under the rubric of argumentation—include analysis, inferencing, evaluation, and synthesis. My doctoral research, following extensive empirical findings reporting that collaborative learning promotes critical thinking, takes the form of a classroom intervention which focuses on the intersection of critical thinking and literature in a foundation EAP class. Challenging the long-held bifurcation between direct versus inquiry approaches to critical thinking instruction, the intervention employs a hybridized teaching approach, in which direct instruction of critical thinking precedes the inquiry-oriented collaborative discourse of a literature reading circle. Discussions of literary texts observe a specific dialogic approach designed to enhance participants’ high-level comprehension, critical-analytic thinking and argumentation skills. Such a ‘balanced’ instructional approach has been demonstrated by much recent research to optimize the potential for beneficial critical thinking outcomes—including learning transfer, a fundamental aim in EAP and in education generally. In the presentation, I will explain my research project, outlining the rationale underpinning both its pedagogical and research principles. I will also provide initial impressions of the recently collected data, highlighting any indicators of criticality discerned and developed in the intervention. In light of these preliminary findings, I will review the potential that literature holds as an authentic resource for the discoursal expression and development of criticality, and thus as a viable pedagogical and research tool in the EAP classroom.

Biographical data

Cliff Kast is a lecturer in EAP at the University of Roehampton and has, since 1993, taught English language and literature at several universities in South Africa and Britain, and in China. His research interests include critical thinking, literature and dialogic discourse in EAP, and critical pedagogy.
Students’ reflections on the potential communicative confidence benefits of theatre workshopping

Philippa Palmer, UCL IoE

Abstract

This paper reports the results of a qualitative study exploring the perceptions of multi-lingual, adult learners of English, at a South-East England language school. The two-week theatrical training programme, conducted as an extra-curricular complement to daily General English ESL studies, explores theatre games, improvisation, vocal training and Shakespearean texts. Drawing on strategies developed by practitioners such as Cicely Berry, John Barton, Viola Spondlin and Peter Brook, the programme is designed to draw learners’ attention to body and breath, fellow-actors and audience, and focuses on bringing meaning to both text and movement. The study explores whether a relatively short exposure to such theatrical techniques can provide students with an enhanced understanding of the power of their voices and their bodies and how training of this kind bears influence on overall communicative confidence. Students reflect on the transference of skills and whether they perceive any changes in the writing and execution of weekly, in-class, semi-formal presentations. Perceptions of transference to other aspects of academic, cultural and social life are also recorded. The data consists of introspective participant diaries, and of semi-structured interview responses given before, during and after treatment. As drama training is widely known to contribute to individual development, self-expression and improved confidence in young learners and adults alike, featuring in most primary and secondary education systems as well as within the corporate world, this paper argues for the incorporation of such training into the curricula of ESL short courses. The results seek to elucidate the potentially far-reaching benefits to L2 learners and how these may vary dependent on level, nationality, age and other individual differences.

Biographical data

Philippa Palmer is a trained actor and English Language teacher presently reading a Masters in TESOL at UCL IoE. Her interest in Theatre in Education stems from 2007, when she toured as an actress with Germany’s White Horse Theatre. As ESL teacher since 2011, her teaching practice incorporates drama games, creative writing and performance. Her current research focuses on the implementation of theatrical training, as well as the use of radio plays, in the L2 classroom.
What electronic literature can offer language learners: a case study

Jeneen Naji, Maynooth University, and Goodith White, University of Nottingham Malaysia

