



Universidad
de Alcalá

GUÍA DOCENTE

Short Stories for Creative Language Teaching

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

Universidad de Alcalá

Curso Académico 2022/23

GUÍA DOCENTE

Nombre de la asignatura:	Short Stories for Creative Language Teaching
Código:	200427
Departamento:	Filología Moderna
Área de Conocimiento:	Inglés
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	2º
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

If literature is making a comeback to the lessons taught in English, the short story will surely be the first choice of many teachers willing to integrate literary texts into their teaching. For this reason, teachers need to be acquainted with the characteristics of short stories as well as to explore their potential for promoting learning in the English classroom.

In this module, students will be helped to recognise the value of short stories as effective resources to develop students' learning (in terms of communicative abilities, content knowledge, and also intercultural competence). Also, they will discover different authors and genres, while invited to discuss what pedagogical tools can be used to make the most of them. Although all educational levels will be mentioned, there is a specific emphasis on the use of short stories in Secondary Education and adults. Students are expected to participate actively, develop their critical thinking skills, and make use of teaching tools and techniques.

2. AIMS

Generic competences:

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.

CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

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

Specific competences:

By the end of the course, participants are expected to be able to:

CE1.2 – Understand the foundations of bilingual education and the potential of the use of literature in language teaching.

CE3.2 – Adapt classroom dynamics to the requirements of the different tasks designed to be used in the classroom.

CE4.1 – Participate in debates and activities in group related to the teaching of the English language, developing critical and autonomous thinking skills.

CE5.1. – Search, obtain, process and communicate information (oral, written, audiovisual, digital or multimedia), transform it into knowledge and apply it to the EFL teaching and learning processes.

CE5.4 – Promote continuous teacher training using adequate bibliography, attending courses and conferences, etc.

Transversal competences:

C1. - Communicative competence in English

C2. - Critical thinking

C3. - Use of bibliographical resources

Learning outcomes:

At the end of the module, students are expected to be able to:

- Value and communicate the importance of short stories to develop students' learning in an English classroom in terms of communicative competence, content knowledge and intercultural awareness.
- Analyse short stories in terms of their literary elements and devices, as well as their potential to be integrated into the curriculum.
- Select adequate strategies to use short stories in the English language classroom.
- Reflect on different ways in which short stories written in English belonging to different cultures raise students' intercultural awareness.
- Get acquainted with some short stories that may be used in the teaching of English, especially at Secondary level.

3. MODULE CONTENTS

Units	Credits
1. Short stories as a literary genre 1.1 Characteristics of short stories 1.2. Origin and development of short stories 1.3. Short stories, from the oral tradition to modern short stories	• 1
2. Storytelling in the English classroom 2.1 Storytelling basics 2.2 Using storytelling as a didactic technique 2.3 Integrating storytelling in a lesson plan	• 1

3. Using short stories in the class 3.1. Analysing and choosing short stories (elements and criteria) 3.2. Curricular links of short stories 3.3 Methodological approaches 3.4 Integrating reading and creative writing 3.5 Developing students' intercultural competence. Exploring diversity. 3.6. Planning around a short story	<ul style="list-style-type: none"> • 2
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Class timetable

Sessions	Unit	Activity / Assignment
0	Presentation of the subject	<ul style="list-style-type: none"> • Aims of the course • Structure and organisation of the course
1	Introduction to the short story	<ul style="list-style-type: none"> • Exploring expectations • Setting goals • Methodological models
2	Analysis of lesson plans based on short stories	<ul style="list-style-type: none"> • Identifying main key elements and learning potential • Interim reflections and feedback
3	Designing a unit of work based on a short story	<ul style="list-style-type: none"> • Presentation of a section of the unit of work • Final reflections and feedback

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	12
Tasks, activities and readings	40
Study of theoretical contents	27
Independent study	20

4.2. Learning activities

Students will find learning materials available on the Blackboard Platform according to the schedule available in the “**Presentation of the Course**” document. Learning activities encompass:

- Oral presentations in class (face-to-face or virtual).
- Activities based on questions.
- Problem-based tasks

For each of the topics they will find **notes, practice activities and an assessment set**. Students are expected to be engaged in the course through the **reading of notes, the active participation in the course forum** and the **submission of assessment activities** within the deadlines set by the lecturer. Also, they will be required to self-assess their performance and to recognise their learning progress during this module. Please note that some of the assignments require students to use web tools, such as the creation of powerpoint presentations, videos or podcasts.

As regards the face-to-face sessions, these have been proposed as **an opportunity to share and reflect on key issues together. They will be also used to give students the opportunity to present their work.**

5. ASSESSMENT

Continuous assessment

Students following the continuous assessment scheme should submit assessment tasks within the submission deadline established by the Master’s director and the lecturer.

- Tasks, activities and reading texts (compulsory or optional) (30%)
 - Analysis of a number of short stories in terms of their literary elements and potential to be used in the English classroom.
- Theoretical content (40%)
 - Selection of a short story, justification of this choice for a given learning context, choice of pedagogical strategies to be used, development of a teaching-learning plan around a given short story.
- Materials design (20%)
 - Oral presentation (individual or in groups) of a unit of work around a short story.
- Active participation in the classes (10%)
 - Students are expected to attend all the lessons, participating actively and reflecting on their learning process.

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 composed on tasks, a final project and a video presenting the unit of work**, 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 a **learning portfolio**, which will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

- Bransford, J., Brown, A. & Cocking, R. (eds) (1999). *How People Learn. Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.
- Carter, R. & Long, M. (1991). *Teaching Literature*. London, Longman.
- Corbett, P. (2016). *Talk for Writing in the Early Years: How to teach story and rhyme, involving families 2- 5 years*. London: Open University Press.
- Fernández Fernández, R. (2008). *El uso de la literatura en la enseñanza del inglés como lengua extranjera*. Badajoz: @becedario.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
- Leland, C.; Lewison, M. & Harste, J.C. (2018) *Teaching children's literature: it's critical*. New York: Routledge.
- McRae, J. (1991). *Literature with a Small 'l'*. London: Macmillan.
- Nicolás Román, S. & Torres Núñez, J.J. (2015). *Drama and CLIL*. Bern: Peter Lang.
- Paran, A., and Robinson, P. C. 2016. *Literature. Into the classroom*. Oxford: Oxford University Press.
- Parkinson, B. & H. Reid Thomas (2000). "Teaching short stories". In *Teaching Literature in a Second Language*. Edinburgh: Edinburgh University Press: chapter 5.
- Rosenblatt, L. M. (1938). *Literature as Exploration*. New York: Modern Language Association. 5th Edition (1995)
- Rosenblatt, L.M. (2005). *Making Meaning with Texts. Selected Essays*. Portsmouth, Heinemann.
- Winch, G. et. al. (2010). *Literacy reading, writing & children's literature*. South Melbourne: Oxford University Press.

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.