There and Back Again

- Sartre – Hell is other people

- Tolkien – Other people are Salvation

Framework

- Three Concepts
  - Shared Humanity
  - Shared with Technology
  - Shared Approaches

Course Goals

- Student Understanding of the Text
- Improved Reading Comprehension
- Improved Pronunciation of Unfamiliar Words
- Ability to Interact with Text in Writing
- Ability to Interact with Text in Discussion
- Enjoyment and Confidence-Building

SLA Literature Instruction: CBI vs CLIL

- Balancing Content and Language Objectives

- Reconceptualizing Teacher Identity

- Institutional and Curricular Constraints

- Need for Professional Development and Collaboration

- Tension Between Ideal and Reality

Cammarata, L. (2010). Foreign Language Teachers' Struggle to Learn Content-Based Instruction. *L2 Journal*, *2*(1). https://doi.org/10.5070/L2219063

Shared Humanity

Designing the Ideal Literature Class Based on Student Feedback

- No uncomfortable material
- No reading
- No writing ("this is a literature class, not composition" – student)
- No homework
- No group activities
- No individual activities
- No lectures
- No attendance (same student who said no homework)

Why Long-Form Reading?

- Literature makes us Human

- "When we read about other people, we can imagine ourselves into their position and we can imagine it's like being that person…" "That enables us to better understand people, better cooperate with them."

- Oatley calls it "Just being human."

- Oatley, K. (2016). Fiction: Simulation of Social Worlds. *Trends in Cognitive Sciences*, *20*(8), 618–628. https://doi.org/10.1016/j.tics.2016.06.002
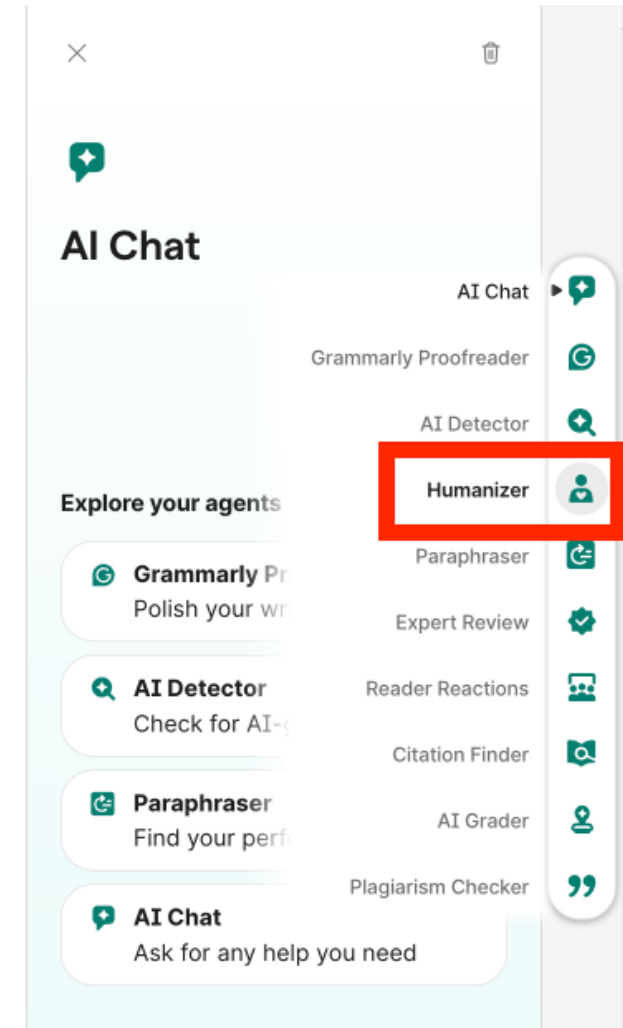
読み甲斐
Yomigai

- Yu Kanazawa
- Finding purpose in reading
- Curiosity, Interest
- Challenge, Immersion
- Length, Difficulty

The Hobbit

While there were many difficult words so reading was challenging, I could understand by reading along with the Japanese translation of the book and looking things up

For the lecture content where we were reading The Hobbit, the instructor gave us time to read when everyone hadn't progressed yet and set the next lecture's tasks according to our reading speed, so it was helpful how they adapted to the students

Everyone Knows About…

- Bilbo, the Reluctant Hero
- Tolkien writing to his children
- Wizards, Dragons, Dwarves, and Elves
- Wellspring of Modern Fantasy

What my Students Noticed about Bilbo

Brave:Timid

Curious:Reluctant

Humble:Proud

Honest:Thief

Bilbo is Relatable

- A quiet homebody who loves comfort yet chooses to go on an adventure.

- A small person in a wide world.

- A noob in a party of high-level characters

When I felt like losing motivation partway through, the support helped me keep going

Wizards, Dragons, Dwarves, and Elves

- Tolkien's Influence on Fantasy

- Mythopoeia – fictional mythology

- Archetypes: Elves, Dwarves, Orcs, Hobbits, Trolls, Ents

- Fictional Worlds

Tolkien the Father

- Bedside Stories, Christmas Letters

- Magic and Wonder mixed with Life

- *Roverandom*

- *The Hobbit*

Tolkien the Artist

- *"We are raised to honor all the wrong explorers and discoverers—thieves planting flags, murderers carrying crosses. Let us at last praise the colonizers of dreams."*

  -Peter S. Beagle in his introduction to The Hobbit.

