



\_\_\_Toyohashi Chapter

**Meeting Information for Sunday 17<sup>th</sup> April 2022: 1:30-4:00 pm**

**Location: 'Plat' Toyohashi Arts Theatre (next to Shin-Toyohashi Station (Atsumi Line))**

**Title:** Incorporating the use of literature into the EFL classroom: Pedagogical approaches to develop critical thinking of Japanese learners of English

**Biodata**

Keita Kodama is a lecturer in English education at the Department of Foreign Studies, Sugiyama Jogakuen University. His research mainly focuses on English education and second language acquisition. His research area includes the use of literature in the EFL classroom in Japan and second language vocabulary acquisition.

**Summary**

The purpose of this presentation is to explore the benefit of using literature as a material for “the training of critical thinking” (Kramsch and Kramsch, 2000: 567) in the EFL classroom in Japan. Although developing critical thinking skills has been seen as a primary goal in higher education for decades (MEXT, 2008), opportunities to acquire these skills are limited and Japanese undergraduate students tend to possess inadequate critical thinking skills (e.g., Sugimoto, 2015). One means by which these skills could be fostered is through the application of literature in the EFL classroom (e.g., Nance, 2010). Literature has been important in cultivating critical thinking and being effectively used in the EFL classroom overseas (e.g., Kramsch and Kramsch, 2000), including countries in Asia such as Singapore (Curriculum Planning & Development Division, Ministry of Education, Singapore, “Literature in English: Teaching Syllabus 2013”). However, little has been discussed about the effective use of literature to foster critical thinking in the EFL classroom in Japan. With these in mind, this presentation aims to look at some of the most practical teaching methods of using literary texts to develop the critical thinking skills of Japanese learners of English (JLEs) in the university EFL classroom setting.

## **References**

Curriculum Planning & Development Division, Ministry of Education, Singapore, “Literature in English: Teaching Syllabus 2013”.

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Kramersch, C. and Kramersch, O. (2000). The Avatars of Literature in Language Study. *The Modern Language Journal* 84 (4), pp. 553-573.

The Ministry of Education, Culture, Sports, Science and Technology. (2008). “Higher Education in Japan.”

[https://www.mext.go.jp/component/b\\_menu/shingi/toushin/\\_\\_icsFiles/afieldfile/2013/05/13/1212958\\_001.pdf](https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2013/05/13/1212958_001.pdf)

Nance, K. A. (2010). *Teaching literature in the languages: Expanding the literary circle through student engagement*. Upper Saddle River, NJ: Prentice Hall.

Sugimoto, H. (2015). The First Step toward a Critical Perspective: The Practice of Evidence-Based Explanation of Literary Text in Book Clubs. In Teranishi, Masayuki, Yoshifumi Saito and Katie Wales. Ed. *Literature and Language Learning in EFL Classroom*. Houndmills: Palgrave Macmillan, pp, 248-259.

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