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. 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:**
- Value and being able to communicate the importance of short stories as resources to work on students’ awareness of cultural and linguistic diversity.
- Develop strategies to use short stories as teaching resources and apply them in the CLIL/EFL classroom.
- Create activities that promote the use of short stories from diverse cultural backgrounds to develop students’ intercultural awareness.
  Get acquainted with some short stories that can be used in the CLIL/EFL classrooms.

**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.

3. MODULE CONTENTS

<table>
<thead>
<tr>
<th>Units</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1. Short stories as a literary genre</td>
<td>1</td>
</tr>
<tr>
<td>2. Reading stories, telling stories and writing stories in the EFL/CLIL classroom</td>
<td>1</td>
</tr>
<tr>
<td>3. Using short stories in the EFL/CLIL classroom</td>
<td>2</td>
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</tbody>
</table>

Class timetable

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Unit</th>
<th>Activity / Assignment</th>
</tr>
</thead>
</table>
| 0        | Presentation of the subject | • Aims of the course  
• Structure and organisation of the course |
| 1        | Introduction to the short story | • Exploring expectations  
• Setting goals  
• Methodological models |
| 2        | Analysis of lesson plans based on short stories | • Identifying main key elements and learning potential  
• Interim reflections and feedback |
| 3        | Designing a unit of work based on a short story | • Presentation of a section of the unit of work |
4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

<table>
<thead>
<tr>
<th>Class contact hours and presentations</th>
<th>13</th>
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</thead>
<tbody>
<tr>
<td>Tasks, activities and readings</td>
<td>40</td>
</tr>
<tr>
<td>Study of theoretical contents</td>
<td>27</td>
</tr>
<tr>
<td>Independent study</td>
<td>20</td>
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</tbody>
</table>

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
- Materials design 20
- Study of the theoretical content 40
- Active participation in the classes 10
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


