

Professional paper

Milica M. Đuričić<sup>1</sup>

University of Belgrade, Faculty of Philology



doi: 10.5937/inovacije1603108D

Paper received: January 20<sup>th</sup> 2016

Paper accepted: March 21<sup>th</sup> 2016

Article Published: October 31<sup>th</sup> 2016

## *Literary texts in teaching Spanish as a foreign language: textbooks Prisma for the language levels from A1 to B1*

### Extended summary

Foreign language students should be familiar not only with the language but also with the cultural values of the people who use the target language as their mother tongue, and therefore with literature written in that language. However, it is of a huge importance to emphasize that the place of literature in foreign language teaching has changed over years. In the middle of the 20th century the focus was on studying only literary texts without developing communicative competence. Later on, the literary texts were omitted from the textbooks. In that way, literature in foreign language teaching has been neglected, although the application of literature in foreign language classes can represent the integration of language skills and socio-historical content. Nowadays it is believed that literature can be beneficial authentic material for the acquisition of foreign languages. It can be a useful source of information about the culture of the target language. It can also be helpful when it comes to studying grammar and vocabulary for that reason we have decided to examine the presence of literary texts in the classroom of Spanish as a foreign language.

This paper analyzes the role of literature in the teaching of Spanish as a foreign language and it consists of two parts: in the first there is a theoretical framework concerning the place that literature and culture occupy in the teaching of foreign languages and the role of teachers in the work with literary texts, while the second part of the paper examines the representation of literary texts in the textbook Prisma, of language levels A1, A2 and B1, which is used for the teaching of Spanish as an optional language at the Faculty of Philology in Belgrade. It analyzes to what extent fragments from the works of Hispanic literature are used in teaching Spanish as a foreign language, the way they are connected with the rest of the lesson, competence and lan-

<sup>1</sup> milica.djuricic@gmail.com

---

guage skills that are developed using literary texts in the lesson; types of tasks associated with the text, etc. Descriptive-interpretative methods are used in the analysis.

It is important to emphasize that students who choose to attend classes of Spanish as an optional language do not have lessons of Spanish literature and culture, and that they get in touch didactic material and whether they meet the needs of students with regard to familiarizing with the cultural values of the people whose language is taught as a target. Apart from the topics related to the Hispanic world, literary texts that deal with universal themes such as love, death, etc. may be included with the Hispanic literature on their own or with the help of their teachers. They can also learn about the Hispanic literature and culture from textbooks in which short fragments appear. This can be used for the adoption of specific grammar and vocabulary, and the aim of this paper is to investigate whether and how they are used in the aforementioned in the textbooks which may encourage students to express their own views on the topic, but in the target language. In this way they can improve their speaking.

It is necessary to take into account that the literary fragments should be chosen carefully. In different words, if the texts used in class are too difficult for student to understand, the desired result will fail. Thus, the literary texts in teaching foreign languages have numerous advantages if the language of the chosen passage is adapted to linguistic level of students and to their interests. The teachers also have an important role in the adequate use of literature in the teaching materials.

After the analysis it has been found that literary texts are not equally present in textbooks for different levels and that they are often thematically unrelated to the rest of the lesson. Due to this fact, teachers have additional responsibility, and that is to overcome the shortcomings of the analyzed material used for teaching. The results also indicate that literary texts are mostly modified and adapted to the linguistic level of students, though there are some fragments that contain grammatical structures that are unknown to the students and which are not according to the curriculum for a given language level. Passages are not always thematically related to the lesson. They are often found at the end of the unit, in isolation from the other language material, which leads to the conclusion that the poor organization of literary works does not meet the needs of students to become familiar with the basic elements of Hispanic literature, and to learn the grammar and lexical structures provided for a given lesson.

**Key words:** didactic materials, literature, culture, Spanish as a foreign language.

## References

- Alonso Cortés, T. (2010). El tratamiento del texto literario en el aula de ELE. *Actas II Jornadas de formación del profesorado de español 09* (3–11). Sofía: Secretaría General Técnica del Ministerio de Educación.
- Bodrič, R. (2006). Culture in Foreign Language Learning. U: Subotić, Lj. (ur.). *Susret kultura* (895–904). Novi Sad: Filozofski fakultet.

