

ET9C3-10 Literature and Drama in TESOL

20/21

Department

Applied Linguistics

Level

Taught Postgraduate Level

Module leader

Steve Mann

Credit value

10

Module duration

8 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

Literature and drama provide us with compelling material for involving our students in successful language learning activities. Engagement with story, a rich social context, personal response, and interactive play - all of these acknowledged facilitators of language learning are enabled through the use of literature and drama. When literary texts and drama activities are appropriately chosen and delivered, learners have opportunity to develop their knowledge of the target language at a variety of levels; moreover, reading literature in a second language provides students with cultural insights and provides a genuine source of motivation for learners. However, personal experience and research tell us that literature is not widely used in TESOL and that it is often considered 'difficult' by learners. We shall explore why this is and how the situation may be improved through principled text selection and methodologies that focus on developing reader response.

Participants will develop a critically informed understanding of the place of literature and drama in the EFL/ESL classroom and ways in which the teaching of literature or drama and language can be integrated. Although we shall include approaches to teaching 'classic' texts, the module will embrace a very broad concept of literature, including the popular novel, children's literature and film drama.

Module aims

This module aims to help students develop a critically informed understanding of the place of literature and drama in the EFL/ESL classroom and ways in which the teaching of literature or drama and language can be integrated. The course will emphasise language-based approaches to literary texts. Relevant techniques and themes in stylistics will be introduced and a range of classroom procedures for the teaching of literature and drama explored. The This module aims to help students develop a critically informed understanding of the place of literature and drama in the EFL/ESL classroom and ways in which the teaching of literature or drama and language can be integrated. The course will emphasise language-based approaches to literary texts. Relevant techniques and themes in stylistics will be introduced and a range of classroom procedures for the teaching of literature and drama explored. The

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Week 1: Introduction to the module. Issues surrounding the teaching of Literature across languages and cultures.
- Week 2: What is 'Response-based teaching'? Rationales for using Literature in TESOL
- Week 3: Integrating drama and TESOL
- Week 4: Choosing and using poetry in the second language classroom
- Week 5: Approaching the second language novel.
- Week 6: Teaching Shakespeare
- Week 7: Integrating the teaching of language, literature and culture.
- Week 8: The use of film as a resource for the teaching of literature in the L2

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a critical understanding of approaches to integrating literature and drama in English language teaching within a response-based syllabus.
- Understand and address the particular complexities and issues associated with the teaching and learning of literature and drama in a second language and cultures.
- Critically evaluate and successfully deliver classroom activities associated with the use of literature and drama as a resource for English language teaching.
- Critically evaluate representations of different cultures mediated through literary texts.

Indicative reading list

Bucher, T. (2016) *Young Adult Literature: Exploration, Evaluation and Appreciation*, Pearson
Brumfit, C. & Carter, R. (eds.) (1986) *Literature and Language Teaching*, OUP
Carter, R. (ed.) (2000) *Literature and the Learner: Methodological Approaches*, MEP

Carter, R. & J. McCrae (1996) *Language Literature and the Learner* Longman.

Collie, J. & Slater, S. (1987) *Literature in the Language Classroom*, CUP

Day, R.D. & Bamford, J. (2000) *Extensive Reading in the Second Language Classroom* CUP

Gibson, R. (2014) *Teaching Shakespeare* Cambridge

Hall, G. (2009) *Literature in Language Education* London:Palgrave

Kramsch, C. (1993) *Context and Culture in Language Teaching*, OUP

Lazar, G. (1993) *Literature and Language Teaching* CUP

Leech, G. & Short, M. (1991) *Style in Fiction* Longman

Lodge, D. (1990) *The Art of Fiction* Penguin

Maley, A & Holding (1985) *Poem into Poem*, Cambridge

McCrae, J. (1991) *Literature with a Small 'l'*, Macmillan

Morley, D. (2009) *The Cambridge Introduction to Creative Writing*, CUP

Parkinson, B. & Reid Thomas, H. (2000) *Teaching Literature in a Second Language* Edinburgh

Protherough, R. (2015) *Developing Response to Fiction* OUP

Short, M. (1999) *Reading, Analysing and Teaching Literature*, Longman

Vandrick, S. (2003) 'Literature in the Teaching of Second Language Composition' in Kroll B. (ed.) (2003) *Exploring the Dynamics of Second Language Writing*. Cambridge:CUP

Widdowson, H. (1982) *Stylistics and the Teaching of Literature*, Longman

Winston, J. (2013) *Second Language Learning Through Drama* London:Routledge

Subject specific skills

- Critically evaluate and successfully deliver classroom activities associated with the use of literature and drama as a resource for English language teaching.
- Develop principled approaches to addressing individual learner needs and interests in the classroom.
- Confidently lead and direct drama-based group work.
- Critically appreciate the use (and abuse) of rhetorical devices in speech and writing.

Transferable skills

- Participate constructively in collaborative tasks and group discussions including drama based activities.
- Structure and communicate ideas effectively in writing with appropriate use of critical analysis and associated metalanguage.
- Plan and manage time and workload to meet deadlines.
- Synthesize information from a range of sources.
- Reflect critically on authorial agendas and cultural representation.

Study

Study time

Type	Required
Lectures	8 sessions of 2 hours (16%)
Private study	84 hours (84%)
Total	100 hours

Private study description

Guided independent study and reading for assignment, equivalent to around 80 hours.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
2000 word written assignment	100%		Yes (extension)
Reassessment component is the same			

Feedback on assessment

Written feedback on the assignment will be provided via a combination of the Centre's standard feedback sheets (which conform to Faculty criteria), and electronic annotation of the student's assignment (submitted via Tabula). Where appropriate, additional feedback may be provided via personal meetings with the module tutor.

Availability

Courses

This module is Core for:

- Year 1 of TIES-X3BA Postgraduate Taught Drama Education and English Language Teaching

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- TETS-X9PR Postgraduate Taught TESOL
 - Year 1 of X9PR TESOL
 - Year 1 of X9PR TESOL
- Year 1 of TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)