Universidad de Alcalá

GUÍA DOCENTE

Poetry in the Language Classroom

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2022/2023

GUÍA DOCENTE

Nombre de la asignatura:	**Poetry in the Language Classroom**
Código:	**200421**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Inglés**
Carácter:	**Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**1º**
Profesorado:	**Daniel Candel Bormann**
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Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

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. Given the exceptional situation which took place during 2019-2020, if the health authorities were to suspend the face-to-face sessions, this module would be adapted to an online modus.

2. AIMS

Generic 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.

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.

Transversal competences:
C1. - Communicative competence in English
C2. – Ability to think critically
C3. - Use of bibliographical resources
C4. – Ability to use ICT

Learning outcomes:
Students should be able to...
-understand the nature of literary production in the language classroom
-recognize the importance of the poetic language in a wider linguistic framework
-know the poetic and discursive rhythm
-understand the importance of expressing themselves through creative writing

3. MODULE CONTENTS

Units	Credits
1. The potential of poetry in the language classroom: language, sound, rhythm and visual aspects	• 1
2. Literacy and scaffolding	• 1
3. Creating your own lesson plan: designing a unit of work around poetry	• 2

Class timetable

Sessions	Unit	Activity / Assignment
1	**Presentation of the subject**	• 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	• Teaching point / productive aim • Scaffolding (modelling) • Present and discuss scaffolding
3	Practice	• Present and model varieties of scaffolding • Look at cognitive challenges

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Face to face sessions	9
Independent study	15
Readings	31
Assignments	45

4.2. Learning activities

Course time includes a range of inputs, plus group work, class discussions, demonstrations and workshop tasks. Students are expected to read some of the relevant critical texts alongside the class meetings. All classes are in English.

5. ASSESSMENT

Continuous assessment

Students following the continuous assessment scheme will submit assessment tasks within the submission deadlines, which will be given at the beginning of the course. Students will have to hand in three assignments to be explained at the beginning of the course.

Final evaluation

In accordance with the University regulation on evaluation, students who are unable to follow the continuous assessment mode **should contact the director of studies** to send a proposal to be accepted as **final assessment students.** The director will be in charge of informing lecturers about the positive or negative reports on each student's proposal.

Students opting for **final assessment** will complete a **learning portfolio** 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.

There will be a resit opportunity at the end of the second semester. This will also take the form of **learning portfolio**, which will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

Halbach, Ana. (2022) *The Literacy Approach to Teaching Foreign Languages*. London: Palgrave Macmillan.

Shanklin, Nancy. (2009) Exploring Poetry: How Does a Middle School Teacher Begin? *Voices from the Middle*. 16 (3), 46–47.

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.

Hanauer, David I. (2012) Meaningful literacy: Writing poetry in the language classroom. Language Teaching. 1, 105–115.

Foale, Jan and Pagett, Linda. (2009) Creative Approaches to Poetry for the Primary Framework for Literacy. London:Routledge.

Sedgwick, Fred. (2000) Writing to Learn: Poetry and Literacy across the Primary Curriculum. London: Routledge.

Wainwright, Jeffrey. 2004. *Poetry: The Basics*. London: Routledge.

Wolosky, Shira. (2001) *The Art of Poetry: How to Read a Poem*. Oxford: Oxford UP.