

Focus on narratives

- narrative pedagogy
- language learning histories

Metaphors

- help us to see things from a new perspective
- foster creativity by combining different concepts
- enhance understanding and problem solving

Literature & Language Teaching

Gamification

- storytelling
- characters
- plot twists
- resolution

CEFR

- the ability to express reactions to creative texts and literature is included in the CEFR Companion Volume (2020:118-9)
- the action-oriented approach (2020:28) refers to tasks as “scenarios”

Combining literature and second language teaching might seem surprising, nonetheless, the relationship between these two disciplines is longer than it might look at first sight. The beginning of the 20th century saw literature as the source discipline for the teaching of modern languages, as the ability to read was the primary goal of ELT (Hirvela 238). The decline of literature in language study began after the end of World War I and continued during World War II when grammatical competence, as opposed to literary interpretation, came to be viewed as a more reliable description of language mastery.

Due to the rise of linguistics throughout the 1950s and the 1960s, literature became virtually absent from the language classroom (Kramsch and Kramsch 554-66). At the end of the 20th century, literature was perceived within ELT as useless and extraneous to everyday communicative needs of language learners (Collie and Slater 2). Although this view remains widespread today, the current interest in creativity, critical thinking, problem solving and other skills essential for the 21st century calls for a reevaluation of literature within language teaching.

Bibliography

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Kramsch, Claire and Olivier Kramsch. “The Avatars of Literature in Language Study.” *The Modern Language Journal*, vol. 84, no. 4, 2000, pp. 553-573.