



Universidad  
de Alcalá

# GUÍA DOCENTE

## The Place of Literature in the Teaching of English

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

**Universidad de Alcalá**

**Curso Académico 2024/2025**

**1er Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>The Place of Literature in the Teaching of English</b>
Código:	<b>200431</b>
Departamento:	<b>Filología Moderna</b>
Área de Conocimiento:	<b>Filología inglesa</b>
Carácter:	<b>Obligatoria/Optativa</b>
Créditos ECTS:	<b>4</b>
Cuatrimestre:	<b>1º</b>
Profesorado:	<b>Alberto Lázaro Lafuente</b>
Correo electrónico:	<b>alberto.lazaro@uah.es</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. MODULE DESCRIPTION

The module studies the role of literary texts in language teaching, emphasising the reasons for including literature in the language classroom and considering ways in which different types of literary works can be used at different stages in language learning. It will also provide a wide range of activities from which English teachers can make their own choices.

### 2. AIMS

#### Basic and generic competences

- CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.
- 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.
- CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

#### Transferable competences

- C1 – Communicative competence in English.
- C2 – Critical thinking skills.
- C3 – Handling of bibliographic resources.

#### Specific competences

- Explore the underlying issues and concerns relevant to using literature with the language learner.
- Understand the differences and similarities of literary and non-literary language, referential and representational use of language.
- Recognise the importance and beneficial role that literature can play in the foreign language classroom.
- Appreciate the diversity of literary works available for language learning.
- Gain expertise in teaching English through literature.
- Determine what literary texts are appropriate in the foreign language classroom.
- Examine the possible approaches that teachers could draw on when using literature with their students.
- Be acquainted with the latest theories and techniques on using literary texts as a language teaching resource.
- Analyse the relationship between the study of language and literature.
- Use literature in such a way as to further the learner's mastery in the four basic modes of communication (comprehension, production, interaction and mediation).
- Develop alternative ways to present and use literature in order to broaden the range of involving activities for our students.

### Learning outcomes

On completion of the module participants will be expected to be able to:

- Understand referential and representational language.
- Understand the advantages of using literature in the classroom.
- Know the latest theories and techniques dealing with the use of literary texts in the classroom.
- To analyse the relationship between the study of language and literature.

### 3. MODULE CONTENTS

Units	Credits
<p><b>1. Why use literature in the ELT classroom?</b></p> <ul style="list-style-type: none"> <li>• What do we mean by literature?</li> <li>• Referential and representational use of language</li> <li>• Literature in the language classroom: a look at the past</li> <li>• Benefits of using literary texts</li> <li>• Challenges to be faced</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> </ul>
<p><b>2. What kind of literature is suitable for the English classroom?</b></p> <ul style="list-style-type: none"> <li>• On “authentic” language, texts and culture</li> <li>• Short extracts vs. complete texts</li> <li>• Should our students read in class or at home?</li> <li>• The benefits of extensive reading</li> <li>• Criteria for selecting literary texts</li> <li>• Creating the literature portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> </ul>
<p><b>3. How can literary texts be used?</b></p> <ul style="list-style-type: none"> <li>• Different approaches</li> <li>• Some recommendations</li> <li>• Developing intercultural communicative competences</li> <li>• Activities for exploiting literary texts in the EFL classroom</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> </ul>
<p><b>4. A literature lesson plan</b></p> <ul style="list-style-type: none"> <li>• A model for staging a listening or reading comprehension lesson.</li> <li>• Writing a poetry lesson plan</li> <li>• Elements of a short story lesson plan</li> <li>• At the theatre lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> </ul>

### Class timetable

Session	Unit	Activity / Assignment
1	<ul style="list-style-type: none"> <li>Why use literature in the ELT Classroom?</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading:               <ul style="list-style-type: none"> <li>→ <i>Literature with a Small 'l'</i> (McRae, 1991)</li> <li>→ “Teaching literature: why, what and how”, <i>Literature in the Language Classroom</i> (Collie and Slater, 1987: 3-10)</li> <li>→ “Using Literature in the Language Classroom”, <i>Literature and Language Teaching</i> (Lazar, 1993: 1-21)</li> </ul> </li> <li>Small group discussions on:               <ul style="list-style-type: none"> <li>→ The nature of literature</li> <li>→ Benefits of using literary texts</li> <li>→ Challenges to be faced</li> </ul> </li> <li>Creative writing:               <ul style="list-style-type: none"> <li>→ The literariness of poetry: the process of defamiliarisation</li> </ul> </li> <li>Assignments:               <ul style="list-style-type: none"> <li>→ Reflecting on personal experience</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>What kind of literature is suitable for the English classroom?</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading:               <ul style="list-style-type: none"> <li>→ “Selecting and evaluating materials”, <i>Literature and Language Teaching</i> (Lazar, 1993: 48-61)</li> <li>→ “Criteria for Text Selection”, <i>Using Literature in the EFL Classroom</i> (Pellicer-Ortín &amp; Romo-Mayor, 2020: 15-21)</li> </ul> </li> <li>Small group discussions on:               <ul style="list-style-type: none"> <li>→ Authentic materials</li> <li>→ Using extracts or complete texts</li> <li>→ Selecting literary texts</li> </ul> </li> <li>Assignments:               <ul style="list-style-type: none"> <li>→ Applying criteria for selecting materials</li> <li>→ Setting up the literature portfolio</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>How can literary texts be used?</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading:               <ul style="list-style-type: none"> <li>→ “Approaches to using literature with the language learner” and “Reading literature cross-culturally”, <i>Literature and Language Teaching</i> (Lazar, 1993: 22-47, 62-70)</li> </ul> </li> </ul>

