

# ET9C3-10 Literature and Drama in TESOL

**23/24**

**Department**

Applied Linguistics

**Level**

Taught Postgraduate Level

**Module leader**

Steve Mann

**Credit value**

10

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## 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.

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## Study

## Study time

<b>Type</b>	<b>Required</b>
Lectures	8 sessions of 2 hours (100%)
Total	16 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.

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### **Assessment**

You must pass all assessment components to pass the module.

#### **Assessment group A1**

	<b>Weighting</b>	<b>Study time</b>
2000 word written assignment	100%	

#### **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.

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### **Availability**

#### **Courses**

This module is Optional for:

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