



Contribution ID: 15

Type: Practice-oriented Oral Face-to-face presentation

Boosting Learner Agency Through Creative Projects in an L2 English Literature Classroom

Saturday 17 May 2025 16:55 (25 minutes)

TITLE

Empowering L2 Learners Through Creative Projects in English Literature

RELEVANT SIG

Critical Thinking Extensive Reading Gender Awareness in Language Education Global Englishes Global Issues in Language Education Intercultural Communication in Language Education Learner Development Lifelong Language Learning Listening Literature in Language Teaching Materials Writers Mind, Brain, and Education Mixed, Augmented, and Virtual Realities Other Language Educators Performance in Education Pragmatics School Owners Study Abroad Task-Based Learning Teacher Development Teachers Helping Teachers Teaching Younger Learners Testing and Evaluation Vocabulary

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

learner agency, creative projects, literature, EFL

ABSTRACT

Creative projects in English Literature courses for second language (L2) learners can significantly enhance learner agency, autonomy, and engagement with literary texts. This practice-oriented presentation highlights a classroom approach implemented with third-year high school students in an immersion program, focusing on scaffolding literary analysis through a collaborative and creative group project.

Drawing on Tarone's (2000) research on creativity in language learning, which emphasizes lowering affective barriers and fostering deep cognitive connections, the project requires students to create original short stories designed for elementary school audiences. The scaffolding process includes lessons on narrative structure, character development, and thematic exploration, culminating in peer collaboration and real-world application when students present their stories to younger learners.

This session will share details of the project's design, examples of student-created stories, and insights from student feedback. Participants will learn how this creative approach promotes engagement with literature, builds confidence, and develops transferable skills such as teamwork and audience awareness. Attendees will leave with practical strategies to adapt similar projects to their own contexts, enhancing both learner autonomy and literary engagement in L2 classrooms.

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Session Classification: B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD

Track Classification: Literature in Language Teaching