

LLCE2017: Language, Literature and Culture in Education 2017

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Teaching literary analysis and academic research

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Outline

- 1) **Project KEGA 055UKF-4/2016**
- 2) Teaching literary analysis as the core of literary pedagogy
- 4) Tasks for literary pedagogy
- 3) Challenges in teaching literary analysis
- 5) Expected (project) outcomes
- 6) Invitation to cooperate

1) Project KEGA 055UKF-4/2016

General aims:

to design digital textbooks and multimedia material support for the following subject fields:

- a) methodology of research in language pedagogy
- b) methodology of research in literature pedagogy

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- 2016-2018

Project KEGA 055UKF-4/2016

Secondary aims:

- to map the current situation,
- to systematize methodological apparatus for both the language and literature pedagogy research;
- to assess the state of this research in Slovakia and its position/quality with regard to international context;
- to create a set of critical and comparative meta-analyses of scholarly works in the fields of both language and literature pedagogy.

2) Teaching literary analysis as core of literary pedagogy

Generally, for university teachers of English as a foreign language, the study of literature is an indispensable part of courses.

However, as Van (2013, p. 2) has it: “Unfortunately, many postgraduate EFL teacher-training courses focus mainly on language teaching methodology and offer little guidance on the analytical methods that are essential to interpreting literature and designing effective classroom activities. This means that both the students and teachers lose out”.

solution: ***more focus on teaching literary analysis***

3) Challenges in teaching literary analysis in FL

- a lack of interest in literature seen in some students,
- a different cultural background (L1 vs FL)
- teaching and learning in a language other than L1
- insufficient reading skills of some students,
- insufficient academic skills (analysis, synthesis, critical thinking) – some students are used to rely heavily on their teachers to „explain“ literary texts to them,
- weaknesses in teaching (e.g. uniformed tasks assigned to students, traditional fact-oriented approaches to teaching literature)

4) Tasks for literary pedagogy

- to shift literary education from „learning about literature“ (history, biographies, definitions of literary means, etc.) to „experiencing literature“ (through individual literary analysis),
- to improve education of literature teacher (both pre-service and in-service ones),
- to bridge the gap between (theoretical) literary scholarship and (practical) teaching of literature at schools
- to create material support (e.g. ready-made manuals and activities focused on literary analysis) for both pre-service and in-service literature teachers

5) Expected (project) outcomes

6) Invitation to cooperate

- a set of studies published in international research journals;
- a monograph in 2017 (call for chapters in appendices);
- an e-textbook for pre-service teachers of English (call for chapters in appendices);
- an open-access e-course on teaching literature and literary analysis for both pre-service and in-service teachers (call for chapters in appendices).

Thank you for your attention!

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