



Please note:

Enrolment will be made through ESSARP's 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.

D1243 - Webinar - AS & A Level Literature 2026 and IGCSE Literature 2028: The Problem of Coming Back. Ideas and Resources to Teaching The Tempest (set text)

Dates: 18 April from 10:00 hs. to 11:30 hs. - 2026

Venue: Distance

Sessions: 1

Minimum attendance for certificates: 1

Vacancies per school: 5

For: Language and Literature teachers interested in teaching literature, in general, and *The Tempest*, in particular. Literature lovers interested in discussing this dramatic piece from a critical perspective.

Please enrol before: **2026, Apr 15th**

Facilitator(s): *Cecilia Lasa PhD*

Cecilia Lasa holds a Ph. D. in Literature and a Master's Degree in Literatures in Foreign Languages and in Comparative Literatures (FFyL, UBA). She is a Teacher of English (IESLV "Juan R. Fernández") and a Teacher of Literature (FFyL, UBA). She has a Higher Diploma in Research in Humanities (UBA) and has done a Specialisation in Reading, Writing and Education (FLACSO) and in Writing and Literature (Ministerio de Educación, Argentina). She has worked as a teacher of Literature and of academic reading and writing in Teacher Training Colleges in Ciudad Autónoma de Buenos Aires and national universities as well. She is currently working as a teacher and researcher in English Literature and American Literature (FFyL, UBA). She is the author of *Academic Writing* and has edited and co-authored *Literatura y formación docente. Proyectos de lectura y de escritura*.

Objectives:

- To identify the main problems and challenges teachers and student may face when studying *The Tempest*
- To account for the main conflict(s) in the play in the light of its denouement
- To explain how the construction of characters and the setting contributes to the main conflict(s) in *The Tempest*, bearing its outcome in mind
- To analyse the cultural and political implications of the play and how they provide some insight into its ending
- To discuss possible strategies, activities, resources and dynamics to tackle *The Tempest* in class, considering the relevance of its denouement

Contents:

- The romance as a genre. The importance of the coming-back-to-life theme in this genre.
- Contextual aspects: society, politics, economy and gender in Renaissance England.
- Character construction in relation to the ending of the play.
- The use of magic and its relevance in the denouement.
- Knowledge and politics, colonisation and language: categories that shape the outcome of the play.

Bibliography: Source text
Shakespeare. W. The Tempest.

Critical and theoretical material

Brown, Paul. "This thing of darkness I acknowledge mine". The Tempest and the Discourse of Colonialism". In Dollimore, Jonathan and Sinfield, Alan. Political Shakespeare: Essays in Cultural Materialism. Manchester: Manchester University Press, 1994a, pp. 48-71.

Lasa, Cecilia and Menán, Carina. "El elemento político en The Tempest: confluencia del saber y lo pragmático". Paper read at the International Conference "Alienación y Extrañamiento: Reflexiones Teóricas y Críticas". Buenos Aires, 2012.

Cambridge's Bibliography about Literature in English

Cambridge International Examinations (2018). Learner Guide IGCSE® Literature in English. Cambridge: Cambridge University Press.

Russell, C (2018). Cambridge IGCSE® and O Level Literature in English. Cambridge: Cambridge University Press.

Whitthome, E (2018). AS & A Level Literature in English. Cambridge: Cambridge University Press.

Methodology:

- Recovery of attendees' main difficulties when teaching literary texts and of their previous knowledge about the play and its author
- Discussion of the problems related to the context of production
- Introduction to Shakespeare's theatre and the importance of this play
- Exploration of specific features of the play –stage directions, characters, setting, conflict, etc.
- Guided group analysis of the play.