

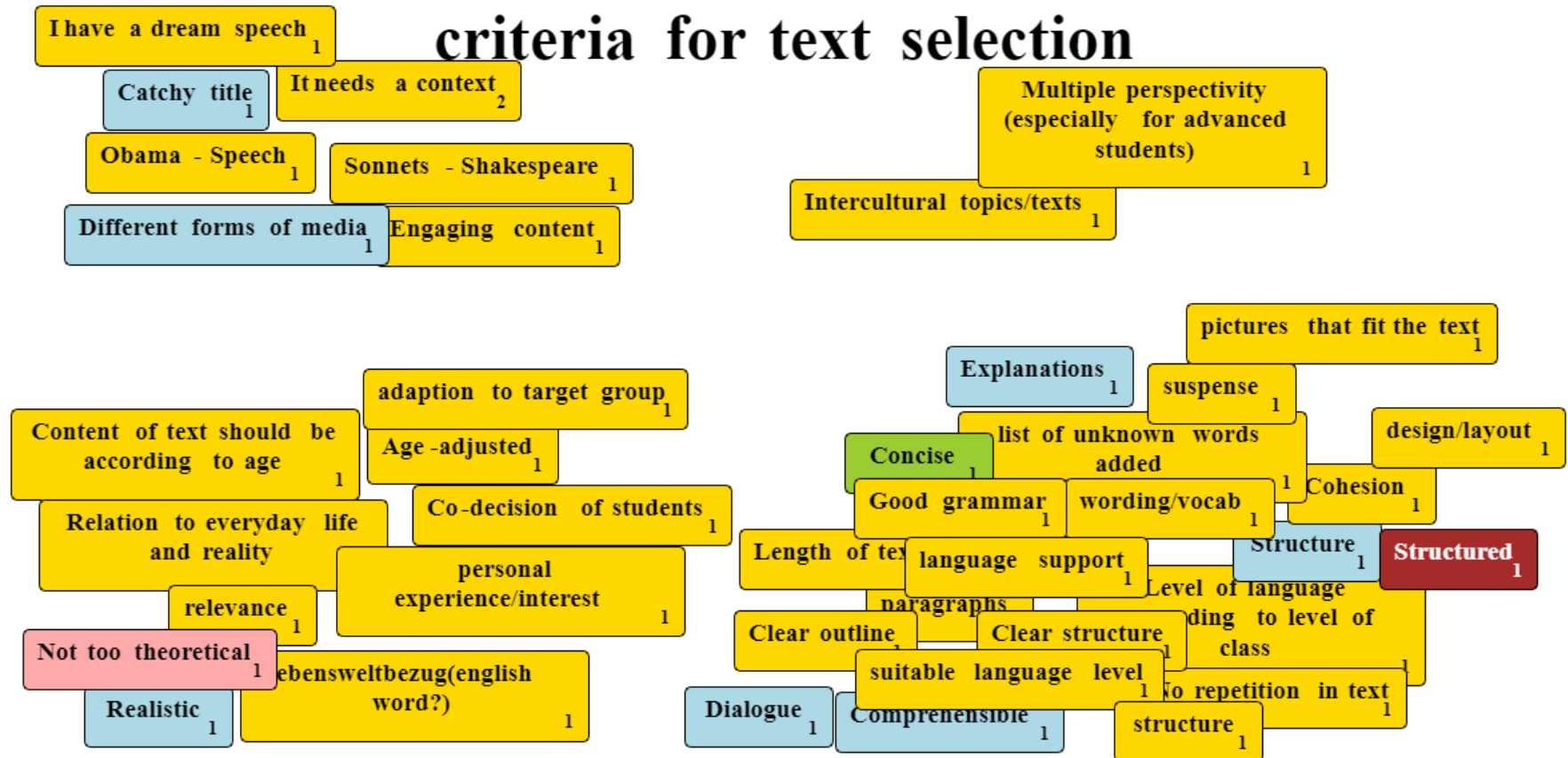
**RUHR-UNIVERSITÄT BOCHUM**

**TEXTDIDAKTIK**

