



Universidad
de Alcalá

GUÍA DOCENTE

Short Stories for Creative Language Teaching

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2024/25

2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Short Stories for Creative Language Teaching
Código:	200427
Departamento:	Filología Moderna
Área de Conocimiento:	Inglés
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	2º
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

If literature is making a comeback to the lessons taught in English, the short story will surely be the first choice of many teachers willing to integrate literary texts into their teaching. For this reason, teachers need to be acquainted with the characteristics of short stories as well as to explore their potential for promoting learning in the English classroom.

In this module, students will be helped to recognise the value of short stories as effective resources to develop students' learning (in terms of communicative abilities, content knowledge, and also intercultural competence). Also, they will discover different authors and genres, while invited to discuss what pedagogical tools can be used to make the most of them. Although all educational levels will be mentioned, there is a specific emphasis on the use of short stories in Secondary Education and adults. Students are expected to participate actively, develop their critical thinking skills, and make use of teaching tools and techniques.

2. AIMS

Generic competences:

CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

Specific competences:

By the end of the course, participants are expected to be able to:

CE1.2 – Understand the foundations of bilingual education and the potential of the use of literature in language teaching.

CE3.2 – Adapt classroom dynamics to the requirements of the different tasks designed to be used in the classroom.

CE4.1 – Participate in debates and activities in group related to the teaching of the English language, developing critical and autonomous thinking skills.

CE5.1. – Search, obtain, process and communicate information (oral, written, audiovisual, digital or multimedia), transform it into knowledge and apply it to the EFL teaching and learning processes.

CE5.4 – Promote continuous teacher training using adequate bibliography, attending courses and conferences, etc.

Transversal competences:

C1. - Communicative competence in English

C2. - Critical thinking

C3. - Use of bibliographical resources

Learning outcomes:

At the end of the module, students are expected to be able to:

- Value and communicate the importance of short stories to develop students' learning in an English classroom in terms of communicative competence, content knowledge and intercultural awareness.
- Analyse short stories in terms of their literary elements and devices, as well as their potential to be integrated into the curriculum.
- Select adequate strategies to use short stories in the English language classroom.
- Get acquainted with some short stories that may be used in the teaching of English, especially at Secondary level.

3. MODULE CONTENTS

Units	Credits
1. Short stories as a literary genre 1.1 Characteristics of short stories 1.2. Origin and development of short stories 1.3. Short stories, from the oral tradition to modern short stories	<ul style="list-style-type: none"> • 1
2. Storytelling in the English classroom 2.1 Storytelling basics 2.2 Using storytelling as a didactic technique 2.3 Integrating storytelling in a lesson plan	<ul style="list-style-type: none"> • 1

3. Using short stories in the class 3.1. Analysing and choosing short stories (elements and criteria) 3.2. Curricular links of short stories 3.3 Methodological approaches 3.4 Integrating reading and creative writing 3.5 Developing students' intercultural competence. Exploring diversity. 3.6. Planning around a short story	<ul style="list-style-type: none"> • 2
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Class timetable

Sessions	Unit	Activity / Assignment
0	Presentation of the subject	<ul style="list-style-type: none"> • Aims of the course • Structure and organisation of the course
1	Introduction to the short story	<ul style="list-style-type: none"> • Exploring expectations • Setting goals • Methodological models
2	Analysis of lesson plans based on short stories	<ul style="list-style-type: none"> • Identifying main key elements and learning potential • Interim reflections and feedback
3	Designing a unit of work based on a short story	<ul style="list-style-type: none"> • Presentation of a section of the unit of work • Final reflections and feedback

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	12
Tasks, activities and readings	40
Study of theoretical contents	27
Independent study	20
Preparation of class presentations	1

4.2. Learning activities

Students will find learning materials available on the Blackboard Platform according to the schedule available in the “**Presentation of the Course**” document. Learning activities encompass:

- Oral presentations in class (face-to-face or virtual).
- Activities based on questions.
- Problem-based tasks

For each of the topics they will find **notes, practice activities and an assessment set**. Students are expected to be engaged in the course through the **reading of notes, the active participation in the course forum** and the **submission of assessment activities** within the deadlines set by the lecturer. Also, they will be required to self-assess their performance and to recognise their learning progress during this module. Please note that some of the assignments require students to use web tools, such as the creation of powerpoint presentations, videos or podcasts.

As regards the face-to-face sessions, these are compulsory and have been proposed as **an opportunity to share and reflect on key issues together. They will be also used to give students the opportunity to present their work.**

5. ASSESSMENT

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH official guidelines¹.

Continuous

- Ordinary

Students following the continuous assessment scheme should submit assessment tasks within the submission deadline established by the Master’s director and the lecturer.

- Tasks, activities and reading texts (compulsory or optional) (30%)
 - Analysis of a number of short stories in terms of their literary elements and potential to be used in the English classroom.
- Theoretical content (40%)
 - Selection of a short story, justification of this choice for a given learning context, choice of pedagogical strategies to be used, development of a teaching-learning plan around a given short story.
- Materials design (20%)
 - Oral presentation (individual or in groups) of a unit of work around a short story.
- Active participation in the classes (10%)
 - Students are expected to attend all the lessons, participating actively and reflecting on their learning process.

¹ Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

Assessment criteria	Tasks, activities and reading texts	Theoretical content	Materials design	Active participation
- Value and communicate the importance of short stories to develop students' learning in an English classroom in terms of communicative competence, content knowledge and intercultural awareness.		X		X
- Analyse short stories in terms of their literary elements and devices, as well as their potential to be integrated into the curriculum.	X	X	X	
- Select adequate strategies to use short stories in the English language classroom.		X	X	
- Get acquainted with some short stories that may be used in the teaching of English, especially at Secondary level.	X			

- **Extraordinary**

There will be a resit opportunity at the end of the second semester. This will also take the form of a **learning portfolio composed of tasks (40%), a final project (40%) and a video (20%)**, which will all constitute 100% of the resit mark.

Final evaluation

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

Students opting for **final assessment** will complete a **learning portfolio composed of tasks (40%), a final project (40%) and a video (20%)**, and send it to the lecturer within the submission deadline set for final projects. Information on this **learning portfolio** will be given by the lecturer at the beginning of the course.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to

the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

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