

TEACHING GUIDE

THE PLACE OF LITERATURE IN THE TEACHING OF ENGLISH

Master's Degree in Teaching English as a Foreign Language

Academic year 2025/2026

1st Term

TEACHING GUIDE

Name of the subject:	The Place of Literature in the Teaching of English
Code:	200431
Degree in which it is taught:	MA in Teaching English as a Foreign Language
Department and Area of Knowledge:	Modern Philology, English Philology
Character:	Compulsory/Optional
ECTS credits:	4
Year and term:	1st Term
Faculty:	Alberto Lázaro Lafuente alberto.lazaro@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

1. PRESENTATION

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. COMPETENCES and LEARNING OUTCOMES

- Basic and general 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

- Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage 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. CONTENTS

Content blocks	Total classes, credits or hours
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Topic 1. Why use literature in the ELT classroom? 1.1 What do we mean by literature? 1.2 Referential and representational use of language 1.3 Literature in the language classroom: a look at the past 1.4 Benefits of using literary texts 1.5 Challenges to be faced	1 credit
Topic 2. What kind of literature is suitable for the English classroom? 2.1. On “authentic” language, texts and culture 2.2. Short extracts vs. complete texts 2.3. Should our students read in class or at home? 2.4. The benefits of extensive reading 2.5. Criteria for selecting literary texts 2.6. Creating the literature portfolio	1 credit
Topic 3. How can literary texts be used? 3.1. Different approaches 3.2. Some recommendations 3.3. Developing intercultural communicative competences 3.4. Activities for exploiting literary texts in the EFL classroom	1 credit
Topic 4. A literature lesson plan 4.1. A model for staging a listening or reading comprehension lesson. 4.2. Writing a poetry lesson plan 4.3. Elements of a short story lesson plan 4.4. At the theatre lesson plan	1 credit

Class timetable

Session	Unit	Activity / Assignment
1	<ul style="list-style-type: none"> Why use literature in the ELT Classroom? 	<ul style="list-style-type: none"> Pre-reading: <ul style="list-style-type: none"> → <i>Literature with a Small ‘l’</i> (McRae, 1991) → “Teaching literature: why, what and how”, <i>Literature in the Language Classroom</i> (Collie and Slater, 1987: 3-10)

		<p>→ “Using Literature in the Language Classroom”, <i>Literature and Language Teaching</i> (Lazar, 1993: 1-21)</p> <ul style="list-style-type: none"> • Small group discussions on: <ul style="list-style-type: none"> → The nature of literature → Benefits of using literary texts → Challenges to be faced • Creative writing: <ul style="list-style-type: none"> → The literariness of poetry: the process of defamiliarisation • Assignments: <ul style="list-style-type: none"> → Reflecting on personal experience
2	<ul style="list-style-type: none"> • What kind of literature is suitable for the English classroom? 	<ul style="list-style-type: none"> • Pre-reading: <ul style="list-style-type: none"> → “Selecting and evaluating materials”, <i>Literature and Language Teaching</i> (Lazar, 1993: 48-61) → “Criteria for Text Selection”, <i>Using Literature in the EFL Classroom</i> (Pellicer-Ortín & Romo-Mayor, 2020: 15-21) • Small group discussions on: <ul style="list-style-type: none"> → Authentic materials → Using extracts or complete texts → Selecting literary texts • Assignments: <ul style="list-style-type: none"> → Applying criteria for selecting materials → Setting up the literature portfolio
3	<ul style="list-style-type: none"> • How can literary texts be used? 	<ul style="list-style-type: none"> • Pre-reading: <ul style="list-style-type: none"> → “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) → “Ten Tips for Using Literature in the Communicative EFL Classroom”, <i>Using Literature in the EFL Classroom</i> (Pellicer-Ortín & Romo-Mayor, 2020: 23-28) • Small group discussions on: <ul style="list-style-type: none"> → Different models of using literature in literature in the ELT classroom

		→ Developing ICC → Some useful advice • Assignments: → Deciding on activities for exploiting literary texts
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4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

4.1. Distribution of credits (specify in hours)

Training activities	Hours
Face-to-face or synchronous interactivity (theoretical and practical classes and formative assessment)	9 hours
Readings	20 hours
Assignments	40 hours
Self-directed learning by student:	31 hours
Total hours	100 hours

4.2. Methodologies, materials and teaching resources

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: 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**

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

- Participation
- Readings and materials preparation
- Final paper

- **Extraordinary call**

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

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

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>

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.

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.

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"> - 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; 	C o u r s e w o r k	Participation and self-assessment rubrics 20%
An ability <ul style="list-style-type: none"> - show their understanding of different approaches to use literature in the English class; - prepare tasks that aim to use literature to develop students' competences in comprehension, production, interaction and mediation; - identify problems related to the relationship between the study of language and literature and suggest alternatives and solutions; 	Readings and materials preparation	40%

<ul style="list-style-type: none"> - present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression; 			
<p>An ability to:</p> <ul style="list-style-type: none"> - 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; - present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression; 		<p>Final paper</p>	<p>40%</p>

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.

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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