



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 2018/2019**

## GUÍA DOCENTE

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

### 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. This module explores the use of short stories in the EFL/ESL/CLIL classrooms. Its main goal is to raise teachers' awareness on the need of improving the use of literature in our classrooms, and to provide them with tools to enhance students' learning, both in terms of content and language, in a more creative way. To do that, students' will be introduced to Rosenblatt's theories of transactional reading, will explore lessons built upon famous short stories and will finally create their own projects based on a short story of their choice. Students are expected to participate actively, develop their critical thinking skills, and make use of teaching tools and techniques.

### 2. AIMS

#### Generic competences:

- Know the potential of short stories as didactic resources to boost students' learning, both in terms of content and language.
- Know theories and models related to the use of literature in the classroom.
- Analyse and reflect on lesson plans which use short stories
- Identify appropriate didactic elements in the structure of short story.
- Develop an appropriate teaching-learning sequence to be used with short stories.
- Know and use scaffolding techniques to design lesson plans based on short stories.
- Explore and use resources (ICT included) which can enhance learning when using short stories.
- Self-assess their learning progress in this module.

#### Specific competences:

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

- Support the use of short stories in the English classroom adequately.
- Explain and apply different theories and models related to the use of literature.
- Analyse lesson plans using short stories, identifying key elements and justifying their learning potential.
- Design and/or justify a teaching-learning sequence to use short stories in the classroom.
- Use scaffolding techniques to design appropriate activities using short stories.
- Integrate a variety of didactic resources to foster students' learning.
- Reflect critically on their learning progress during this module.

### 3. MODULE CONTENTS

Units	Credits
1. From celebrating to integrating short stories in the classroom	• 1
2. Learning from practice: analysing the use of short stories in practice	• 1
3. Creating your own lesson plan: designing a unit of work based on a short story	• 2

### Class timetable

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

- Final reflections and feedback

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Class contact hours	9
Independent study	20
Readings	37
Assignments	34

### 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. 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**. Even if attendance to these sessions is highly advised, face-to-face sessions are **not compulsory**. Materials and activities seen in these sessions will be made available to all students using the Blackboard Platform.

Students having an **active participation in these face-to-face sessions and/or in the forum** could have their final scores increased up to a 10%. All students taking the subject have the same chances to reach the maximum score in the participation grade, no matter if it is through online tools or face-to-face opportunities.

## 5. ASSESSMENT

### Continuous assessment

Students following the continuous assessment scheme should submit assessment tasks within the submission deadline established. Students will have **2** activities (module 1 and 2), and the final project (which will be developed during module 3).

### 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.

For both continuous and final assessment, competences will be assessed as follows:

Competence	Assessment tool	Percentage of the total mark
- Support the use of short stories in the English classroom providing convincing and mature arguments	<b>Activity 1: Written essay Forum/Oral Presentation</b>	10%
- Explain and apply different theories and models related to the use of literature.	<b>Activity 1: Written essay</b>	10%
- Analyse lesson plans using short stories, identifying key elements and justifying their learning potential.	<b>Activity 2: Analysis report</b>	20%
- Design and/or justify a teaching-learning sequence to use short stories in the classroom.	<b>Final project</b>	20%
- Use scaffolding techniques to design appropriate activities using short stories.	<b>Final project</b>	10%
- Integrate a variety of didactic resources to foster students' learning.	<b>Final project</b>	10%
- Reflect critically on their learning progress during this module.	<b>Final reflection worksheet</b>	10%

## Assessment criteria

Competence	Assessment Criteria
- Support the use of short stories in the English classroom providing convincing and mature arguments	Students will be able to find convincing and well-reasoned arguments to justify the use of short stories in the English classroom.
- Explain and apply different theories and models related to the use of literature.	Students will identify theories and models in practice, and will be able to apply them when designing classroom activities.
- Analyse lesson plans using short stories, identifying key elements and justifying their learning potential.	Students will identify different didactic elements in existing lesson plans and will be able to measure its potential success in terms of learning gains.
- Design and/or justify a teaching-learning sequence to use short stories in the classroom.	Students will identify and produce teaching-learning didactic sequences built up on learning progression, supported by scaffolding techniques, and congruent with learning objectives set for that particular unit of work.
- Use scaffolding techniques to design appropriate activities using short stories.	Students will identify and work with a wide range of scaffolding techniques to support both language input and output in class.
- Integrate a variety of didactic resources to foster students' learning.	Students will be able to use a variety of learning tools to support effective learning when using short stories in class.
- Reflect critically on their learning progress during this module.	Students will be able to self-assess their performance and learning progress during their studies.

## 6. BIBLIOGRAPHY

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