



Universidad
de Alcalá

GUÍA DOCENTE

The Place of Literature in the Teaching of English

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

Universidad de Alcalá

Curso Académico 2018/2019

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
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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

Generic 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.
- 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.
- 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.

Specific competences:

- Determine what literary texts are appropriate in the foreign language classroom.
- Analyse the relationship between the study of language and literature.
- 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.

- Use literature in such a 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 broaden the range of involving activities for our students.

3. MODULE CONTENTS

Units	Credits
1. Why use literature in the ELT classroom? <ul style="list-style-type: none"> • What do we mean by literature? • 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? <ul style="list-style-type: none"> • On "authentic" language, texts and culture • Short extracts vs. complete texts • Criteria for selecting literary texts • Creating the literature portfolio 	• 1
3. How can literary texts be used? <ul style="list-style-type: none"> • Different approaches • Some recommendations • Developing intercultural communicative competences • A literature lesson plan 	• 1
4. Using drama activities <ul style="list-style-type: none"> • What does communicative ability mean? • Mime, role-play, simulation, improvisation and drama games • Plays suitable for language learners • Making your own plays 	• 1

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: → "Teaching literature: why, what and how", <i>Literature in the Language</i>

		<p><i>Classroom</i> (Collie and Slater, 1987: 3-10)</p> <p>→ “Using Literature in the Language Classroom”, <i>Literature and Language Teaching</i> (Lazar, 1993: 1-21)</p> <p>→ <i>Literature with a Small ‘l’</i> (McRae, 1991)</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 → The literariness of poetry: the process of defamiliarisation
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) • 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) • Small group discussions on: <ul style="list-style-type: none"> → Different models of using literature in literature in the ELT classroom

		<ul style="list-style-type: none"> → Straight through approach vs. segment approach → Developing ICC → Some useful advice • Assignments: <ul style="list-style-type: none"> → A text-syllabus design → A literature lesson plan.
4	<ul style="list-style-type: none"> • Using drama activities 	<ul style="list-style-type: none"> • Pre-reading: <ul style="list-style-type: none"> → “Materials design and lesson planning: Plays”, <i>Literature and Language Teaching</i> (Lazar, 1993: 133-66) → “Plays”, <i>Literature in the Language Classroom</i> (Collie and Slater, 1987: 163-95) • Small group discussions on: <ul style="list-style-type: none"> → Communicative ability → Managing drama activities → Implementing Readers’ Theatre • Video viewing • Microteaching activities and peer feedback on using drama activities in the English classroom • Assignments: <ul style="list-style-type: none"> → Planning a lesson in which students work with plays.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	12
Independent study	20
Readings	30
Assignments	38

4.2. Learning activities

Course time is devoted to group work, class discussions, demonstrations, workshop tasks, microteaching sessions, readings and critical writing. Students are expected to

read relevant critical texts before they are discussed in class. All classes are given in English.

5. ASSESSMENT

Assessment criteria

Assessment is based on:

- Use of reading and background materials as references in the preparation of the final assignment.
- Range of texts and detail of apparatus and structure of materials as a course.
- Application of the theoretical concepts and practical skills covered in the module.
- Reflectivity on the aims and objectives of the proposed materials.
- Presentation and accuracy of the assignments.

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.

6. BIBLIOGRAPHY

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- Reyes-Torres, Agustin, Luis S. Villacanas-de-Castro, Belem Soler-Pardo, eds. (2014) *Thinking through Children's Literature in the Classroom*. Newcastle upon Tyne: Cambridge Scholars Publishing.
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