

New Developments in Teaching Literatures and Cultures in English Language Education

English language education in Germany is not only focused on developing learners' linguistic skills and competences, but also on making learners aware of the intricate interplay between language and context. In this setting, the notion of teaching and learning about literatures and cultures plays a pivotal role, as learners' reflections on cultural discourses become a prerequisite for successful societal participation and personal agency.

The prominent position of literatures and cultures is also mirrored in current research on English language education where, over the past two decades, studies have addressed the question of how to productively integrate literary and cultural learning in the English as a foreign language (EFL) classroom. In particular, approaches of inter- and transcultural learning as well as ways of teaching with different genres of written texts have been investigated in order to provide a foundation for the EFL-specific use of literatures and cultures (see e.g. Delanoy/ Eisenmann/ Matz 2015). In recent years, however, critical re-examinations and conceptual expansions of this theoretical groundwork has begun, leading to new developments in literary and cultural learning. Against the backdrop of globalisation and digitalisation, reconsiderations of concepts of culture in terms of global and cosmopolitan education (see e.g. Römhild 2023), or a stronger focus on questions of social justice and anti-racist teaching practices as part of cultural learning (see e.g. Braselmann 2023) are currently shaping English language education. Furthermore, theoretical-conceptual as well as practice-oriented research is connecting literary and cultural learning with critical pedagogy and ecocriticism (see e.g. Bartosch/ Ludwig 2022), mental health education (see e.g. Becker 2023) or digital learning (see e.g. Bündgens-Kosten/ Schildhauer 2021).

With the proposed panel, we wish to explore these (and more) recent developments and controversies in English language education. We want to examine both current innovations and future trajectories as a means of mapping the contemporary research field in literary and cultural learning and to explore the intersections of the field with English literary and cultural studies. For that purpose, we invite contributions (20-minute presentations

followed by 10-minute discussions) which can discuss, but are not limited to, the following questions:

- How have concepts of culture and literature changed in current discursive environments and how do these changes affect literary and cultural learning in the EFL classroom?
- Which disciplines, concept or approaches have newly entered, or might be a valid future addition to, the realm of research on teaching literatures and cultures in English language education?
- Which challenges does English language education face in the light of recent societal and political developments and how or to which extent should EFL scholarship engage with these topics? Which role can critical pedagogy play in English language education and what are challenges that arise with a “new criticality” in teaching and teacher education?
- What is the position and relevance of empirical and theoretical research in literary and cultural didactics? How does the turn toward empirical research influence approaches to literature and to literary texts?
- How do new developments in digital technology (e.g. AI-based applications) impact learners’ engagement with literatures and cultures in the EFL classroom? How do digital textualities change approaches to literature and literature didactics?
- How does literary and cultural learning relate to other areas of English language education (e.g. grammar, communicative competences, language awareness) and how can all these areas be combined in a productive manner?

Please submit a 250 word proposal and a short author bio note (3-4 sentences) to Daniel.becker@uni-muenster.de and silke.braselmann@uni-jena.de by March 15, 2024.

Works Cited

- Bartosch, Roman & Ludwig, Christian (eds.) (2022). Ecological Perspectives on English Language Teaching. In: Special issue of *Anglistik: International Journal of English Studies* 33(3).
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- Braselmann, Silke (2023). I’m Not Racist! – Addressing Racism in Predominantly White Classrooms with Cooperatively Designed Multimodal Text Ensembles. In: Christian Ludwig

- / Theresa Summer (eds.). *Taboos and Challenging Topics in Foreign Language Education*. London: Routledge (2023). 168-180.
- Bündgens-Kosten, Judith & Schildhauer, Peter (2021). *Englischunterricht in einer digitalisierten Gesellschaft*. Weinheim: Beltz.
- Delanoy, Werner, Eisenmann, Maria & Matz, Frauke (eds.) (2015). *Learning with Literature in the EFL Classroom*. Frankfurt a.M.: Peter Lang.
- Römhild, Ricardo (2023). Learning languages of hope and advocacy – human rights perspectives in language education for sustainable development. In: *Human Rights Education Review* 6(1): 89-109.