

Adaptations, Creations and Transformations – Teaching Literature Today

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Literature learning in German EFL classrooms can look back upon a long history and has undergone a considerable number of changes during the last 20 years. Initially, such learning was focused on canonized texts such as William Shakespeare, the Romantic poets, fiction by Charles Dickens or George Eliot with the learner treated as a mere recipient of expert knowledge. Complaints about a tendency of fossilisation of the literary canon at schools were prominent in past decades and have led to a gradual opening for new English literatures, e.g. by postcolonial writers. Recently, the advent of the new media, a broader definition of what constitutes literature, new socio-cultural challenges, and the inclusion of neglected reader groups have shifted attention to multimodal texts and tasks, transcultural and global issues, books for children and young adults, and to primary and lower secondary learners as readers of literary texts. Above that all sorts of adaptations, creations and transformations – encompassing visual images and all kinds of non-verbal forms of symbolization – often represent more recent cultural changes in medial and communicative environments. Thus, it is closer to young peoples' social lives and cultural practices and can motivate them to engage in reading (literature) also at earlier stages of language learning. In this context personal involvement and individual – often creative – responses to literary texts are perceived as important aspects of literary competence.

This panel aims to present and discuss the multimodal features of adaptations, creations and transformations, e.g. postcolonial rewrites but also audiovisual or visual formats and their potential for teaching with a view to intertextual connections in order to find out how the literature classroom can take advantage of these new ways of reading a literary text. The large number of films, comics, graphic novels, manga versions and animated clips available on the market, especially on the internet, holds new challenges and chances for the EFL classroom and is likely to increase even more in the future.

We invite papers dealing with methodological questions for classroom application and pedagogic reflections concerning questions of literary and media literacy and/or focussing the combination of theory and practice in order to provide new perspectives and an innovative insight into a wide range of components in current topics and approaches of dealing with adaptations, creations and transformations including practical examples. All methodological varieties are welcome, e.g. task-based and project-based teaching, action- and product-oriented methods, cooperative and open forms of teaching, improvising, staging and acting out approaches, creative writing, storyboards, reading logs etc.

Please send proposals (no more than 250 words) for 30-minute papers to Prof. Dr. Gabriele Blell (gabriele.blell@engsem.uni-hannover.de) and Prof. Dr. Maria Eisenmann (maria.eisenmann@uni-wuerzburg.de) **by 31 August 2016.**