- *'Tolkien appears in the fantasy universe in the same way that Mount Fuji appeared in old Japanese prints. Sometimes small, in the distance, and sometimes big and close-to, and sometimes not there at all, and that's because the artist is standing on Mount Fuji.'*

  - Terry Pratchett, Post-Fantasy Fantasy: An interview with Terry Pratchett', 2000, *The L-Space Web* <http://www.au.lspace.org/about-terry/interviews/amazon3.html>

Sharing with Technology

The Literature: Parallel Texts

CLIL (CBI) – Teach Both Languages

- The Annotated Hobbit in print (日本語版上-下)
  - Students are taught to markup the book according to Adler

- The Annotated Hobbit (distributed media)
  - Students make notations in OneNote

- The Hobbit in e-text (English)
  - OneNote Resources

While explanations were mostly in English, I felt reassured because important points and assignment instructions were given in Japanese

Independence: Media, Apps, and AI

It was good because we could study English independently using the English apps, and it was easy to ask about unknown words and expressions

I took this class aiming to incorporate English more into daily life, and that's what the curriculum was about. I think the course provided the maximum possible in this university where there are no English-speaking international students. However, when it came to suddenly speaking at length with native speakers (online), it required a lot of effort with preliminary preparation before the actual preparation. I think English should be increased as a required subject in 3rd and 4th years to reduce this proportion of preliminary preparation

Foundation: Reading

Students Spend 50% of Class Reading Independently

Supplementation:

Live Parallel Reading

- Partner reading in and in Japanese

AI-Assisted Parallel Reading

- As above with AI support and feedback

MS Teams Reading Progress App

- Weekly Excerpt Reading with Automated Pronunciation Feedback

Level-Appropriate Speed-Reading Practice

- TJ Boutorwick's ESL Speed-Reading app

Multi-Modality: Online Media Support

Video

- YouTube Channels
- [Hobbit M4 Book Edit](#) of the cinematic release
- [Language Reactor extension](#)

Audio

- YouTube readings
- Music
- Podcast Critical Comparison

The lecture was well conducted using apps useful for studying English, along with Teams and OneNote

When the cold of Winter comes
Starless nights will cover day
In the veiling of the sun
We will walk in bitter rain

But in dreams
I can hear your name
And in dreams
We will meet again

When the seas and mountains fall
And we come, to end of days
In the dark I hear a call
Calling me there
I will go there
And back again

ER Plus: Interns AI Groups

- Dialogue in class with instructor

- Online Interns model reading, discussion, sharing
  - Students participate, in class and scheduled OOH sessions as part of required assignments
- Students and Interns converse with AI
  - Immersive Conversation (all L2)
  - Crosstalk (Students use L1, responses in L2)

Shared Approaches

Connecting to Lived Student Experience

- Norse Eddas and Sagas
- Beowulf
- Extensive European Lore

~Have given birth to~

- The Modern Fantasy Genre
- Pop Culture/Youth Culture Icons
- LitRPG
- Movies, Television, Video, Spoken Word

"Sometimes"

Instructions for living a life:
Pay attention.
Be astonished.
Tell about it.

-Mary Oliver

I could sense various trial-and-error approaches being made, which made me want to respond to that effort

ER+Student Expression

- Reading Journals by Chapter
  - Standardized Format
  - Intern Support in Writing
  - AI Conversation and Image Creation

There seemed to be more variation in motivation than English ability among students. It felt like there would be big differences in who did and didn't do tasks like 'read up to here' or 'think about this for next time.' The teacher often seemed saint-like in how they handled this skillfully without getting angry while being aware of the situation. I sensed their self-control.

Intermediary AI: NotebookLM Exercises

- Student reading journal upload
  - Student's query and critically examine journals
  - Podcasts created from journals
  - Video summaries

- Joint Notebooks
  - Study guide with references, comments, details, illustrations, notes, etc.
  - Mind Maps

- Instructor podcasts based on individual characters, chapters, or themes
  - Used for Discussion and Oral Exam Preparation

Fan Fiction Fills the Gaps

- *In the absence of interesting texts, very little is possible.* - Ray Williams, 1986

- *The reading material is easy.* – *Day and Bamford, 2002*

- Fan-created and curated archives provide a broad selection of difficulty levels
  - Tolkien Fan Fiction -1000+ works
  - Fan Fiction Net – LOTR -50,000+ works
  - Fan Fiction Net – The Hobbit -2900+ works
  - Stories of Arda – 5300+ works

- Experimenting with free and subscription AI Level evaluation and adjustment

Fan Fiction Grants Agency for Reimagining

- Fan attention has, Karen Viars and Cait Coker write, "unsurprisingly focused on many of those topics Tolkien scholars are fond of today—**homosexual overtones..., racism..., Tolkien's literary sources and forebears, and the roles of women in his world.**"

- Walls-Thumma surveyed Tolkien fan fiction writers' attitudes, finding that 62% agreed that their writing helped them to "**correct problems with race, gender, and sexuality** that I see in Tolkien's books". Respondents with less than 2 years' experience of writing were the most likely (69.6%) to agree with the statement.

