
Tuesday 10 November 2015 11:00am - 12:30pm

Speaker
Melissa Jogie
PhD Candidate
Centre for European Studies
College of Arts and Social Sciences
Australian National University

Location
ANU Centre for European Studies
Building 67c, 1 Liversidge Street
ANU Acton, ACT 2601

RSVP by Monday 9 November 2015
Registration required
R: http://melissajogie.eventbrite.com.au

This lecture is free and open to the public.

How are English texts selected to teach students from culturally diverse backgrounds in Australia and England? The English curricula in both countries aim for students to read and interpret meanings through texts, while learning about their culture, and that of cultural others. However, the current list of prescribed texts in both curricula are dated and are not frequently changed, nor are new culturally diverse and contemporary texts easily added to reading lists. My research investigates a few pertinent issues related to the current practices of selecting and teaching prescribed texts to senior secondary students in Australia and England. How are texts selected and regularly changed on prescribed lists? What pedagogical challenges are associated with teaching these texts to students from diverse backgrounds? Finally, what are students' responses to the texts they are required to study at schools? This research investigates if a postcolonial theoretical approach should be considered when selecting and teaching texts to contemporary students from different cultures. A postcolonial approach does not mean selecting postcolonial texts, or texts that address postcolonial themes, but is a means of approaching literature of any genre that engages with historical and contemporary issues, with particular focus on race, social class and gender.

Melissa Jogie is a PhD Candidate at the Centre for European Studies at the Australian National University. She presently holds two awards for presentations on her research in the field of English and Education, comparing secondary education in Australia and England. In 2015 she completed a Visiting Fellowship at the University of Oxford (Centre for Comparative and International Education in the Department of Education).

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