

**COURSE DATA****DATA SUBJECT**

Code: 36593
Name: Spanish literature for foreigners
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Professional applications and environments of Spanish literature	ELECTIVES

COORDINATION

MONZO RIBES CLARA

SUMMARY

Spanish Literature for Foreigners belongs to the subject «Applications and Professional Environments of Spanish Literature». The course focuses on the role of literature in foreign language teaching. To this end, while delving into new critical perspectives of a pedagogical nature, the value of literature in the face of interculturality is emphasized. While visiting different time periods of Spanish and Latin American literature, as well as key concepts in the teaching and learning process, students will acquire different skills in planning, design and evaluation of activities and competences.

This subject is particularly relevant to SDG 4 and, specifically, contributes to «ensuring that all students acquire the knowledge and skills necessary to promote sustainable development, including, but not limited to, [...] human rights, gender equality, promotion of a culture of peace and non-violence, citizenship and valuing cultural diversity».

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

It is highly recommended to have previously taken the subject 35537 *Español para extranjeros* (Spanish for Foreigners).

COMPETENCES / LEARNING OUTCOMES

1003 - Degree in Hispanic Studies, Spanish Language and Literature

Apply information and communication technologies and computer tools to language studies.

Be able to work and learn autonomously and to plan and manage work time.

Familiarity with techniques and methods of analysis of literary and non-literary texts and how they are applied to the Spanish language.

Know and apply the currents and methodologies of literary theory and criticism.

Work as a team in the environment of language studies and develop interpersonal relations.

DESCRIPTION OF CONTENTS

Spanish literature for foreigners reviews the evolution, in the different methodological proposals, of the role of literature in foreign language teaching. It defines the recent lines that assume new critical-pedagogical approaches that emphasize the importance of teaching literature in order to achieve an adequate intercultural education. The course also aims to prepare for the planning, design of activities and evaluation of literary, artistic, cultural and social competences in the teaching-learning process of Spanish as a foreign language. Contents:

1. Introduction. The specificity of teaching Spanish literature to foreigners.

2. Towards a critical pedagogy: canon and interculturality in Spanish literature for foreigners.

3. A possible programme of Spanish literature for foreigners: medieval literature.



4. A possible programme of Spanish literature for foreigners: literature of the Golden Age.

5. A possible programme of Spanish literature for foreigners: 19th century literature.

6. A possible programme of Spanish literature for foreigners: 20th century literature and contemporary literature.

These contents will be embodied in the following learning outcomes:

- To have the ability to describe how a foreign language is acquired, learned and developed.
- To be able to critically analyze the pedagogical and communicative efficiency of the different didactic resources.
- To be able to identify the role of literature in the acquisition of communicative competence in foreign language teaching.
- To be able to program and design at different levels of teaching performance in the teaching of Spanish language and literature as an L2.
- To be able to use knowledge of literary heritage and transfer it to dissemination environments related to literary cultural dissemination.
- To be able to write reports on teaching materials in Spanish language and literature.
- To be able to define, in an autonomous way, the distribution of roles in the tasks.
- To be able to plan, in an autonomous way, the management of work time.
- To be able to interpret literature and perceive ethical, social and historical values.
- To be able to appreciate the patrimonial and ethical values and the aesthetic and historical value of literature.



WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	60,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching methodology of this subject is based on face-to-face and distance learning activities. The face-to-face training activities will be developed according to the model of theoretical lectures with practical activities:

1. **Theoretical content** on each of the subjects in the programme, according to the specific development specified in each of them, supported by the student's reading, prior to or simultaneously with the explanations in class of the recommended support texts or the object of the analysis. The teacher will explain didactically the essential contents and the way in which the student should approach them. For the appropriate follow-up and subsequent extension of these lessons, the student will have the bibliography that will be provided through the Virtual Classroom, in addition to the complementary bibliography recommended in this guide.

2. **Practical content.** These are located throughout the course and consist especially of critical commentaries on proposed texts, the development of content for the teaching of literature for foreigners or class discussion. In these practices, the main focus is on the motivation and active participation of the students.

3. **Personalised tutorials.** The aim of these tutorials will be to resolve doubts about the contents worked on in class, to recommend possible bibliographical extensions, to provide guidance in the carrying out of group and individual work, etc.

EVALUATION

1. Final exam: 60%.

**2. Practical activities: 40%.**

The different practical activities carried out during the course will be recoverable in the second call. In order to pass the course as a whole, it is necessary to pass the final exam (i.e. to obtain at least a 5 out of 10), either in the first or in the second call.

The Virtual Classroom platform will be used as a means of communicating the results.

Both in the exam and in the practical exercises, spelling and grammatical correctness will be required.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All papers submitted in this course must be of original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted.

