Abstract

Writing essays based on literary works have been common practice in foreign language teaching. It is assumed that literary essays are written when a student has accomplished a satisfactory dominion of language proficiency. By means of reading literary works, students interpret a wide range of artistic, literary, intellectual, and cultural aspects depicted by a particular author. This article identifies and illustrates formal and conceptual variables present in an essay derived from scholastic literary teaching. It reflects about the significance of literary reading. With the intention of writing a literary essay three different didactic moments are proposed, founded on the literary critical ideas of Roland Barthes and the philosophical literary theory of interpretation of Hanz Georg Gadamer.

Keywords

Essay, foreign language, writing.