

Preparatory Steps for Designing a FLLITE Lesson

What makes a good FLLITE text? A FLLITE text is any genre or modality (written, oral, visual) that plays *literary* dimensions of meanings off literal norms and conventions in order to enhance or generate new meaning in a text. When you have completed the steps below, you will have the raw materials for designing a lesson that gives students a chance to explore their responses to a text, scaffolds their interpretation and analysis of how language makes meaning in that text, and supports them in creating new meanings in a redesigning task.

I. Finding the literary

1. Use the following tools while you read/view/listen to the text to notice literary meanings:
Tool A. Note any instances of extrapatterning or deviation (*foregrounded forms*). Is there anything else striking or unusual about how the text is structured?

Tool B. Engage in *critical feeling* by taking note of any reactions —surprise, confusion, annoyance, excitement —you experience while reading the text. What mood does the text create? What aspects of the text might have contributed to these feelings?

Tool C. Look for any cultural *rich points*—words, phrases, and expressions that carry a heavy cultural load. Visualize the underlying cultural frames/schemes in the LC1 and LC2. What would a reader/viewer need to know to understand this text? What questions do you have about the cultural context of the text?

2. Research norms and conventions where necessary: genres/modalities, formatting, textual organization, grammar usage, and embedded cultural products and practices. Knowing the norms and conventions that undergird a text will help you to interpret the new and/or nuanced meanings that literary play might produce. Many such meanings cannot be found in a textbook or reference book. It is up to teachers and students to notice and make meaning out of these dimensions, based on evidence in the text.

3. When you have identified one or more dimensions of the literary, assign a *FLLITE category of literary play* to each dimension, and note all of the linguistic and visual forms that exemplify each category:

Tool D. Chart: *Layers of Meaning for Textual Analysis* (separate handout).

Notes

Working with these categories can...

- Help situate the text in your curriculum: how it might fit the linguistic, thematic, and/or cultural topics of a unit/chapter in your course.
- Provide language teachers and students with a way of talking about *the literary*.
- Facilitate textual analysis (see next step).

Some instances of the literary might fit different categories. Choose the one/s that best suit your purposes.

(Note: If you wish to publish and/or search for a lesson to use in the FLLITE website, you will also need to have this metadata.)

II. Generating a Textual Analysis

You are now ready to analyze how meaning is made across the text.

1. Look again at the chart, *Layers of Meaning for Textual Analysis* (separate handout). You will see a first column for Metafunctions. This notion stems from Michael Halliday's work in Systemic Functional Linguistics. Metafunctions were conceived to identify the three most basic functions that languages have evolved to serve for the purposes of communication —Textual, Interpersonal, Ideational. Frank Serafini's work expands upon these metafunctions to include Compositional and Representational for visual texts. Note that metafunctions are interdependent. They can overlap and be explored in any order.

Align each category of literary play that you identified in Step I with the metafunction that best corresponds for your given text.

You will now have three layers of data:

Metafunctions → Categories of Literary Play → All of the linguistic/visual forms that exemplify the categories of literary play

Take all of these elements, and visually map out meanings and coherence for a holistic view. Use whatever system works best for you: a chart, table, annotated text with margin notes, collage, etc.

2. Answer the questions: How do the dimensions of literary play tie together the Textual/Compositional, Interpersonal, and Ideational/Representational to convey dominant themes or messages in the text? What are the dominant themes/messages?

III. Drafting a Redesigning Task

1. Decide which dimension/s of the literary in the text would fit your objectives for a redesigning task in the intended unit/chapter of your course.
2. Think of a new context or situation and a suitable genre in which your students could put the selected dimensions of literary play into meaningful effect. (It doesn't have to be the same genre as the reading text/s.) These dimensions of the literary will constitute formal constraints for prompting creative problem solving in your students' compositions — written, oral, visual. This will then provide scalable criteria for assessment. (Asking students to "be creative" is not a measureable criterion in and of itself!)
3. Write a draft description of the assignment. (This is meant to be a starting point. Your ideas may change as your lesson evolves.)

You now have the raw materials for designing a FLLITE lesson that scaffolds interpretation and redesigning of meaning!