Poetry in the Language Classroom

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá
Curso Académico 2019/20
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.

2. AIMS

Generic competences:

- Know the potential of poetry as a didactic resource to boost students' learning, both with regard to content, language, and poetry’s ‘musical' and visual resources.
- Analyse and reflect on lesson plans which use poetry
- Develop an appropriate teaching-learning sequence to be used with poems.
- Know and use scaffolding techniques to design lesson plans based on poetry.
- Explore and use resources which can enhance learning when using poetry.

Specific competences:

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

- Support the use of poems in the English classroom adequately.
- Analyse lesson plans using poems, identifying key elements and justifying their learning potential.
- Design and/or justify a teaching-learning sequence to use poetry in the classroom.
- Use scaffolding techniques to design appropriate activities using poems.
- Integrate a variety of didactic resources to foster students' learning.
3. MODULE CONTENTS

<table>
<thead>
<tr>
<th>Units</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1. The potential of poetry in the language classroom</td>
<td>2</td>
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<tr>
<td>2. Creating your own lesson plan: designing a unit of work around poetry</td>
<td>2</td>
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4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

<table>
<thead>
<tr>
<th>Class contact hours</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Independent study</td>
<td>15</td>
</tr>
<tr>
<td>Readings</td>
<td>31</td>
</tr>
<tr>
<td>Assignments</td>
<td>45</td>
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4.2. Learning activities

Course time includes a range of inputs, plus group work, class discussions, demonstrations, workshop tasks, readings and critical writing. 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.

In accordance with the University regulation on evaluation, students unable to follow the continuous assessment scheme should contact the director of these studies to send a proposal to be accepted as final assessment students.

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

Reference texts


