



Hacia nuevos paradigmas: perspectivas renovadoras en traducción y enseñanza de lenguas

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Eje temático	Formación en la didáctica de las lenguas y traducción
Título de la ponencia	Las fronteras de la historia y la literatura en la enseñanza de la lengua inglesa. “At the Crossroads of History and Literature in Language Education”
Resumen (500-800 palabras)	<p>The field of foreign language education has embraced for some time now the fact that teaching a language implies not only focusing on linguistic skills but also fostering intercultural awareness. In many EFL courses and teaching training curricula language is referred to as <i>English language and culture</i>, in an attempt to highlight the importance that teaching culture has in the education of teachers as future intercultural mediators. What to include as cultural components remains a difficult decision to make for teachers and teacher trainers in their language courses. Many of them choose to include some contents of English literature and history and, more often than not, find themselves trapped at the crossroads of which texts or material would be meaningful, updated and more importantly, engaging.</p> <p>Historical fiction has gained ground in the field of literary studies as a site where New Historicism and Historiographic Metafiction not only allow for an entertaining and engaging way into history, but also open up new arenas in which to question and resignify historical truth, meaning and subjectivity.</p> <p>It is the aim of this presentation to provide an exploration of how the inclusion of historical fiction can enrich an EFL or teacher training lesson and illustrate this in three specific cases of literature in English from different contexts: <i>Henry VIII or all is True</i>, by William Shakespeare, <i>Atonement</i>, by Ian McEwan and <i>The Underground Railroad</i>, by Colson Whitehead, while reflecting on the theoretical concerns behind the choices.</p>



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	<p>In the first place, the reading of the play <i>King Henry VIII</i> and discussion of the concerns about historical truth and subjectivity will undoubtedly contribute to developing a critical and reflexive standpoint on the social, political, economic and cultural reality of the English speaking peoples as portrayed by one of the most important writers in the English language. In the case of <i>Atonement</i> and <i>The Underground Railroad</i> their inclusion in the curricula brings the students closer to two of the most important events in the formation of contemporary American and British societies: World War II and the subsequent new configuration of the British Empire and slavery and the American Civil war, with racism at the core of nowadays world media coverage in the US. An exploration of these topics through the lens of such lively, gripping and engaging novels can be much more rewarding and engaging for such dry thematic concerns. Moving away from the common encyclopedic approach in the cultural and historical units in teacher training curricula can foster a variety of exchanges, debates and engagement.</p> <p>Last but not least, seeing the writers behind the construction of their texts, crisscrossed by so many political and social concerns, will help students and future teachers question the nature and validity of the historical information received and, hopefully, move onto a more critical standpoint in citizenship and their future role as educators and cultural mediators. Including the screen or stage adaptations of these three works would even bring students one step further into the exploration of choice in historical truth and the agency of directors as storytellers, in the same way historians and writers are seen.</p>
Referencias bibliográficas (según normas APA)	<p>Byram, M. (2020) <i>Teaching and Assessing Intercultural Communicative Competence</i>. Multilingual Matters.</p> <p>Corbett, J. (2022) <i>An Intercultural Approach to English Language Teaching</i>. Multilingual Matters.</p> <p>Felperin, H. (2015) “Converting Henry: Truth, history and historical Faith in Henry VIII” in <i>Shakespeare and Early Modern Religion</i>. CUP.</p> <p>Giroux, H. (2005) <i>Border Crossings. Cultural Workers and the Politics of Education</i>. (2nd ed.). Routledge.</p> <p>Hattaway, M. (2002) “The Shakespearean History Play” in <i>The</i></p>



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	<p><i>Cambridge Companion to Shakespeare's History Plays</i>. CUP.</p> <p>Holsinger, B. (2014) 'Historical Context' in <i>Historical Context: Surface, Depth, and the Making of the Text</i>, <i>New Literary History</i>.</p> <p>McEwan, I. (2001) <i>Atonement</i>. Anchor Books.</p> <p>Shakespeare, W. (1999) <i>King Henry VIII, or All Is True</i>. New York: Oxford University Press.</p> <p>Whitehead, C. (2016) <i>The Underground Railroad</i>. Anchor Books.</p>
Palabras clave (5)	ficción histórica - lengua extranjera - curriculum - formación docente - literatura
Biodata (Hasta 250 palabras)	<p>Julia Fernández Armendariz se graduó como profesora en Inglés del IES en Lenguas Vivas Juan R. Fernández, donde además completó especializaciones en Literatura Inglesa e Historia Británica. Es Licenciada en Educación por la Universidad Nacional de Quilmes y posee un Postgraduate Certificate in English Studies de The University of Nottingham, en Inglaterra. Está actualmente completando su MA in English Literature en dicha universidad. Es profesora de Introducción a los Estudios Culturales y Movimientos Literarios del Siglo XX en el traductorado en inglés del IES en Lenguas Vivas Juan R. Fernández y de Cultura de los Pueblos de Habla Inglesa y Literatura Inglesa en el Profesorado en Inglés del ENS en Lenguas Vivas Sofía B. de Spangenberg.</p>