**Glossary – Key Concepts**

**Literary texts** are past and present texts across a range of cultural contexts that are valued their form and style and are recognised as having enduring or artistic value; while the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural, and aesthetic value and potential for enriching students’ scope of experience; literary texts include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction; the classification of texts as ‘literary’ changes over time and across cultural contexts, and texts considered non-literary in some contexts are considered literary in other contexts.

**Aesthetic features** – refers to those aspects of the texts that prompt emotional and critical reactions; as such, the aesthetic is closely tied to reader/audience positioning; aesthetic features and stylistic devices may draw upon and interplay with textual features used for other purposes.

**Positioning** – how texts influence responders to read in certain ways; responders are positioned or invited to construct particular meanings in relation to the characters, the arguments, or the groups in a text; a selection of techniques of composition influencing the responder to adopt a particular point of view and interpret a text in a particular way; composers position readers by selectively using detail or argument, by carefully shaping focus and emphasis and by choosing language and other textual features that promote a particular interpretation and reaction.

**Representations** – textual connections that give shape to ways of thinking about or acting in the world; texts re-present concepts, identities, times and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer, shaper, speaker/signer, designer (and of the reader, viewer, listener).

**Cultural assumptions** – ideas, beliefs or attitudes about such things as gender, religion, ethnicity, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture; cultural assumptions underpin texts and can be used to position audiences.

**Values** – characteristics, qualities, philosophical and emotional stances e.g. moral principles or standards often shared with others in a cultural group.

**Perspective** – In English, the way a reader/viewer is positioned by a text, or how a particular ideology is embedded in a text, e.g. a feminist perspective; a point of view or way of regarding/thinking about situations, facts and texts.

# Analytical Processes

## Critical Frame

* **Focus:** Evaluating the values, beliefs, and assumptions underpinning the text
* **Key guiding questions:**
* What does this text invite us to believe, do, and feel?
* Whose perspectives have been omitted, disregarded, or marginalised?
* Whose perspectives have been included, emphasised, or privileged?
* What linguistic, textual, or cultural conventions are challenged by this work?
* What can we create to challenge this text by adapting, intervening in, or transforming it?
* At this point, have any of your personal feelings or reactions to the text changed?

## Personal Frame

* **Focus:** Noticing your reaction to the text and what stands out to you personally.
* **Key guiding questions:**
  + How did this text make you feel?
  + What were the first things you noticed about this text?
  + Can you see your own story or perspective in this text?
  + Does it remind you of any other texts?

## Cultural Frame

* **Focus:** Exploring how the text represents the society and culture of a particular time and place.
* **Key guiding questions:**
  + When and where was this text produced?
  + What social and cultural norms are represented?
  + What values are promoted?
  + Was this text controversial or conservative for its time?
  + Does this text belong to a movement or style?

## Structural Frame

* **Focus:** Analysing the way structure, language, and other textual features work to give a text meaning.
* **Key guiding questions:**
  + How has this text been organised?
  + What genre is being used?
  + How have written, spoken, visual, or other features been used?
  + Do any patterns stand out (e.g., metaphors, motifs/themes, and symbols)?
  + How are the textual features working to give this text meaning?