REFERENCES

a) General references

- Acquaroni Muñoz, Rosana, «La experiencia de la poesía en E/LE. Algunas reflexiones para apoyar su incorporación en la enseñanza de E/LE», *Cuadernos Cervantes*, nº 12, enero- febrero, 1997, pp. 42-66.
- Albaladejo García, María Dolores, «¿Cómo llevar la literatura al aula de ELE: de la teoría a la práctica», *marcoEle. Revista de didáctica ELE*, nº 5, 2007, pp. 1-51.
- Almansa Monguilot, Ana, «La literatura española en un currículo de lengua extranjera. Algunas reflexiones», *Mosaico*, nº 3, diciembre de 1999, pp. 4-8.
- Alonso Belmonte, Isabel (coord.), *Literatura en aula de E/LE*, *Carabela*, nº 59, 2006.
- Ambassa, Camille, «Algunas preocupaciones didácticas y metodológicas en la enseñanza de literatura en clase de ELE», *redELE. Revista electrónica de didáctica/español lengua extranjera*, nº 8, 2006.
- Aventín Fontana, Alejandra, «El texto literario y la construcción de la competencia literaria en E/ELE. Un enfoque interdisciplinario», *Espéculo. Revista de estudios literarios*, nº 29, Universidad Complutense de Madrid, 2005.
- Biedma, Aurora, «¿Cómo integrar la literatura en el contexto de segunda lengua?», *Boletín Millares Carlo*, nº 26, 2007, pp. 242-260.



- Collie, Joanne y Slater, Stephen, *Literature in the Language Classroom: a resource book of ideas and activities*, Cambridge, Cambridge University Press, 2002.
- Forgas Berdet, Esther, «El lugar de la Literatura, la Historia y el Arte en la enseñanza de E/LE», en Martí Contreras, Jorge (coord.), *La Didáctica de la enseñanza para extranjeros. Actas del I Congreso Internacional de Lengua, Literatura y Cultura Española*, Valencia/Onda, JMC, 2007, pp. 213-228.
- Gilroy, Marie y Parkinson, Bryan, «Teaching Literature in a Foreign Language», *Language Teaching*, nº 29, 1997, pp. 213-225.
- Juárez Morena, Pablo, «La enseñanza de la literatura en los cursos de lengua y civilización para extranjeros», en Celis, Ángela y Heredia, José Ramón (coords.), *Lengua y cultura en la enseñanza de español para extranjero. Actas del VII Congreso Internacional de ASELE*, Cuenca, Universidad de Castilla La Mancha, 1998, pp. 277-284.
- Jurado Morales, José, *La literatura en la enseñanza del español como lengua extranjera: propuestas metodológicas y aplicaciones de textos de la literatura española contemporánea*, Cádiz, Instituto San Fernando de la Lengua Española/Universidad de Cádiz, 2002.
- Lasabaster, David, «El papel de la literatura en la clase de lengua extranjera», *Cultura y educación*, nº 19, 2000, pp. 67-86.
- Martín Peris, Ernesto, «Textos literarios y manuales de enseñanza de español como lengua extranjera», *Lenguaje y textos*, nº 16, 2000, pp. 101-130.
- Millares, Selena, «Función didáctica de la literatura en la enseñanza de una segunda lengua», *Frecuencia L*, nº 22, pp. 40-45.
- Naranjo Pita, María, *La poesía como instrumento didáctico en el aula de español como lengua extranjera*, Madrid, Edinumen, 1999.
- Plaza Velasco. Marta, «Enseñar literatura a estudiantes de E/LE. ¿Cómo diseñar un curso de Introducción a la literatura española?», *Foro de profesores de E/LE*, nº 8, 2012.
- Reyes Torres, Agustín, «Didáctica de la literatura: Textos e interpretación», *Foro de profesores de E/LE*, 7, 2011.
- Souto, Luz Celestina, «En un lugar del aula: De lo que le sucedió a don Quijote en una clase de E/LE», *Foro de profesores de E/LE*, 13, 2017, pp. 258-269.

b) Textbooks



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- *Curso de literatura: español lengua extranjera*, Rocío Barros Lorenzo, Ana M^a González Pino y Mar Freire Hermida, Madrid, Edelsa, 2023.
 - *Curso de literatura española moderna*, Laura Díaz López, Pilar Escabias Lloret, Gabriel García Bajo y Carmen Marimón Llorca, Madrid, Edinumen, 2023.
 - *Español Lengua Extranjera. Curso de Literatura*, M^a Ángeles Álvarez Martínez, Myriam Álvarez y Álvaro E. Vento Acosta, Barcelona, Anaya, 2019.