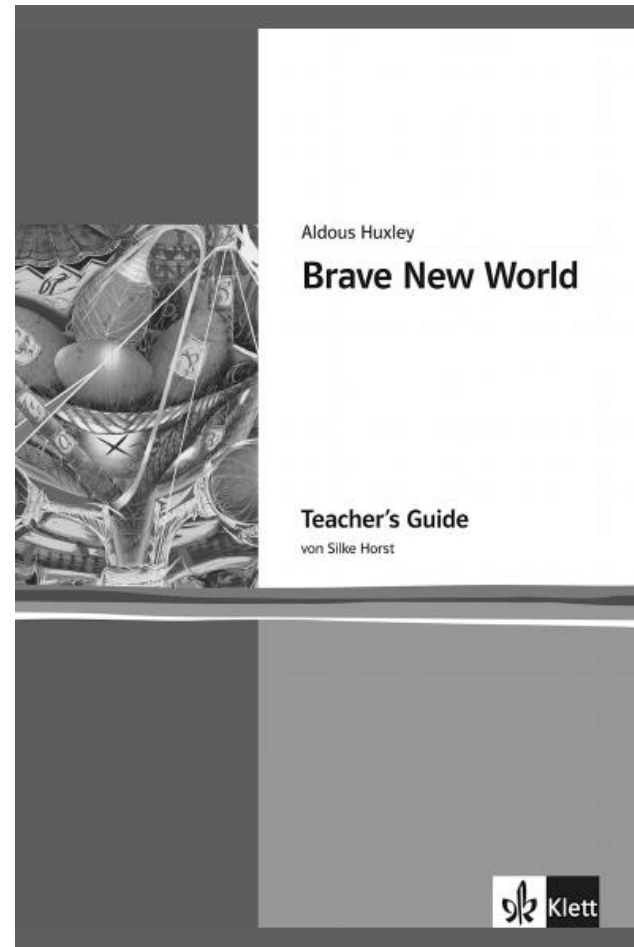
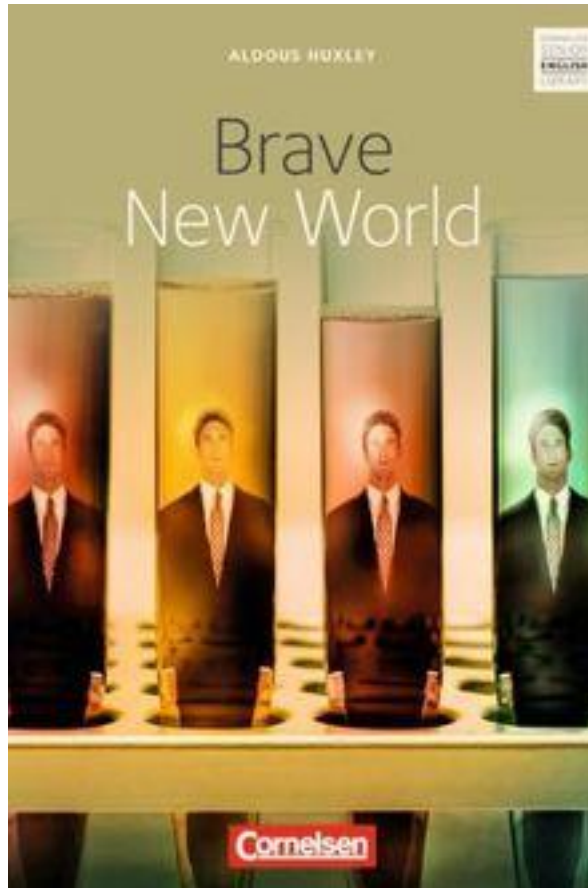
Session 2: Text selection

