On reading as a deeply mindful activity,
education with the youngest EFL/ESL learners to advanced secondary students

GUEST AUTHOR: Dr Beverley Naidoo

PLENARY SPEAKERS:

Professor Victoria Murphy, University of Oxford
Levis and Literacy in Children with English as an Additional Language: The Power of the Word

Professor Marek Oziewicz, University of Minnesota
What Is A Graphic Novel & Why We Need It: A Reader’s Manifesto

Professor Junko Yokota (em.) National Louis University, Chicago
Nurturing Dispositions for Critical Reading through Diverse Literature

Assoc. Professor Susanne Reichl, University of Vienna
Reading Alternatives: Ethical & Cognitive Challenges of Time-Travel Stories for Young Adults

STRAND 1: THE CHALLENGE OF LANGUAGE PLAY AND LANGUAGE CREATIVITY

The usage-based approach to L2 acquisition, extensive reading, stylistics, formulaic language, linguistic creativity, storytelling, metaphorical thinking, cohesion and repetition in literary texts.

STRAND 2: THE MULTI-LITERACY CHALLENGE OF MULTIMODAL LITERATURE

Multiple literacies – the emotional engagement, intellectual, aesthetic and linguistic affordances of e.g. picturebooks, graphic novels and film in EFL/ESL.

STRAND 3: THE CRITICAL CHALLENGE OF AVOIDING THE SINGLE STORY

The educational merit of literature that facilitates a change of perspective from a majority to a minority point of view, education in empathy, diversity and intercultural competence in English-language education.

STRAND 4: THE COGNITIVE CHALLENGE OF EXPLORING ALTERNATIVE WORLDS

The educational dimension of speculative fiction, cognitive criticism and the exemplification of alternative pasts and possible futures as developing dynamic learning and deep reading in L1 and L2.

WEBSITE: www.uni-muenster.de/Anglistik/Research/Tefl/challengingreading/index.html

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