	<p>→ “Ten Tips for Using Literature in the Communicative EFL Classroom”, <i>Using Literature in the EFL Classroom</i> (Pellicer-Ortín &amp; Romo-Mayor, 2020: 23-28)</p> <ul style="list-style-type: none"> <li>• Small group discussions on:           <ul style="list-style-type: none"> <li>→ Different models of using literature in literature in the ELT classroom</li> <li>→ Developing ICC</li> <li>→ Some useful advice</li> </ul> </li> <li>• Assignments:           <ul style="list-style-type: none"> <li>→ Deciding on activities for exploiting literary texts</li> </ul> </li> </ul>
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## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Class contact hours	9
Independent study	31
Readings	20
Assignments	40

### 4.2. Learning activities

Face-to-face sessions will be devoted to group work, class discussions, demonstrations, workshop tasks, microteaching sessions, readings and critical writing. It will be an interactive classroom. An experiential, hands on approach, will be used to involve the participants in real materials development tasks. The emphasis will be on techniques and resources, though essential theoretical questions will be raised and discussed.

Students will be supported through the University Virtual Learning Environment (VLE), which will be used as a supplement to the module, as a tool for self-study activities and independent revisions of module materials, and for class communication. It can be accessed via the [Aula Virtual](#).

Students are expected to read the set texts and materials in the VLE before they are discussed in class. It is the student's response to and knowledge of those materials that mainly matter. All classes are given in English.

## 5. ASSESSMENT

## Continuous and formative 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 competences of the module is guaranteed. The assessment is adapted to the UAH official guidelines<sup>1</sup>.

### Assessment procedures

The assessment of the students' achieved learning outcomes will be based on the following components:

- Participation
- Readings and materials preparation
- Final paper

## Final assessment

### Ordinary

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.

For students who opt for final assessment there will be one final summative paper over the material covered during the module. Students will prepare a rationale and materials for teaching the language / literature interface at a level relevant to their experience, drawing on the texts and topics discussed during the course.

### Extraordinary (“convocatoria extraordinaria”):

There will be a reassessment opportunity at the end of the second semester. This will also take the form of paper with a similar format to the above-mentioned assignment for those students who opt for final assessment, which will constitute 100% of the resit mark.

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<sup>1</sup> 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

Students will be assessed on their ability to:

- show their understanding of different approaches to use literature in the English class;
- demonstrate their knowledge and awareness of teaching English through literature;
- prepare tasks that aim to use literature to develop students' competences in comprehension, production, interaction and mediation;
- apply innovative proposals for using literary texts as a language teaching resource;
- identify problems related to the relationship between the study of language and literature, and suggest alternatives and solutions;
- plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class;
- participate consistently and effectively in all learning activities;
- reflect on their performance, learn to accept feedback and take responsibility for their own learning;
- present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression.

## Marking criteria

Criteria	Instruments	Weighting
An ability to <ul style="list-style-type: none"> <li>- plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class;</li> <li>- participate consistently and effectively in all learning activities;</li> <li>- reflect on their performance, learn to accept feedback and take responsibility for their own learning;</li> </ul>	C o u r s e w o r k	Participation and self-assessment rubrics  20%
An ability <ul style="list-style-type: none"> <li>- show their understanding of different approaches to use literature in the English class;</li> </ul>		Readings and materials preparation  40%



<ul style="list-style-type: none"> <li>- prepare tasks that aim to use literature to develop students' competences in comprehension, production, interaction and mediation;</li> <li>- identify problems related to the relationship between the study of language and literature and suggest alternatives and solutions;</li> <li>- present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression;</li> </ul>			
<p>An ability to:</p> <ul style="list-style-type: none"> <li>- show their understanding of different approaches to use literature in the English class;</li> <li>- demonstrate their knowledge and awareness of teaching English through literature;</li> <li>- prepare tasks that aim to use literature to develop students' competences in comprehension, production, interaction and mediation;</li> <li>- apply innovative proposals for using literary texts as a language teaching resource;</li> <li>- identify problems related to the relationship between the study of language and literature and suggest alternatives and solutions;</li> <li>- present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression;</li> </ul>		Final paper	40%

The class participation component will be assessed in terms of the level of students' engagement in the face-to-face sessions, the quality of their contributions, their preparation for class activities and their attitude. A detailed rubric for participation in class will be provided by the teacher.

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate correction criteria, ...).
- The quality of the assessment tasks: the activities are valid and adequately reflect the objectives, the length is appropriate for the time available ...
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in this course.
- Originality, in going beyond simple reliance on material provided in the contents of the course, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation, in terms of written expression, and/or audiovisual material, if required, and in the combination of the two.

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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