

WORKSHEET A

Title Literature and aesthetic uses of language	
Objective (s) To become aware of the place and the role of literature in the CEFR	
Keywords Literature – learning process – culture – creativity - imagination	
Ref to the Guide	Ref to the CEFR
II. 3	3.5, 4.3.5, 4.4.4, 4.6.4, 5.1.1, 6.1.4, 6.4.2
Task A	
Step 1 († †)	
Reflect on following issues:	
a) As a reader: what is literature for me? The beauty of the language, the truthfulness of the emotions expressed, the quality of the story, the relevance of the topics, etc ?	
b) As a teacher: what is a literary text for me? What value and what role in the language learning process? To what kind of learners (levels, ages, institution) can I introduce literature?	
Step 2 († † †)	
Taking as a starting point your reflections, experience and the extract from the CEFR (4.3.5) below, decide which uses of literary texts can be developed in class (reception, production ...). Consider all levels. Prepare a mind-map:	
<p>"Imaginative and artistic uses of language are important both educationally and in their own right. Aesthetic activities may be productive, receptive, interactive or mediating (see 4.4.4 below), and may be oral or written. They include such activities as:</p> <ul style="list-style-type: none">• singing (nursery rhymes, folk songs, pop songs, etc.)• retelling and rewriting stories, etc.• listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.) <p>including audio-visual texts, cartoons, picture stories, etc.</p> <ul style="list-style-type: none">• performing scripted or unscripted plays, etc.• the production, reception and performance of literary texts, e.g.: reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera, etc. <p>This summary treatment of what has traditionally been a major, often dominant, aspect of modern language studies in upper secondary and higher education may appear dismissive. It is not intended to be so. National and regional literatures make a major contribution to the European cultural heritage, which the Council of Europe sees as 'a valuable common resource to be protected and developed'. Literary studies serve many more educational purposes – intellectual, moral and emotional, linguistic and cultural – than the purely aesthetic. It is much to be hoped that teachers of literature at all levels may find many sections of the Framework relevant to their concerns and useful in making their aims and methods more transparent."</p>	



Step 3 († † †)

On the basis of the mind maps prepared during step 2, discuss the following issues. Prepare a summary with the key ideas from:

- various uses of literary texts and their role in language learning ;
- ways of integrating oral and written work, reception and production;
- how the teacher deals with universal theme across genres (poetry, theatre, novel, short story...) both in reception and in production
- relations between literatures
- the role of literary texts in an intercultural perspective.

Task B († † †)

Step 1

According to the CEFR, the use of the language for dreaming or for pleasure is important at the educational level but also in itself. The CEFR is in this respect very coherent with the linguistic theories that underline the fundamental role of the imaginative function (M.A.K. Halliday) and of the poetic function (R. Jakobson) of the language.

In your group discuss this specific point and say what role creativity and imagination play in the learning process of a language (included of the mother tongue).

Step 2

Make a list of possible advantages and disadvantages that the integration of creative activities in the class can have in terms of:

Choice

Preparation

Materials

Procedure

Assessment

Step 3

Compare your lists and the key points of your discussion in the plenary and if possible make a common synthesis.

