



Course syllabus

Faculty of Arts and Humanities

Department of Languages

4SP902 Litteratur i språkundervisningen I, 10 högskolepoäng
4SP902 Literature in language teaching I, 10 credits

Main field of study

Spanish

Subject Group

Spanish

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2019-09-05

Revised 2023-10-11 by Faculty of Arts and Humanities. Revision of prerequisites. Swedish 2A/B replaced by Swedish 3.

The course syllabus is valid from spring semester 2024

Prerequisites

Swedish 3. General entry requirements for studies at the second level and specific entry requirements: at least 80 credits in Spanish.

Objectives

After completing the course, the students should be able to:

- account for central theoretical perspectives in literature didactics concerning foreign language teaching,
- discuss the possibilities and limitations of literary texts in relation to the aims of language teaching,
- reflect on the relationship between theory and practice in literature didactics,
- use various criteria in the selection of appropriate literature,
- use subject-specific databases.

Content

This course discusses the use of children's and young adult literature in Spanish language teaching. Central parts include discussions of the potential of literature in language teaching and of tools for selecting texts and ways of working with literary

texts.

The course starts with a discussion of literature didactics, focusing on foreign language teaching. On the basis of an introduction to how and for what reasons literature has been used in language teaching (for example as a way to develop vocabulary, passive reception and analysis), the course focuses on literary texts as a basis for varied teaching. For example, this includes integrating other media, such as films and online resources, as well as the question of how the use of literary texts can be related to aspects such as pupils' autonomy, individualisation and varied teaching.

The course also discusses various genres in Spanish children's and young adult literature and their ideologies and history, as well as reading stimulation and competence. The students reflect on how literary texts can be included in language teaching and how this can be applied in practice. The course focuses on the valuation and selection of appropriate target-language literature, and the planning of teaching. This requires the students to use the library actively, and develop knowledge of necessary library and ICT resources.

Type of Instruction

The teaching is distance-based and includes no compulsory physical meetings. Teaching is delivered in the form of online lectures, seminars and group discussions through an online learning platform.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

The course is examined through written and oral assignments.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Required Reading and Additional Study Material

Blanco, Lidia (1992) *Literatura infantil. Ensayos críticos*. Buenos Aires: Colihue, 160 p.

Carralón, Anna (ed) (2015). *Literatura Infantil y Juvenil en Hispanoamérica*. Special Issue of Cuadernos Hispanoamericanos. Nr 776, ca 45 p.
https://issuu.com/cuadernoshispanoamericanos1948/docs/dossier._literatura_infantil_y_juve

Cassany, Daniel. 2012. *En línea. Leer y escribir en la red*. Anagrama. Ca. 80 p.

Consejo de Europa (2001). *Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación*. Ministerio de Educación, Cultura y Deporte & grupo ANAYA. Selection, ca. 100 p. Available online: <http://cvc.cervantes.es/obref/marco>.

Langer, Judith (2011). *Envisioning Literature: Literary Understanding and Literature Instruction*. New York: Teachers College Press, 180 p.

Paran, Amos (2008). “The Role of Literature in Instructed Foreign Language Learning and Teaching: An Evidence-based Survey”. *Language Teaching* 41:4, 465–496. 32 p.

Pastor, Marta Sanz (2006). “Didáctica de la literatura: el contexto en el texto y el texto en el contexto”. *Carabela*, no 59: 5-23. 19 p.

Rosenblatt, Louise (2002). *La literatura como exploración*. México DF: Fondo de cultura económica, 332 p.

Sánchez, Ivana Valeria. 2016. “Literatura Infantil. Hacia una crítica especializada.” *Catalejos. Revista sobre lectura, formación de lectores y literatura para niños* 1 (2), ca 10 p. <https://fh.mdp.edu.ar/revistas/index.php/catalejos/article/view/1652>

Soto Vázquez, José, Cremades García, Raúl & García Manso, Angélica. (2017). *Didáctica de la literatura infantil*. Universidad de Extremadura. ca 100 p. Available as a pdf: <http://hdl.handle.net/10662/6007>

Torremocha, Pedro César Cerrillo (2001). “Lo literario y lo infantil: concepto y caracterización de la Literatura Infantil”. In *La literatura infantil en el siglo XXI* (2001), Ciudad Real: Ediciones de la Universidad de Castilla-La Mancha, ca 15 p.

Compendium provided by the department, ca 100 p.

Novels and other works of fiction for young readers are chosen in consultation with the teacher, ca 500 p.

Additional study material (not compulsory)

Bal, Mieke (2006). *Teoría de la narrativa. Una introducción a la narratología*. Madrid: Ediciones Cátedra, ca 100 p.

Chambers, Aidan (1996). *Tell Me: Children, Reading, and Talk*. Stenhouse Publishers.

Domínguez, César, Saussy, Haun & Villanueva, Dario (2016). *Lo que Borges le enseñó a Cervantes. Una introducción a la literatura comparada*. Penguin Random House: Grupo Editorial España, ca 100 p.

Littau, Karin (2008). *Teorías de la lectura. Libros, cuerpos y bibliomanía*. Buenos Aires: Ediciones Manantial.

Peña Acuña, Beatriz, y Ana María Aguilar López, eds. 2017. *Didáctica de la Lengua y la Literatura, tomo I*. ACCI (Asoc. Cultural y Científica Iberoamericana.).

Peña Acuña, Beatriz, Ana María Aguilar López, eds. 2017. *Didáctica de la Lengua y la Literatura, tomo II*. ACCI (Asoc. Cultural y Científica Iberoamericana.).

Rodríguez, Fernando Vásquez. 2002. *La cultura como texto: lectura, semiótica y educación*. Pontificia Universidad Javeriana.

Wolf, Maryanne (2018). *Reader Come Home. The Reading Brain in a Digital World*. New York: Harper Collins Publishers.