Aesthetic Reading of Francophone Youth Literature in Lower Secondary Education: Potential and Handling of Scaffolding in Heterogeneous Learning Groups

Need for Action

The status of literature in the foreign language classroom has been called into question since the paradigm shift to competence orientation, especially in lower secondary education. Literary texts are mainly used to support elementary reading competences as well as to provide sociocultural knowledge. However, only on rare occasions do we make full use of the actual potential of literary texts. There are some critical voices regarding the initiation of aesthetic reading processes. In their opinion, students risk to be overwhelmed by analysing possible effects of aesthetic devices. This applies particularly to the increasingly heterogeneous learning groups in lower secondary education at Oberschulen (comprehensive school) as well as at Gymnasien (grammar school).

Design-Conception

Learning and teaching arrangement

- In an arrangement of four double lessons, class 9 learners will work on the short story *Tu fais quoi mercredi?* by Dominique Dyens, a French author of youth literature. Through the use of three different levels of text and scaffolding materials supporting elementary reading as well as aesthetic reading, the learners will focus on their individual reading process, the planning and their individual ideas of the textual world.

Design Principles:

- To prepare for aesthetic reading processes combining the levels of narratology, cognitive text representation and emotional response the pupils are meant to use a variable scaffolding model, which supports the different steps of both elementary and aesthetic reading.

- For that, texts of youth literature should be brought in which are characterised by their narrative complexity, by activating previous knowledge and experiences as well as by allowing plural receptions.

Research Questions

Main Research Question:

- How can a differentiated scaffolding concept be structured, so that it contributes to aesthetic reading processes in heterogeneous learning groups in lower secondary education?

Sub-questions:

- What other needs of pupils must be considered to promote aesthetic reading in lower secondary education?

- How can teaching and learning arrangements be designed in order to develop aesthetic reading competences?

- How do (highly-efficient and low-performing) pupils work in the new-designed teaching- and learning arrangement? How do they use the benefits offered by scaffolding?

Design-Subject

Aesthetic reading is a very complex and highly individualized process which has to take into account the complexity of literary texts by

- understanding aesthetic reading as cognitive process

- (re)considering the narrative competence

- emphasizing the event character in aesthetic reading processes.