Universidad de Alcalá

The Place of Literature in the Teaching of English

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2022/2023

GUÍA DOCENTE

Nombre de la asignatura:	**The Place of Literature in the Teaching of English**
Código:	**200431**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Obligatoria/Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**1º**
Profesorado:	**Alberto Lázaro Lafuente**
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Idioma en el que se imparte:	**Inglés**

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 transferable competences:

- Apply the acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts.
- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.
- Acquire the learning skills that will enable to continue studying in a largely self-directed or autonomous manner.
- Develop and articulate independent and critical thinking based on supporting evidence.
- Be able to learn both independently and co-operatively.
- Promote confident decision-making.
- Develop advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.
- Use library and research skills to find and organise information.

Generic competences:

- Acquire the basic didactic knowledge that characterises the foreign language teaching and learning process.
- 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.

Specific competences:

- 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 as way as to further the learner's mastery in the four basic areas of listening, speaking, reading and writing.
- Develop alternative ways to present and use literature in order to broad the range of involving activities for our students.

3. MODULE CONTENTS

Units	Credits
1. Why use literature in the ELT classroom? • What do we mean by literature? • Referential and representational use of language • Literature in the language classroom: a look at the past • Benefits of using literary texts • Challenges to be faced	• 1
2. What kind of literature is suitable for the English classroom? • On "authentic" language, texts and culture • Short extracts vs. complete texts • Should our students read in class or at home? • The benefits of extensive reading • Criteria for selecting literary texts • Creating the literature portfolio	• 1

3. How can literary texts be used? • Different approaches • Some recommendations • Developing intercultural communicative competences • Activities for exploiting literary texts in the EFL classroom	• 1	
4. A literature lesson plan • A model for staging a listening or reading comprehension lesson. • Writing a poetry lesson plan • Elements of a short story lesson plan • At the theatre lesson plan	• 1	

Class timetable

Session	Unit	Activity / Assignment
1	• Why use literature in the ELT Classroom?	• Pre-reading: → *Literature with a Small 'l'* (McRae, 1991) → "Teaching literature: why, what and how", *Literature in the Language Classroom* (Collie and Slater, 1987: 3-10) → "Using Literature in the Language Classroom", *Literature and Language Teaching* (Lazar, 1993: 1-21) • Small group discussions on: → The nature of literature → Benefits of using literary texts → Challenges to be faced • Creative writing: → The literariness of poetry: the process of defamiliarisation • Assignments: → Reflecting on personal experience
2	• What kind of literature is suitable for the English classroom?	• Pre-reading: → "Selecting and evaluating materials", Literature and Language Teaching (Lazar, 1993: 48-61)

		→ "Criteria for Text Selection", *Using Literature in the EFL Classroom* (Pellicer-Ortín & Romo-Mayor, 2020: 15-21) • Small group discussions on: → Authentic materials → Using extracts or complete texts → Selecting literary texts • Assignments: → Applying criteria for selecting materials → Setting up the literature portfolio
3	• How can literary texts be used?	• Pre-reading: → "Approaches to using literature with the language learner" and "Reading literature cross-culturally, Literature and Language Teaching (Lazar, 1993: 22-47, 62-70) → "Ten Tips for Using Literature in the Communicative EFL Classroom", *Using Literature in the EFL Classroom* (Pellicer-Ortín & Romo-Mayor, 2020: 23-28) • Small group discussions on: → Different models of using literature in literature in the ELT classroom → Developing ICC → Some useful advice • Assignments: → Deciding on activities for exploiting literary texts

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 assessment

Students are expected to attend all the scheduled seminars. For those students who attend at least 75 % of the face-to-face sessions, assessment is through class participation, materials preparation and a final paper.

- Participation: 20%
- Readings and materials preparation: 40%
- Final paper: 40%

Final exam

In accordance with the University regulation on evaluation, for those students who are not able to attend the class-contact hours and follow the continuous assessment scheme 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.

There will be a resit 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, which will constitute 100% of the resit mark.

Assessment criteria

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 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.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

6. BIBLIOGRAPHY

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Brumfit, Christopher J., and Ronald A. Carter, eds. (1986) *Literature and Language Teaching.* Oxford: Oxford UP.

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Fish, Stanley (1980) *Is There a Text in This Class?* Boston: Harvard UP.

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Pellicer-Ortín, Silvia, and Paula Romo-Mayor (2020) *Using Literature in the EFL Classroom: Guide for Secondary Education Teachers*. Zaragoza: Prensas de la Universidad de Zaragoza.

Purves, Alan C., and Joseph A. Quattrini (1997) *Creating the Literature Portfolio: A Guide for Students*. Lincolnwood, IL: NTC Publishing Group.

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Salazar Noguera, Joana (2002) *Metodología de la Enseñanza-Aprendizaje de la lengua inglesa a través de los textos literarios*. Palma de Mallorca: ICE, Universitat de les Illes Balears.

Simpson, Paul (1996) *Language through Literature: An Introduction*. London: Routledge.

Teranishi, Masayuki, Yoshifumi Saito, Katie Wales, eds. (2015) *Literature and Language Learning in the EFL Classroom*. London: Palgrave Macmillan.

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7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.