

Announcements

JALT International Conference 2020
November 16 to 23, 2020

Literature in Language Teaching SIG Forum: Monday, November 16th

5:00 p.m. – 6:30 p.m. (90 minutes)

Forum Chair

Susan Laura Sullivan
Tokai University



Biography

Susan Sullivan is a co-editor of the award-winning anthology, *Women of a Certain Age* (Fremantle Press, 2018). She holds a Master of Creative Arts, and a Master of TESOL. Her research interests include fostering creativity, autonomy and innovation among learners.



The forum will be a live session featuring a variety of talks by LiLT SIG members:

The Author isn't Dead, Just a Little Shy: Practical Criticism and Workshopping in the EFL Classroom

Luke Draper

Kwansei Gakuin University

Summary:

Practical Criticism is a method of reading that separates the text from its social and historical context. It observes the Barthesian notion that literary analysis should focus on the language of the text rather than the author's intention and background. This approach, when applied to a workshop-style classroom activity, allows students to critically discuss the stylistic and narratological qualities of a text without authorial influence and may also encourage aspiring writers to produce content for an audience under the safe veil of anonymity. This talk will briefly introduce the theory behind the practice and argue for its inclusion in lang/lit-centered programs. Action research findings will also be drawn upon as evidence of its pedagogical value.

Biography

Luke Draper is a PhD student at the University of Surrey (UK). His thesis is on stylistic instruction in the Higher Education Creative Writing classroom and its impact on workshop peer feedback interactions and revisional decisions. He is an Associate Lecturer of English at Kwansei Gakuin University and specialises in writing pedagogy, material development and EAP teaching. He is interested in the potential function of literature in the language classroom and Creative Writing education for non-L1 speakers of English.



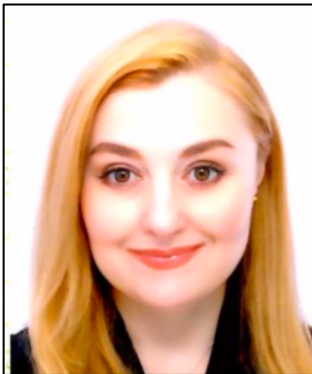
Reading to Write, Writing to Read

Cristina Tat

Kwansei Gakuin University

Summary

This presentation will describe an elective course that has been introduced with the aim of encouraging university students to read for pleasure and to become more actively engaged with texts by developing their writing skills. The required English courses in this EAP program focus mostly on intensive reading and academic writing and students' reading progress is actively tracked through MReader and Xreading. This setup had led to students viewing reading and writing as the necessary "obstacles" they have to overcome in order to pass and very few of them read in L1 or L2 in their spare time. It is hypothesized that through experiencing the process of creative writing, students can develop audience awareness from instructor and peer feedback, and also that they can use short works of fiction to develop their writing skills. It is the instructor's hope that they will become more critical readers by learning to be better writers. The basic outline of the course as well as students' responses to surveys about their reading habits at the beginning and end of the course will be described in the hope of generating discussion and sharing ideas for further course development.



Biography

Cristina Tat is an Assistant Lecturer of English in the School of Policy Studies at Kwansei Gakuin University. She is a graduate of Vassar College and Baruch College Marxe School of Public and International Affairs. Her research interests include extensive reading and comparative education.

Reading about Discrimination and Diversity to Better Understand Ourselves

Regan Tyndall

Sophia University

Summary

I use my courses (in the Language Education & Research and the English Literature Departments) to engage students in studies of discrimination and diversity, such as that experienced by English-speaking people who are ethnic minorities in different parts of the world. Students explore this through texts such as the novel *Obasan* by Joy Kogawa and short stories such as "Indian Education" by Sherman Alexie. Aside from the obvious exposure to challenging and authentic English narrative prose, the purpose is to have students reflect on (and speak/write about) how discrimination occurs, what the good and/or challenging aspects of discrimination are, and how these might relate to Japan's present and future.

Biography

Regan Tyndall teaches academic skills in English, and English literature, at Sophia University. He holds post-graduate degrees in Education and in English Literature, and is currently a doctoral candidate in Educational Leadership at the University of Calgary (Canada). His research interests include teacher training and professional development for Canadian public school teachers and the internationalization of Japanese university curricula.



Reading “Curious Incident”: Micro Teaching Presentations and Reader Experiences

Tara McIlroy

Rikkyo University

Summary

In this short talk, I will report on teaching a young adult novel in the university context. *The Curious Incident Of The Dog In The Night-Time* by Mark Haddon presents a challenge for second language (L2) readers due to its unconventional structure and subversion of genre conventions. The novel is also an example of neurodiverse young adult literature (NYAL), which features at least one adolescent character whose behaviour diverges from societal norms. I will report on course design and implementation, including micro-teaching presentations in which groups created lessons based on the contents of the novel to teach to their peers. The results of teacher and learner reflections suggest that NYAL novels can be empathy machines in the second language (L2) classroom and that real-world activities can positively augment reading experiences.



Biography

Tara McIlroy is an associate professor at Rikkyo University in Tokyo, Japan in the Center for Foreign Language Education and Research. Her research interests are L2 language acquisition, uses of literature in the language classroom, teacher education and language curriculum design.

Agency Via Cinderella

John Maune

Hokusei University Junior College

Summary

Cinderella is often seen as sweet—Disney—pap, but the many ways in which woman are stereotyped are staggering: low-lying fruit ripe for feminist criticism. It is also a good introduction to the formative power that words can wield when not critically examined. These issues are explored with an in-class reading of a low-level graded reader and a short animation of Cinderella. Students were initially unaware of any oppressive issues in the story, but following some prompting, were able to discern some sexist normative tropes. The lessons learned translate well to other activities and, hopefully, beyond the classroom.

Biography

John Maune is a professor in the Hokusei Gakuen University Junior College English Department, Sapporo, Japan, where he teaches content-based courses in both biology and literature. He has presented papers at conferences on literature, education, human evolution, and language teaching, covering a wide-variety of topics, ranging from knowing in Shakespeare, brain-friendly teaching hacks, the carnivalesque in *Coriolanus*, to human nature in *Romeo and Juliet*.

