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Using Literary Text in Foreign Language Teaching: a Model Based on Slovak Poetry

Integrating literary texts into foreign language teaching seeks to complement the communicative method of teaching with quality literary texts. These are multi-meaning, open-ended and intertextual, which makes the horizon of expectations in a group of foreign students much more heterogeneous. This requires a specific approach: slow reading, semantic and formal analysis, linguistic and creative tasks alongside the text. Another important stage in the reading is the translation, which brings out the specificity of a literary text and its integrity. I understand translation as a process as an autonomous activity, comparable to the teaching of classical languages. The inclusion of literary texts, especially poetry, in foreign language teaching enables the development of communicative competence, intercultural competence and translation competence. The proposed model of reading and translation will be illustrated by the example of a bilingual anthology of contemporary Slavic poetry in the language teaching of Slovak as a foreign language.

Keywords: teaching foreign languages, literature didactics, communicative competences, intercultural competences, translation as process, Slovak poetry