Abstract

Electronic literature has been defined as ‘works with important literary aspects that take advantage of the capabilities and contexts provided by the stand alone or networked computer’ (Electronic Literature Organisation, 2004). Electronic literature is created and experienced through a digital apparatus and typically makes use of a range of media, including sound, animation, film, games, graphic design and visual digital culture in general to produce literary forms which extend the boundaries of literature and challenge us to rethink our assumptions of what literary texts can be or do. We are interested in the ways in which these texts may support language learning, particularly the affordances they provide for increased interaction with the text, including participatory and non linear ways of reading, and in the roles which visual elements may play in assigning meaning and facilitating understanding. We propose to use two print versions, one historical and one fictional, of the story of Eliza Fraser, who was purported to have been kidnapped by Aborigines in 1836, and a recent electronic narrative which provides an entirely different view of events, with an English for Academic Purposes class who will compare their experiences in reading the texts. Through questionnaires and focus groups, we will examine the students’ relationship with the texts and the language learning opportunities they appear to offer. The comparison will also shed light on the nature of ‘fake news’, and the fuzzy border between fact and fiction. We will also have some remarks to make concerning the literary values of electronic literature.

Biographical data

Jeneen Naji is Digital Media Faculty in the Department of Media Studies in Maynooth University, Ireland. Her research is in the area of digital culture and electronic literature and she is also a convener and founding member of the Maynooth University Digital Arts & Humanities Research Cluster and a Fulbright TechImpact Scholar.

Goodith White retired as Director of the Applied Language Centre, University College Dublin in 2015 and is currently a Senior Research Fellow for the School of Education, University of Nottingham, Malaysia. She and Jeneen are coauthors of a forthcoming Palgrave Macmillan book, New Approaches to Literature in Language Learning.
An examination of the use of novels for language teaching purposes

Neophytos Mitsigkas, University of Essex

Abstract

Literature has always been a perpetual feature of language learning, and the transition from the aesthetic study of literature to its use as a resource for linguistic development in the language classroom has marked its implementation and use. For many decades, the use of literature for language teaching was marginalised because of the advent of communicative language teaching. Nevertheless, the current trend favours a resurgence of interest in using literature for language purposes, appreciating its valuable contribution in English language teaching. However, very limited empirical research has been done to examine the use of novels in language teaching, especially regarding students and teachers’ perceptions of the use and implementation of literature in the language classroom (Hall, 2015; Paran, 2008). This paper reports on a mixed-methods descriptive study concerning the students and teachers’ perceptions of the role of literature – and novels in particular – in English language teaching and learning. The quantitative component of this research involved 144 students of an English-speaking private school in Cyprus and 26 English language teachers. Both groups responded to a distinct self-completed questionnaire. A follow-up qualitative investigation was carried out with five of the teachers who completed the questionnaire. Lastly, twelve unstructured, non-participant observations were organised with the students who completed the questionnaire, in their classrooms. The findings of the study present the students’ and teachers’ beliefs on the role of novels in ELT and elucidate the acceptance of novels as an invaluable source of motivating and stimulating activities that can contribute to the increase of students’ language awareness. Additionally, the results substantiate and promote the catalytic role of novels in developing an intercultural awareness, where language and culture are perceived as interrelated entities and novels are perceived as vivid cultural representations.

Biographical data

Neophytos Mitsigkas is a lecturer in TEFL/TESOL and the BA TEFL director at the Department of Language and Linguistics, University of Essex, UK. He has taught EFL and TEFL methodology in Cyprus and the UK, and his main research interests are in second/foreign language pedagogy and the use of literature in language teaching.
Using stories in CLIL classes

Sylvie Doláková, Masaryk University Brno, freelance

Abstract

Teaching English to little learners requires a lot of motivation, a lot of variations, a lot of activities from different learning areas. Stories can provide teachers with all these lots. The theme of the story attracts the attention and serves as the constant motif for all learning activities. The story plot provides a platform for acquiring a set of specific vocabulary, phrases and grammar structures, it develops cognitive functions, contributes to building listening skills, broadens emotional bonds. Children solve mathematical and logical tasks on the basis of the story topic or the characters, they learn about the world, they enjoy singing, dancing, drawing, painting and craft. The story plot informs about the functioning of the world, nature, society and teaches them to deal with the cause and effect. The series of stories have been tested in kindergartens and primary schools in the Czech Republic. Teachers first exposed the children to the activities in mother tongue, then they offered the same set of activities in English. Children built their language skills on the knowledge gained in the initial part of the lesson. This way they acquired the language significantly faster; they were able to use elements of language to communicate, to describe, to comment. In the workshop participants will be able to try some of the activities and will discuss the benefits of the technique and their impact on children’s thinking skills.

