

FLLITE Categories of the Literary

Joanna Luks (Cornell U.) | Carl Blyth (U. of Texas)

The Literary

In the context of *the literary in the everyday*, **the literary** refers to the range of playful, creative, and non-conventional ways of making meaning that language enables.

Meta Categories of <i>The Literary</i>	Examples
Sound Play (generating new meaning via sounds)	rhyming, homophones, alliteration,...
Visual Play (generating new meaning via image subversion)	punctuation, formatting, visual symbolism, media intertextuality, cinematography, multimodality,...
Word Play (generating new meaning on the word level)	puns, spelling, capitalization, semantics,...
Grammar Play (generating new meaning via paradigm subversion and grammatical metaphors)	foregrounded grammar, nouns as adjectives, non-standard grammar in poetry,...
Genre Play (generating new meaning via genre subversion, genre mixing, intertextuality)	modern fairy tales, prose poems, narrative essays, dialogue poems, texts from the linguistic landscape,...
Pragmatic Play (generating new meaning via interactional modes)	register, politeness, forms of address, functional language,...
Perspective Play (generating new meaning via subversion of perspectives)	point of view, characterization, mood, evaluation, judgment,...
Symbolic Play (generating new meaning via symbolism)	metaphor, metonymy, digression, oppositions, juxtapositions,...
Culture Play (generating new meaning via subversion of cultural practices and products)	practices, values, schemas of products, code-switching, multilingualism,...

Steps for preparing a FLLITE lesson

I. Choosing a Text

Find an *authentic* text (one that seems to include the literal and the literary) that fits the linguistic, thematic, and/or cultural topics of a unit/chapter in your course.

Look for the literary:

Is there anything that stands out or seems odd about the language? Is there anything that strikes you as unconventional about the text as a whole? (genre, format, imagery, cohesion)

II. Reading for Teaching

Identify FLLITE categories of literary play in relation to your intuitions, and research norms and conventions where necessary. Use Halliday's metafunctions for guiding your understanding of how meaning and coherence are made in the text:

<p><u>Ideational</u> What experiences, ideas, or cultural contexts does the text convey? What types of actions are represented? What perspectives, points of view or beliefs are expressed? <i>If there is language, imagery, or cultural play at this level, how is it expressed and how does it affect meaning?</i></p>
<p><u>Interpersonal</u> How are the actors represented? How are the interlocutors positioned in relationship to each other? To whom do you think the text is addressed? How does the text make you feel? <i>If there is language, imagery, or cultural play at this level, how is it expressed and how does it affect meaning?</i></p>
<p><u>Textual</u> What are the conventions that typically govern the genre of the text? How is cohesion effectuated in the text? <i>If there is language, imagery, or cultural play at this level, how is it expressed and how does it affect meaning?</i></p>
<p><i>How do the Ideational, the Interpersonal, and the Textual come together to convey a dominant theme/dominant themes?</i></p>

III. Reading for Writing

Think about the level of the class you are teaching and decide which dimension/s of the literary in the text would be appropriate for a writing/redesigning task.

Formulate a writing task by thinking of a new context or situation, and a suitable genre (it doesn't have to be the same as the reading text), in which your students could put the selected elements of the literal and the literary into meaningful effect. These dimensions will constitute criteria for assessment and will guide you in developing a full lesson.