

## **C21 Editions Focus Group Topic Guide**

Here are some ideas of topics and prompts that you may wish to discuss in your focus group for the C21 Editions project. This is quite an exhaustive list, so there will not be time to discuss all topics/questions and other questions may naturally arise in conversation. You will not be expected to prepare anything in advance, but do let me know in the focus group if you would like to talk about any specific topics.

- **Current teaching/training in Chaucer's literature to date**
  - Introductions
  - Past/present/future modules taken/due to be taking involving analysis of Chaucer's literature and/or language
  - Specific texts or tales read/analysed
  - The things you want(ed) to achieve/learn about in these classes & what your teachers expect(ed) of you
  - The most enjoyable aspects of these classes and the most challenging (or what you think will be the most enjoyable/challenging). Some topics you may wish to explore here:
    - Reading Middle English
    - Addressing important themes, concepts and imagery
    - Analysis of Chaucerian language (words, meaning, structure, sounds/spelling)
    - Use of different resources on Chaucer
  
- **The relevance of Chaucer today: linguistic, literary, sociohistorical, cultural, etc.**
  - Common themes that have arisen in your learning of Chaucer's works
  - Discussion of extracts and themes from Chaucer's Pardoner's Prologue and Tale
  - Why students are interested in Chaucer today, and what the works mean to you
  - Your thoughts on any current modern-day adaptations of Chaucer's Canterbury Tales you might have seen (e.g. TV/film, games, prose/poetry) and how these might be helpful for learning about Chaucer
  
- **What would you want to see in a digital edition?**
  - What would you be interested in exploring with regard to Chaucer's Pardoner's Prologue and Tale?
  - What you know currently / what you would like to know / what you might appreciate that you have not yet seen already
  - Interactive features you might want to see
  - The potential role of the student and teacher in edition-making
  
- **The use of modern technology in learning Chaucer: a comparison between paper editions, digital editions, websites**
  - The usefulness of any physical or digital tools for learning about Chaucer that you may have used in class or for your own interests
  - These may be in the form of:
    - Physical/textual critical editions
    - Digital editions
    - Websites
    - Class materials

- Specific university resources
- **Using original manuscripts**
  - Your experience of working with manuscripts (e.g. trips to archives, working with copies of originals, etc.)
  - Benefits and challenges to working with/accessing (copies of) original manuscripts
- **Any additional topics you would like to discuss throughout**