



Universidad  
de Alcalá

# The Place of Literature in the Teaching of English

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

**Universidad de Alcalá**

**Curso Académico 2019/20**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>The Place of Literature in the Teaching of English</b>
Código:	<b>200431</b>
Departamento:	<b>Filología Moderna</b>
Área de Conocimiento:	<b>Filología inglesa</b>
Carácter:	<b>Obligatoria/Optativa</b>
Créditos ECTS:	<b>4</b>
Cuatrimestre:	<b>1º</b>
Profesorado:	<b>Silvia García Hernández</b>
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Idioma en el que se imparte:	<b>Inglés</b>

### 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
<b>1. Why use literature in the ELT classroom?</b> <ul style="list-style-type: none"> <li>• What do we mean by literature?</li> <li>• Literature in the language classroom: a look at the past</li> <li>• Benefits of using literary texts</li> <li>• Challenges to be faced</li> </ul>	• 1
<b>2. What kind of literature is suitable for the English classroom?</b> <ul style="list-style-type: none"> <li>• On "authentic" language, texts and culture</li> <li>• Criteria for selecting literary texts</li> <li>• Creating the literature portfolio</li> </ul>	• 1
<b>3. How can literary texts be used?</b> <ul style="list-style-type: none"> <li>• Literary texts as a learning tool</li> <li>• Strategies for exploiting literary texts in the EFL class</li> <li>• Creative and interactive approaches to teaching English through literature</li> </ul>	• 1
<b>4. The Literature Lesson Plan</b> <ul style="list-style-type: none"> <li>• Design, presentation and evaluation of different proposals to develop Foreign Language skills through the use of literary texts in real classroom contexts</li> </ul>	• 1

### 4. TEACHING AND LEARNING METHODS

#### 4.1. Student workload (100 hours)

Class contact hours	12
Independent study	20
Readings	25
Assignments	43

## 4.2. Learning activities

Course time is devoted to group work, class discussions, workshop tasks, readings and classroom activities and presentations. Students are expected to read relevant critical texts before they are discussed in class. All classes are given in English.

## 5. ASSESSMENT

### Assessment criteria

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily

Assessment is based on:

- Use of reading and background materials as references in the preparation of the assignments.
- 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, a portfolio including different assignments, readings and class activities, and a small group work and presentation.

- Participation: 20%
- Portfolio assignments: 50% (each assignment will be marked independently and will add to the overall mark of the portfolio)
- Small group work and presentation: 30%

### 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.

**IMPORTANT:**

- Continuous assessment process. In order to pass the subject, students will have to obtain a pass mark (5 points over 10) in all these elements.
- Final assessment. Should a student, for some reason, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the programme of study.
- Academic honesty. Students are expected to practise academic honesty. Plagiarism will not be tolerated and will result in automatic failure of this course.

**6. BIBLIOGRAPHY**

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- Purves, Alan C., and Joseph A. Quattrini (1997) *Creating the Literature Portfolio: A Guide for Students*. Lincolnwood, IL: NTC Publishing Group.
- 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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- Simpson, Paul (1996) *Language through Literature: An Introduction*. London: Routledge.
- Teranishi, Masayuki, Yoshifumi Saito, Katie Wales, eds. (2015) *Literature and Language Learning in the EFL Classroom*. London: Palgrave Macmillan.
- Watson, Greg and Sonia Zyngier, eds. (2007) *Literature and Stylistics for Language Learners*. London: Macmillan Palgrave.