The Teacher Education Program (LU) and the Department of English at Södertörn University welcome you to a one-day symposium:

**Literature Didactics in English as a Foreign Language: Theory and Practice**

17 February 2016, 09.00-16.00, Södertörn University, MA 456

09.00 **Coffee/tea**

09.15 **Welcome**  
Anna Malmbjer, Research Leader at Södertörn University’s Teacher Education Program

09.30 **Reading strategies and reading literature: Session 1**  
Lydia Kokkola, Chair Professor of English and Education, Luleå University of Technology  
Eva Fjällström, Doctoral student of English and Education, Luleå University of Technology

This session will focus on the use of literature in EFL education in Swedish secondary schools and High schools using examples from an on-going research project which is partly funded by the Marcus and Amalia Wallenberg foundation. The first session will focus on outlining the kinds of reading strategies adolescents should develop from reading literature (for instance, identifying how point of view affects the information which is revealed). Examples of teenagers’ work collected during the research project will be used to illustrate one aspect of literary studies: engagement with other cultures.

10.30 **Break**

10.45 **Reading strategies and reading literature: Session 2**

The second session will begin by considering how teachers can assess reading comprehension from the texts students produce. Attention will be paid to ensuring that the assessment criteria are related to the goals for teaching literature. We will then summarise the main principles to think about when teaching literature and provide a few examples of good practice. Finally, we will consider how student teachers can conduct research in this field, and collect data for their final degree essays.

11.45 **Discussion**

12.00 **Lunch**
‘Reading’ picture books with 3-10 year olds: A review of research
Janet Enever, Professor of Language Teaching and Learning, Umeå University

While books for children have included illustration and artwork designed to engage the reader and enhance the reading experience since the early days of children’s book publishing, a new genre emerged in the early 1950s with the influence of graphic artists such as Eric Carle. This presentation will review the impact of picture books as tools for the EFL classroom, drawing on research to offer a preliminary overview of the field.

Empathy and Literary Education
Anna Lindhé, Postdoctoral fellow in Literary Studies and Didactics, Umeå University

There is a common belief in society that reading literature makes us better people. Empathy – the ability to enter into or see from another’s point-of-view – often plays a significant role in this conviction, offering, in the words of Suzanne Keen, an almost magical guarantee of literature’s value (2007). The ability of literature to stimulate empathy often gives it a central role in literary education. But what role should empathy – and literature – play in the EFL classroom? This presentation will address this question, using what I call the paradox of narrative empathy as a point of departure.

For questions and to register for participation (by 12 February), please contact Anna Malmbjer: anna.malmber@sh.se