

TEACHING GUIDE

POETRY IN THE LANGUAGE CLASSROOM

**Master's Degree in
Teaching English as a Foreign
Language**

Academic year 2025/2026
1st Term

TEACHING GUIDE

Name of the subject:	Poetry in the Language Classroom
Code:	200421
Degree in which it is taught:	MA in Teaching English as a Foreign Language
Department and Area of Knowledge:	Modern Philology, English Philology
Character:	Optional
ECTS credits:	4
Year and term:	1st Term
Faculty:	Daniel Candel Bormann daniel.candel@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

1. PRESENTATION

This module introduces you to the use of poetry in the language classroom, making the most of poetry and poetic language and devices within the wider context of second language acquisition as outlined in the overall objectives of this Masters.

2. COMPETENCES and LEARNING OUTCOMES

- Basic and general competences:

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

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.

- Transversal competences:

_C1 – Communicative competence in English.

C2 – Ability to think critically
C3 – Manage bibliographic resources
C4 – Ability to use ICT

- Specific competences:

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE1.2 – Understand the foundations of bilingual education and the possibilities of using literature in teaching the English language.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Learning outcomes:

Students should be able to...

1. be familiar with the main characteristics of poetry and poetic language
2. show awareness of the challenge of using poetry in the second language classroom
3. understand the concept of scaffolding
4. be able to transfer the specific traits of poetic texts to the needs and possibilities of the language classroom
5. work with the poetry in the language classroom in a productive and communicative way

3. CONTENTS

Content blocks	Total classes, credits or hours
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Topic 1. The potential of poetry in the language classroom: language, sound, rhythm and visual aspects	1 credit
Topic 2. Literacy and scaffolding	1 credit
Topic 3. Creating your own lesson plan: designing a unit of work around poetry	2 credits

Class timetable

Sessions	Unit	Activity / Assignment
1	Presentation of the subject	<ul style="list-style-type: none"> Aims of the course Structure and organisation of the course What is poetry The place of poetry in the classroom Present and discuss poems & teaching aims
2	Literacy and scaffolding	<ul style="list-style-type: none"> Teaching point / productive aim Scaffolding (modelling) Present and discuss scaffolding
3	Practice	<ul style="list-style-type: none"> Present and model varieties of scaffolding Look at cognitive challenges

4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

4.1. Distribution of credits (specify in hours)

Training activities	Hours
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Face-to-face or synchronous interactivity (theoretical and practical classes and formative assessment)	9 hours
Readings	31 hours
Assignments	45 hours
Self-directed learning by student:	15 hours
Total hours	100 hours

4.2. Methodologies, materials and teaching resources

Course time includes a range of inputs, plus group work, class discussions, demonstrations and workshop tasks.

Learning materials are set theoretical texts, poems and texts with poem-like qualities, as well as explanatory power points and videos.

Students will have to work on poems, theoretical texts and videos, and present the results of their analysis in class, whether freely or with power point. Their understanding of the poems as well as their pedagogical uses will be subjected to constructive criticism and their doubts will be answered at all times. Students are expected to read some of the relevant critical texts alongside the class meetings. All classes are in English.

5. ASSESSMENT: Procedures, assessment and marking criteria

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily.

Continuous assessment:

The entire assessment process will be based on the continuous assessment of the student, in such a way as to guarantee the acquisition of both the contents and the competences of the subject. The assessment is in accordance with the UAH learning assessment regulations.¹

- **Ordinary call**

Students following the continuous assessment scheme will read a series of texts and do a series of tasks, all uploaded to blackboard. The preparation and discussion of these during class will be part of their 'participation' mark. Students will also have to

¹ UAH Learning Assessment Regulation (30 September 2021). <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

submit three assignments within the submission deadlines, which will be given at the beginning of the course. Students will have to hand in three written assignments.

1. Choice of a poem they enjoy very much and would like to use in class. Students have to [1] specify as best they can the reason(s) for liking this poem, show what there is to observe in the poem (again, highlight or quote if necessary), and [2] present a production aim for the poem.

2. Analysis of one of two texts of their choice (poem / poetic voice-over from a movie) and preparation. Students will have to [1] decide about a possible aim which they would like to pursue with their students, and [2] list the needs of students in each of the phases of the process (understanding, enjoying, observation, analysis, production) and the scaffolding they will need (template provided).

3. Do with the poem of their choice (submission 1) what they have done with the poem / voice-over of submission 2: [1] decide about a possible aim which they would like to pursue with their students, and [2] list the needs of students in each of the phases of the process (understanding, enjoying, observation, analysis, production) and the scaffolding they will need (template provided).

Students should have acquired the desirable level of competence and skills indicated in this syllabus in each of the competences specified in the assessment criteria below. Thus, by the end of the course, students are expected to be able to:

1. be familiar with the main characteristics of poetry and poetic language
2. show awareness of the challenge of using poetry in the second language classroom
3. understand the concept of scaffolding
4. be able to transfer the specific traits of poetic texts to the needs and possibilities of the language classroom
5. work with the poetry in the language classroom in a productive and communicative way

Assessment will be based on the following:	Percentage	Criteria
Participation	Up to 30%	See assessment criteria 1-5, except 3
Submission 1	Up to 30%	See assessment criteria 1-5
Submission 2	Up to 30 %	See assessment criteria 1-5
Assignment 3	Up to 40%	See assessment criteria 1-5

Students are responsible for completing their assignments before the deadline. Late assessments will not be accepted, unless the instructor determines that a late assignment is justified.

- **Extraordinary call**

There will be a resit opportunity at the end of the second semester. It will consist of the same three submitted activities as the ones asked for in the continuous assessment, and will constitute 100% of the resit mark. Students can either start these activities from zero or try to improve what they have already done for the course.

Final assessment:

Students may be eligible for the final assessment, notwithstanding the fact that the reasons for this may have to be assessed in each specific case, the completion of on-site internships, work obligations, family obligations, health reasons and disability. Pursuing studies on a part-time basis does not in itself confer the right to opt for the final assessment.

In order to take advantage of the 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 director of the Master's degree must assess the circumstances presented by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written reply to his or her request, it will be understood that the request has been accepted.

Students opting for final assessment will complete the **three activities for the continuous assessment** and send them to the lecturer within the submission deadline set for final projects.

While the assessment tests are in progress, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences of committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidelines of the Unit of Attention to Diversity, to implement curricular adaptations to students with specific needs

6. BIBLIOGRAPHY

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Hadaway, Nancy L., Vardell, Sylvia M. and Young, Terrell A. (2001) Scaffolding Oral Language Development through Poetry for Students Learning English. The Reading Teacher 54 (8), 796–806.

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