

ERK nieuw -EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)

Creative texts are one of the main sources for Reading as a leisure activity and there are several descriptors related to the reading of literature in the scale with that title. However, literature tends to evoke a reaction, and this is often promoted in language education. This response may be expressed in a classroom or in one of the amateur literacy circles often associated with foreign language learning.

There are perhaps four main types of classic response:

- ▶ engagement: giving a personal reaction to the language, style or content, feeling drawn to an aspect of the work or a character or characteristic of it;
- ▶ interpretation: ascribing meaning or significance to aspects of the work including contents, motifs, characters' motives, metaphor, etc.
- ▶ analysis of certain aspects of the work including language, literary devices, context, characters, relationships. etc.
- ▶ evaluation: giving a critical appraisal of technique, structure, the vision of the artist, the significance of the work, etc.

There is a fundamental difference between the first two categories (engagement and interpretation) and the last two (analysis and evaluation). Describing a personal reaction and interpretation is cognitively far simpler than giving a more intellectual analysis and/or evaluation. Therefore, two different scales are offered.

Expressing a personal response to creative texts (including literature): This first scale reflects the approach taken in school sectors and in adult reading circles. The scale focuses on expression of the effect a work of literature has on the user/learner as an individual. Key concepts operationalized in this scale include the following:

- ▶ explaining what he/she liked, what interested him/her about the work;
- ▶ describing characters, saying which he/she identified with;
- ▶ relating aspects of the work to own experience;
- ▶ relating feelings and emotions;
- ▶ personal interpretation of the work as a whole or of aspects of it.

Progression up the scale is characterised as follows: At the lower levels the user/learner can say whether he/she liked the work, say how it made him/her feel, talk about characters and relate aspects of the work to his/her own experience, with increased detail at B1.

At B2 he/she can give more elaborate explanations, comment on the form of expression and style and give his/her interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.

At the C levels, he/she can give broader and deeper interpretations, supporting them with details and examples.

EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)

C2 No descriptor available

C1

Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.

Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.

B2

Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.

Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.

Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.

B1

Can explain why certain parts or aspects of a work especially interested him/her.

Can explain in some detail which character he/she most identified with and why.

Can relate events in a story, film or play to similar events he/she has experienced or heard about.

Can relate the emotions experienced by a character in a work to emotions he/she has experienced.

Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.

Can explain briefly the feelings and opinions that a work provoked in him/her.

Can describe the personality of a character.

A2

Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.

Can describe a character's feelings and explain the reasons for them.
Can say in simple language which aspects of a work especially interested him/her.
Can say whether he/she liked a work or not and explain why in simple language.
Can select simple passages he/she particularly likes from work of literature to use as quotes.

A1

Can use simple words and phrases to say how a work made him/her feel.

Pre-A1 No descriptors available