The project has been awarded the Best Teacher Innovation prize Pearson ELT, 2017.

Biographical data

Sylvie Doláková is a teacher trainer (Masaryk University Brno, freelance, ELT consultant for NILE, Norwich, member of Association of Methodology Specialists in the CzR) focusing on teaching English to children aged 4 – 15. She specialises in teaching English through art and stories, publishes language game books and story-based CDs for children, presents at conferences and webinars.
Implementing the pedagogy of multiliteracies through literary and multimodal resources in teacher training courses: Towards the development of aesthetic experiences

Agustín Reyes-Torres and Alexandre Bataller-Català, Universitat de València

Abstract

As the field of foreign and second language learning continues developing in the 21st Century, our current global screen-oriented contemporary world (Greenfield 2015) demands the implementation of new pedagogical methodologies and didactic resources in tune with multimodality (Kress, 2010), multiliteracies (New London Group, 1996) and creative inquiry practices (Mackenzie & Bathurst-Hunt, 2018). To do so, the training approach that we propose stems, first, from Kern’s notion of literacy “as a process of creating and transforming knowledge” (2000, p. 29), and second, from Rosenblatt (1986) and Dewey’s (1934) understanding of the growth of experience as a key element in aesthetic education. As will be shown, the implementation of the pedagogy of multiliteracies (Cope and Kalantzis, 2015) in relation with the study of a wide range of literary resources such as visual poetry, picture books and a selection of songs enable teachers to foster aesthetic experiences in the classroom that trigger a stimulus—a desire or even an emotion—to learn and the confidence to turn information into knowledge. The goal of our research is to explore the use of such aesthetic experiences as a key pedagogical element in language education. The final objective is twofold: first, that language teachers become aesthetic learners themselves who experience the implementation of the pedagogy of Multiliteracies based on the use of literary texts, and second, that this experience, in which they actively engage, prepare them to design and implement their own multimodal and multiliteracies-oriented lessons as language teachers in Primary schools. The first part of the project was carried out with undergraduate and graduate pre-service teachers at the University of Valencia from September to December 2017, and the second, with 3rd and 4th year Primary students in an urban public school from October to December 2018. Both groups had 27 students in the classroom.

Biographical data

Agustín Reyes-Torres is an Associate Professor in the Language and Literature Education Department at the Universitat de València, Spain. His line of research focuses on the training of pre-service teachers and the implementation of children’s literature and the development of literacy in the foreign language class. Alexandre Bataller-Català is an Associate Professor in the Language and Literature Education Department at the Universitat de València, Spain. His line of research focuses on poetry, folktales, literary routes and the understanding of cities as living entities in constant interplay with texts.
Abstract

This ongoing case study examines how extensive reading and listening (ER/EL, hereafter) helps elementary school children learn grammar. The results of the former studies on high school and university students (Takase, 2007; Maruhashi, 2011) indicate that ER/EL is one of the best teaching methods to improve EFL Japanese learners’ English proficiency. The presenter speculated that implementing ER/EL at the beginning or before formal English education, which mainly focused on the grammar translation method, would help learners make greater progress in learning grammar, reading and listening skills.

Five elementary school children participated in this study. Three of them practiced ER/EL for 3 years from ages 9 to 11, and the remaining two did ER/EL for two years from age 10 to 11 at an English cram school in Japan. The class met once a week for one hour. As they had had no previous input in English, the instructor read short picture books (Levelled Readers for L1 children) written in easy English and had them tell the story with the help of pictures. For acquiring vocabulary they made picture cards by drawing pictures of high frequency nouns, whose spelling was written on the back of each card, and learned approximately 10 words every week. They gradually started reading and repeating by themselves with the help of a CD or a touch pen. After reading approximately 250-300 easy picture books in a year and a half, the instructor started to teach grammar. An abundance of reading easy books in advance helped them learn grammar rules with little difficulty.