# Your answers

## criteria for text selection



# Food for thought... The role of publishers?



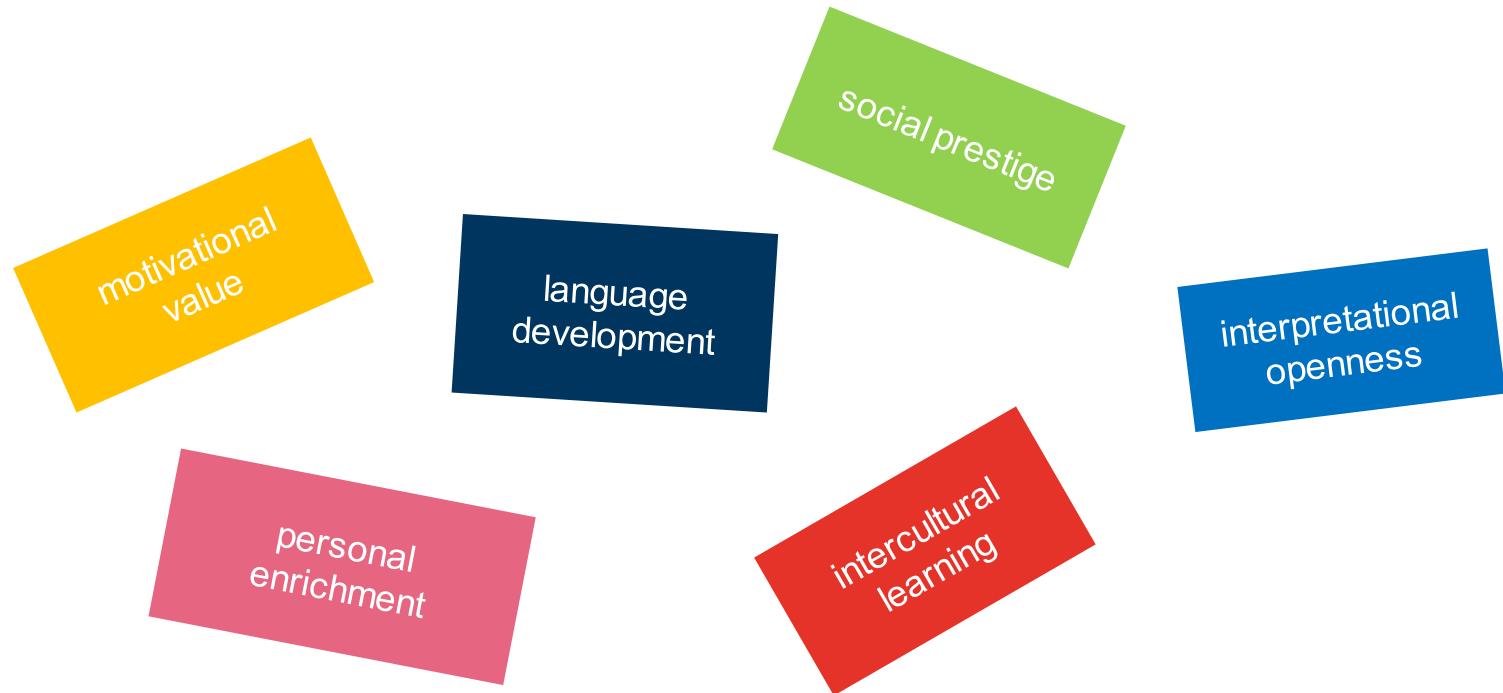
## Text selection – The 3 C's (cf. Thaler)

- **Catalogues:** Publishers specialising in English language titles usually list their books according to age or reading ability. They include short descriptions about the book, which can give the teacher a lot of new ideas.
- **Canon:** Literary canons may serve as a guideline and a contribution to a well-rounded education.
- **Criteria:** availability of text, linguistic difficulty, curricular conformity, methodological material, exploitability for language learning (skills, competences)...

# Literature: What?

- literary vs. non-literary texts
- literature vs Literature
- approaching literary texts: Reader-Response Theory

# Literature: Why? (cf. Thaler)



# Competences (cf. Thaler)

**Communicative Competence (e.g.  
Savignon)**

**Intercultural Communicative  
Competence (Byram)**

**Literary Communicative Competence  
(Thaler)**

# Your task

- Have a look at the “Kernlehrplan” (Sek. 1 or Sek. 2).  
Do the three competences (previous slide) also appear in the KLP?
- What does the KLP say about text selection?



# Bibliography

Thaler, Engelbert. 2008. *Teaching English Literature*. Paderborn: Schöningh.