



**Please note:**

Enrolment will be made through ESSARPs web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

### **D1137 - Webinar - "Space, place and subjectivity" in Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English (Set readings for AS - ONLY 2026)**

**Dates:** 16, 23, 30 April & 14 May from 17:30 hs. to 19:30 hs. - 2026

**Venue:** Distance

**Sessions:** 4

**Minimum attendance for certificates:** 3

**Vacancies per school:** 5

**For:** AS Literature and Language teachers interested in working with both canonical and non-canonical texts from a literary linguistic perspective

Please enrol before: **2026, Apr 13th**

**Facilitator(s):** *Ms. Florencia Perduca MA*

Florencia Perduca, Graduate Teacher of English and Literary Translator from I. E. S en Lenguas Vivas "J. R. Fernández", MA in Education Management and MA in Literary Linguistics (University of Nottingham), is an ESSARP course Coordinator specialised in Literatures in Englishes, Literary Linguistic Analysis and Postcolonial Theory. She teaches Literature in English at I.E.S. en Lenguas Vivas "Juan Ramón Fernández", Cultural Studies at ENS en Lenguas Vivas "Sofía E. Broquen de Spangenberg", Postcolonial Literature at Licenciatura en Lengua Inglesa, Universidad Nacional del Litoral. She teaches IGCSE Literature and IB English Language and Literature. She is the Overall Head of English Department at Tarbut School.

**Objectives:**

- To promote a context-based approach to the reading of texts which lend themselves to exploring Literatures in Englishes.
- To look for and build strategies to raise teachers and students' awareness of specific cultures and their worlds of meaning.

**Contents:** IMPORTANT: Set readings from the Anthology Stories of Ourselves for ONLY for those sitting for AS Language and Literature in 2026.

Stories of Ourselves: The Cambridge Assessment International Education Anthology of Stories in English, Volume 1 (ISBN 9781108436199)

Paper 2, Section C Prose Story

From Stories of Ourselves: The Cambridge Assessment International Education Anthology of Stories in English, Volume 1 (ISBN 9781108462297)

- 1) "The Yellow Wallpaper" by Charlotte Perkins Gilman
- 2) "The Son's Veto" by Thomas Hardy
- 3) "The Door in the Wall" by H G Wells
- 4) "An Englishman's Home" by Evelyn Waugh
- 5) "The Prison" by Bernard Malamud
- 6) "Billennium" by J G Ballard
- 7) "The People Before" by Maurice Shadbolt
- 8) "Five-Twenty" by Patrick White
- 9) "Report on the Threatened City" by Doris Lessing
- 10) "Games at Twilight" by Anita Desai
- 11) "My Greatest Ambition" by Morris Lurie
- 12) "To Da-duh, in Memoriam" by Paule Marshall
- 13) "Of White Hairs and Cricket" by Rohinton Mistry
- 14) "Tyres" by Adam Thorpe
- 15) "Real Time" by Amit Chaudhuri

▲ Central themes (the present and the past; displacement; individual vs. society) and thematic threads (the motif of 'home' as resignifying individual/collective identity) cutting all stories across.

▲ Narrative structure of the short stories.

▲ Symbols and motifs.

▲ Cultural gaps.

- Bibliography:**
- 1) ASHCROFT, GRIFFITHS, TIFFIN (1989) *The Empire Writes Back*, London: Routledge.
  - 2) ASHCROFT, GRIFFITHS, TIFFIN (1995) *The Post- Colonial Reader*, London: Routledge.
  - 3) BOEHMER, E. (1995) *Colonial and Post-Colonial Literature*, Oxford: Oxford University Press.
  - 4) CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION (2020). *Stories of Ourselves: The Cambridge Assessment International Education Anthology of Stories in English, Volume 2* (ISBN 9781108436199).
  - 5) GRADDOL, D. (1997) *The Future of English?* London: The British Council.

**Methodology:** 1) Presentation and discussion of how to approach texts from a literary linguistic perspective. 2) Each story's/writer's background and culture 3) Signs of identity in a text written in English 4) Guided group reflection and exchange of ideas on the main themes and issues raised by the text. 5) Reading of key extracts in the short stories and reflection on how they mean.