Biographical data

Atsuko Takase, Ed, D, an English instructor at Kwansei Gakuin University, has been teaching high school and university students by using extensive reading/listening method for over 25 years. She implemented ER/EL to elementary school children 3 years ago. Her research interests are ER motivation, vocabulary and grammar acquisition through ER/EL.
Leadership in literature: Using literature to explore leadership in a seminar for Business undergraduates

Jennifer Igawa, Meiji Gakuin University

Abstract

This paper reports on the use of English language literature in a Japanese university graduation seminar for students of International Business. The Japanese graduation seminar system, or zemi, is said to be based on the 18th century German Seminar. Zemi are small, self-directed seminars in which students engage in critical discussion and research on topics of their choice under the supervision of a professor. The seminar introduced here is a novel English language literature course examining the concept of leadership. It closely follows Joseph L. Badaracco’s Questions of Character: Illuminating the Heart of Leadership through Literature and borrows from Sandra Sucher’s The Moral Leader, both based on Harvard Business School courses. The students in the seminar are International Business majors in the Economics faculty of a Japanese University with Christian-based moral education as its founding principle. The paper, ethnographic in approach, will explain the rationale for the seminar, introduce the motivation of the students, and reflect on the progress of the course from both the student and instructor perspectives. The presentation should be of interest to instructors and administrators in English-medium instruction programs at the tertiary level.

Biographical data

Jennifer Igawa is an assistant professor in the Faculty of Economics at Meiji Gakuin University in Tokyo. Her current research interests are in the use of literature in English language instruction and in the influence of metacognitive awareness on language learning.
Incorporating literature and film into a non-literary course: A case study in a Japanese university EFL class

Kyoko Kuze, Toyo University

Abstract

Although the value of literary texts in language learning has been widely recognized, it is often challenging for practitioners in Japan to integrate literature throughout the typical EFL course, except in those cases where students are majoring in literature. At the university level, English teaching tends to emphasize communication in the real world and English for specific purposes. Reflecting this situation, this paper presents a case study in which a literary work and its film adaptations were incorporated into a non-literary course in a Japanese university EFL class. The paper first describes how George Bernard Shaw’s *Pygmalion* and its films were introduced into the course, in which students primarily read a book titled *Language Myths*—a collection of essays on socio-linguistic issues written by linguists. After discussing classroom activities, the paper presents several examples of student writing that predicts a sequel to *Pygmalion*. Next, it analyses, based on data from questionnaires, student responses both to those literary materials and to the related activities. The findings suggest that, if literary texts are appropriately used in EFL contexts, they can help deepen students’ understanding of facts learned from information-based texts and help them better assimilate knowledge. Furthermore, the findings suggest that literary texts can provide students with imaginative and creative learning experiences and, consequently, that they may offer students opportunities to promote interpretative and inferential skills. In conclusion, this case study shows that literary materials can be effectively incorporated into a non-literary course. Moreover, there seem to be some exclusive advantages to the use of literature and films with texts of the other type, although the lesson was initially designed to use literature modestly.

