

WORKSHEET B

Title Literature: aesthetic uses of language	
Objective (s) To envisage various uses of literature and of literary texts in the class of modern languages. To envisage activities fostering the creative dimension in the language classroom.	
Keywords Literature – literary texts –genres – learning process – intercultural	
Ref to the Guide II.3	Ref to the CEFR 4.3.5, 4.6.4, 5.1.1, 6.1.4, 6.4.2

Task († †) or († † †)

Step 1

Read again the quotation from CEFR in Worksheet A and your schemes/mind maps.
Decide which activities related to literary texts that you have experienced in class you found valuable and why.

Step 2

Locate these activities within the following grid, according to the CEFR levels:

	Theatre	Poetry	Literary prose
B2			
B1			
A2			
A1			

Possible examples of activities singing, reciting, reading aloud, acting out, rewriting, oral or written narration, hearing, visual representation, role-play, ...

Consider also the ages (children, teenagers, adults) and their implications.

Step 3

Consider possible reasons of the success of each of the activities listed above.

Examples :

Reading aloud something which has been previously rehearsed fosters familiarity with the fluency of the foreign language and improves pronunciation, while enhancing self-confidence.

Short straightforward poems are often a good way to introduce expressive and creative use of the language.



Step 4

If possible, collect literary suitable texts for the above mentioned activities. For each text, formulate instructions for activities, the level, and potential value for developing intercultural competence.

Task B († † †)

Step 1

Refer back to what you had previously produced (Task B/Worksheet A).

Discuss the place that these two dimensions (creativity and imagination) usually have in language classroom and textbooks.

Considering the list of advantages and disadvantages you had prepared, plan some learning paths/units/modules aiming at allowing learners to accomplish what the CEFR proposes, namely:

- listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.) including audio-visual texts, cartoons, picture stories, etc.
- 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.)

Choose a specific genre and prepare a learning path/unit/module (each group may choose a different genre)

Step 2

Present the results of your groupwork and discuss in the plenary.