- 
- Carter, R. (2007). Literature and language teaching 1986–2006. *International Journal of Applied Linguistics*. 17 (1), 3–13.
  - Đuričić, M., Georgijev, I. (2013). Interkulturalna kompetencija u nastavi španskog kao izbornog jezika: elementi hispanse kulture u udžbenicima *Prisma* od nivoa A1 do B1. *Komunikacija i kultura online*. IV (4), 65–78. Posećeno na: <http://www.komunikacijaikultura.org/KK4/KK4DjuricicGeorgijev.pdf>
  - Escobar Mesa, A. (2007). La literatura como recurso multifuncional en la clase de ELE. En: Pato, E. y Fernández Dobao, A. (eds.). *Actas del CEDELEQ II: La enseñanza del español como lengua extranjera*. Québec: Université de Montréal/ Tinkuy 7. Posećeno na: <http://www.cre.umontreal.ca/CEDELEQ/documents/1AEM.pdf>
  - Filipović, J. (2008). Interkulturalna komunikativna kompetencija u nastavi stranih jezika. U: Vučo, J. (ur). *Multidisciplinarnost u nastavi jezika i književnosti* (87–98). Nikšić: Filozofski fakultet.
  - Forgas Berdet, E. (2007). El lugar de la Literatura, la Historia y el Arte en la enseñanza de E/LE. En: *Actas del I Congreso Internacional de Lengua, Literatura y Cultura Española: Didáctica de la enseñanza para extranjeros* (213–228). Valencia.
  - Jovanović, S. (2008). *Književnost i reč u jeziku*. Beograd: Univerzitet Braća Karić.
  - Juárez Morena, P. (1998). La enseñanza de la literatura en los cursos de lengua y civilización para extranjeros. En: *Actas del VII Congreso Internacional de ASELE: Lengua y Cultura en la Enseñanza del Español a Extranjeros* (277–283). Cuenca: Universidad de Castilla La Mancha.
  - Lazar G. (1996). Literature and Language Teaching; Exploring Literary Texts with the Language Learner. *TESOL Quarterly*. 30 (4), 773–776.
  - Martín Peris, E. (2000). Textos literarios y manuales de enseñanza de español como lengua extranjera. *Lenguaje y textos*. 16, 101–130.
  - Oliveira Aragao, C. (2000). Analisis comparativo de textos literarios espanoles e hispanoamericanos: estudio de la diversidad cultural y linguistica y utilizacion del diccionario en el aula. En: *Actas del XI Congreso Internacional de ASELE: ¿Qué español enseñar?: norma y variación lingüísticas en la enseñanza del español a extranjeros* (281–286). Zaragoza: Universidad de Zaragoza.
  - Romero Blázquez, C. (1998). El comentario de textos literarios: aplicación en el aula de E/LE. En: *Actas del VII Congreso Internacional de ASELE: Lengua y Cultura en la Enseñanza del Español a Extranjeros* (379–387). Cuenca: Universidad de Castilla La Mancha.
  - Todorović, D. (2007). Strana književnost u nastavi – neke od mogućnosti. U: Vučo, J. (ur.) *Savremene tendencije u nastavi jezika i književnosti* (120–125). Beograd: Filološki fakultet Univerziteta u Beogradu.
  - Veljković, M. (1999). Književni tekst u nastavi stranog jezika. U: Stanković, B. (ur). *Mili Stojnić u čast* (189–200). Beograd: Slavističko društvo Srbije.
  - Vujović, A. (2004). Kratak istorijski pregled izučavanja strane civilizacije u okviru nastave stranog jezika. *Pedagogija*. 59 (1), 68–79.

---

**Sources (course book corpus)**

- Prisma A1 (2002). *Prisma comienza. Libro del alumno*. Madrid: Edinumen.
- Prisma A2 (2003). *Prisma continúa. Libro del alumno*. Madrid: Edinumen.
- Prisma B1 (2003). *Prisma progresa. Libro del alumno*. Madrid: Edinumen.