Biographical data

Kyoko Kuze is Associate Professor at Toyo University in Tokyo. Her recent interests include the examination of the role of literary texts in EFL classrooms through case studies. She is the author of “Using Short Stories in University Composition Classrooms” (*Literature and Language in the EFL Classroom*, 2015).
Production-orientation revisited

Stephan-Alexander Ditze, University of Bremen; Max-Planck-Gymnasium Delmenhorst

**Abstract**

Production-oriented tasks inviting students to write their own texts about the literary sources they are confronted with have conquered a firm place in the EFL classroom and in centralized exams including German A-levels. Educators, though, still tend to harbor qualms about the status and value this format should occupy in their EFL practice as their classes do not seem to render clear-cut and predictable results but ostensibly subject literature to creative randomness. The insecurity among teachers who have to assess the textual output of their students’ creative writing thus stems, at least partly, from the assumption that production-oriented tasks grant students license to limitless interpretation, boundless leeway, as it were, of projecting meaning into the base text. This, in return, allegedly disallows teachers to grade such textual products with the same degree of accuracy they claim to apply when marking the output of conventional academic writing. In my attempt to help alleviate the drawbacks of current production-oriented literary education, I will critically review the theoretical cornerstones of the concept of production-orientation and subsequently propose a model that allows educators to design and evaluate production-oriented tasks with a sufficient degree of transparency and reproducibility. My model is based on the concept of literary indeterminacy as expounded by Roman Ingarden and Wolfgang Iser. Its design distinguishes between three types of indeterminacy with a corresponding set of three modes of creative supplementation defined by reference to the openness or closeness of the semantic boundaries of the literary source under scrutiny. In order to prove the validity of this approach, the model will finally be tested by applying it to Margaret Atwood’s speculative novel *Oryx and Crake*.

**Biographical data**

Stephan Ditze teaches English and Politics at Max-Planck-Gymnasium Delmenhorst where he is also head of English and Content and Language Integrated Learning (CLIL). In addition, he pursues his postdoc research at the University of Bremen on the topic of “The Biotechnology Revolution in Anglophone Fiction and Film”.

Sat, 10:15-11:15 - Focus on methods II

(1) | Campus, LG 4, DO5
Designing photo essays when reading short stories

Barbara Roosken, Fontys University of Applied Sciences/ Teacher Training College

Abstract

In this talk I will present the findings of a research project into how photo essays promote creativity. The types of photo essays Dutch student teachers came up with and the challenges they encountered will be discussed. The study took place in the context of a course on American Perspectives, which student teachers take in their second year of studies. First they were asked to identify a relevant theme from a story by Capote. Then they defined a central idea they wanted to put in pictures in their essays. Next the students decided on a suitable title and captions to go with their photos. The essays consisted of five to eight slides including pictures, captions and their interpretation of the theme. Examples of photo essays will be shared and critically discussed with the help of a rubric.

Although there are often barriers to developing creativity in ELT teaching, such as dull course books, a lack of time and the wash back effect of external exams, developing students’ creativity seemed to have many benefits. Photo essays appeared to be a great way to practise students’ positioning and composition through different perspectives.

Creativity is often described as thinking ‘out of the box’, coming up with divergent responses, original ideas and objects (Plucker et al., 2004). For the purpose of this research the seven pillars of creativity originally proposed by Read (2015) have been conflated to result in a collection of five: model creativity as a teacher; offer students choice; use feedback effectively; explore ideas and encourage critical reflection. Students’ higher order thinking skills, such as analytical, critical and creative thinking were promoted. The study thus has implications for the development of these skills and for teacher educators who wish to support student teachers in developing their creativity and ways of teaching literature.

Biographical data

I studied English Language and Literature at Nijmegen University. Then I became lector of Dutch Language and Literature at Sheffield University. Having finished my Educational Doctorate at Roehampton University, I now teach classes in American and British Literature and supervise M.Ed. and B.Ed. students at Fontys University.
The effects of translation on reading proficiency

Cristina Tat, Kwansei Gakuin University

Abstract

This yearlong study aimed to evaluate the progress that 103 first year students in an intensive EAP program at a small private Japanese university have made in terms of reading speed and comprehension. All the students enrolled in this program are required to read 250,000 words per semester through Xreading.com in order to pass each semester of their first academic year, for a total of 500,000 words per academic year (60% passing score). As a measurement of reading proficiency, the Edinburgh Project on Extensive Reading placement /progress test (EPER PPT) A was administered at three different points throughout the year. Reading speed data was obtained from Xreading.com spreadsheets. At the end of the study the students were surveyed to gauge whether the rate of direct translation and grammar analysis changed in relation to their increased exposure and experience with extensive reading.

