

Putting the Imaginative on the Map – Teaching Science Fiction and Fantasy in the EFL Classroom

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There is a growing body of science fiction and fantasy literature in popular culture as well as an increasing interest in science fiction scholarship in various disciplines. However, teachers at all levels from primary school to university still seem to be reluctant to make use of science fiction and fantasy texts in the EFL classroom in spite of the fact that science fiction and fantasy texts offer students the opportunity to explore some of the major political, social, and environmental issues of the 20th and 21st centuries and to take a critical look at human history. The aim of this edited volume is, therefore, to offer an EFL methodology perspective on the topic at hand and shed light on the manifold opportunities this fascinating and multifaceted genre has to offer.

We invite contributions by scholars and practitioners alike adding to the academic discussions revolving around classic as well as contemporary science fiction and fantasy literature. All contributions should have a clear didactic focus, carving out the pedagogical potential of the genre and showcasing literary works and films that make a case for studies of established authors as well as new or neglected authors and texts. Possible topics to be discussed could, among others, include:

- alternative history
- world building
- utopian and dystopian societies
- gender
- social and political criticism
- environmental issues
- first contact
- artificial intelligence, the posthuman
- the apocalyptic and post-apocalyptic
- mono- and multilingualism
- military conflicts
- religion
- human rights
- technology, digitalisation

In order to make this edited volume attractive to teachers, curriculum designers, and teacher trainers of English as a Foreign Language at all levels (primary, secondary, and tertiary), all chapters should clearly highlight the didactic potential of the genre and provide suggestions for using the text(s) in question in the EFL classroom, for example, including:

- reader-response criticism
- differentiated approaches to literary texts and films
- creative writing approaches

- cooperative and collaborative approaches to reading/viewing in the classroom
- use of digital technologies
- development of students' audio-visual competence
- inter- and transcultural as well as global learning

Drawing on a broad understanding of literature, this volume aims at providing new perspectives on science fiction and fantasy literature and intends to demonstrate how the literature classroom can take advantage of these texts. Therefore, traditional text types, such as novels, short stories, poetry, plays, picturebooks, and political speeches, are as welcome as new innovative forms of literature and media such as graphic novels, films, blog entries, and vodcasts.

Please send abstracts (no more than 200 words) for contributions to the editors **by 15 September 2018**. Contributions should be handed in by **15 June 2019**.

Please do not hesitate to contact us if you have any questions.

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