- Robin Anne Reid suggests that fan fiction like Thorinsmut's Free Orcs alternate universe effectively "writes back to Tolkien's construction of Orcs", offering a **non-racist perspective on these beings**. Reid comments that the effect is to make the story into one about relationships between Dwarves and Orcs, from the cultural and personal through to politics and trade.

- Wikipedia, Tolkien Fan Fiction

Quantification: Evaluation Methods

- The primary activity is Reading
- Student work is generated and remixed
- Oral exams
- The instructor reads with the students
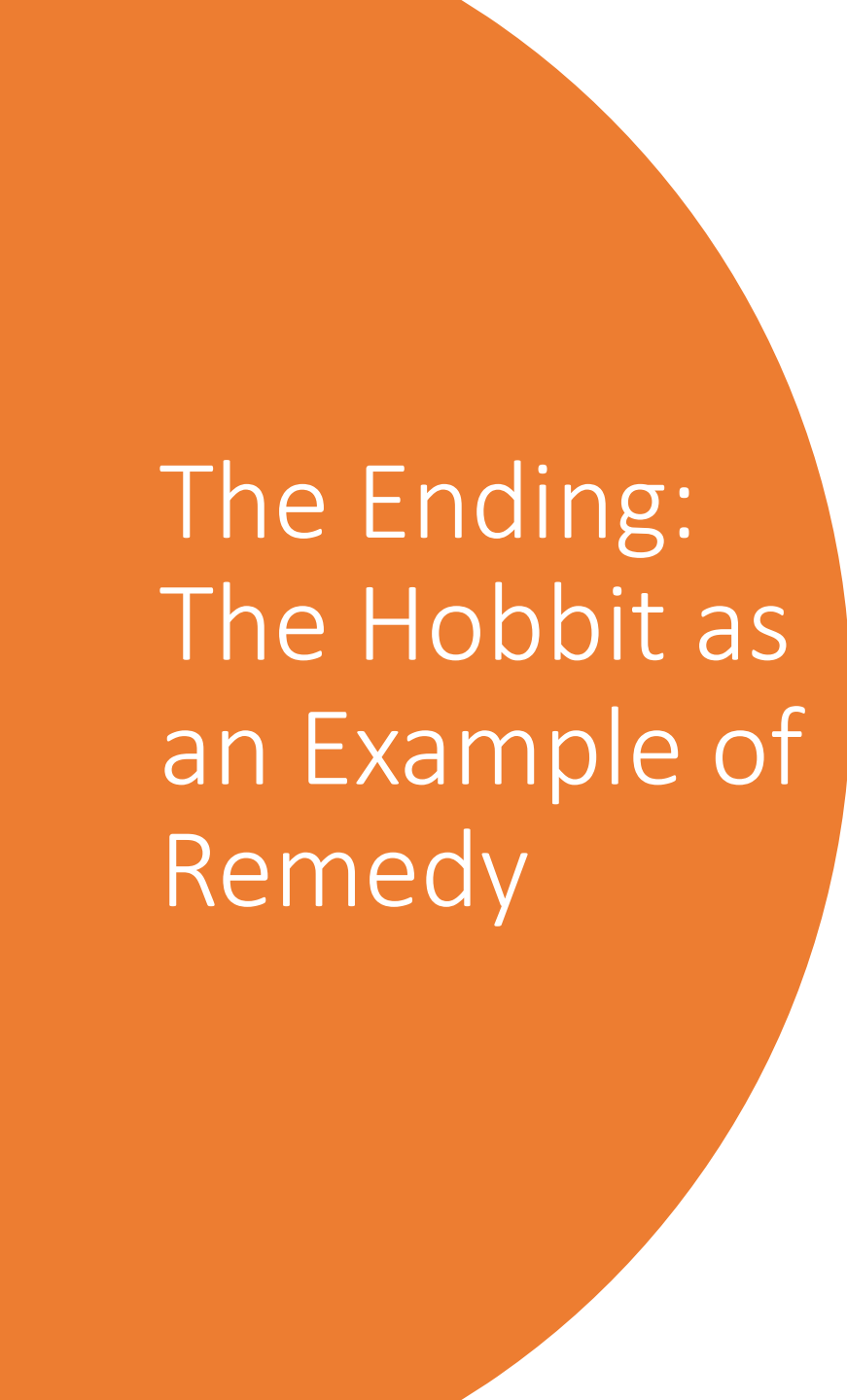 - Currently: *The History of Middle-earth*

Sum of Concepts

- Human authorship
- Student interaction
- Instructor passion
- AI extension and supplementation
- Technological sharing and skill work

Now I simply want to try reading more books written in English and to study English more to understand them

I finally developed an interest in Tolkien

The Ending: The Hobbit as an Example of Remedy

You are a very fine person, Mr. Baggins, and I am very fond of you; but you are only quite a little fellow in a wide world after all!"

"Thank goodness!" said Bilbo laughing, and handed him the tobacco-jar.