Biographical data

Cristina Tat is an Assistant Lecturer of English at Kwansei Gakuin University. She is a graduate of Vassar College and Baruch College Marxe School of Public and International Affairs. A former fellow of the National Academy of Sciences, her research interests include extensive reading and comparative education.
Introducing literature in the beginners’ classroom and raising language awareness through engagement with Google Translations

Ulrike Bavendiek, University of Liverpool

Abstract

Literary texts are often regarded as a particularly rich source of linguistic input for language learners (Hall 2015), making them ideal for language learning activities which involve noticing, thorough perception and in-depth analysis. Yet it is exactly this richness which can make literary texts difficult to access for language learners at the beginning of their learning journey, often leaving them frustrated by the banality of the texts they encounter instead, which are deemed more appropriate for their proficiency levels. Eric Hawkins (1987) and others used the cognitive turn in education to promote the conscious engagement with language as an underlying principle of language learning, considering language awareness as a building block for proficient language use. Translation is a tool that can be used to develop such deeper understanding of language as a system, its formal properties and functions in context (Gnutzmann 2009). It entails the rich engagement with language that is at the core of language awareness. Comparing a machine translation to the original foreign language text not only provides access to the text through the often surprisingly accurate translations, but also invites reflections on translation difficulties through the clumsy or inaccurate parts of the translations, fostering a greater understanding not only of the complexity of language, but also of the shortcoming of machine translations, in particular Google Translate (GT). The paper will report on an exploratory study on the advantages and disadvantages of using machine translations, more specifically GT, as a teaching tool to give even beginners’ students access to literary texts in the target language, whilst developing their sensitivity towards and knowledge about language. Class observation techniques, surveys, assessments and student interviews are used to evaluate the effectiveness of the tool.

Biographical data

Ulrike Bavendiek is a Senior Lecturer in German Studies at the University of Liverpool. Before joining Liverpool University in 1999 she taught at universities and Goethe Institutes in several countries. She teaches applied linguistics, sociolinguistics and German language. Her research interests are based on the psychological and cognitive aspects of language learning.
8. Practical A to Z

Catering
Coffee, tea and water will be available throughout the coffee breaks. The conference dinner in Gotha is included in the registration fee. On Friday, you can enjoy warm lunch in the Mensa (see English menu in your folder) or sandwiches and beverages at the Hilgenfeld Campus Café (see campus plan).

Conference office
The conference office is located in LG4, room D07. It is open most times throughout the conference. You can deposit your luggage at the office on Saturday.

Internet access / WiFi
The wireless network "gast-uni-erfurt" is accessible throughout the conference. A username and a password for the wireless network are included in your conference folder.

When calling up any Internet page that does not have https in the address bar (e.g.: www.golem.de), the user is redirected to the login page of the guest account. Only after the user data has been entered is Internet use enabled.

Lockers
The conference delegates can use the lockers on the ground floor of the Erfurt University Library. To use a locker, a 2-Euro coin must be inserted.

Nametag
You nametag will be given to you with our conference material upon registration. We encourage you to return the nametag and the lanyard at the end of the conference.

Parking
See designated areas on campus map for free parking space behind the university campus.

Programme changes
Changes to the programme will be posted in the coffee area.

Public transport
From central train station, you can travel directly to the university with tram number 3 (going to “Europaplatz”) or number 6 (going to “Rieth”) without having to change. The main entrance of the university is directly opposite the tram stop. Tickets for the "Tarifzone Gelb" are valid for one hour and can be used on all trams and buses in the inner city.

Sustainability
To lower the environment impact, we do not offer plastic cups for beverages. We kindly ask you to return the provided reusable coffee mugs and glasses.

Taxi
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