

# ESSARP Centre programme

## Courses



**ESSARP**  
*English Speaking Scholastic  
Association of the River Plate*

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.

### **D989 - "Dwelling on the Boundaries of the Self and the Other in Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English" (new set readings from Volume II for IGCSE 2025 & 2026)**

**Dates:** 02, 09, 16 & 23 May from 17:30 hs. to 19:30 hs. - 2024

**Venue:** Distance

**Sessions:** 4

**Minimum attendance for certificates:** 3

**Vacancies per school:** 5

**For:** IGCSE as well as Literature and Language teachers interested in the 'new literatures' and in working with both canonical and non-canonical texts in class, applying active instrumental reading for literary linguistic analysis

Please enrol before: **2024, Apr 29th**

**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 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 English Language and Literature. She is Head of Senior School at St. Catherine's Moorlands School, Sede Belgrano.

**Objectives:**

- To explore instrumental reading and its formative value.
- To propose a context-based and literary linguistic approach to the reading of texts.
- To look for and build strategies to raise teachers' and students' awareness of specific cultures, their representation systems, and their worlds of meaning.
- To prepare materials that meet IGCSE Literature core objectives.

**Contents:** All 10 (ten) short stories from From Stories of Ourselves Volume 2:

(\*) IMPORTANT: This is the new set of stories for students to sit for in 2025 & 2026.

- no. 3 Christina Rossetti, "Nick"
- no. 14 Olive Schreiner, "The Woman's Rose"
- no. 26 Ralph Ellison, "The Black Ball"
- no. 30 Mulk Raj Anand, "The Gold Watch"
- no. 35 Margaret Atwood, "When It Happens"
- no. 37 J G Ballard, "The Man Who Walked on the Moon"
- no. 38 Jamaica Kincaid, "Walk to the Jetty"
- no. 40 Jane Gardam, "Showing the Flag"
- no. 47 Aminatta Forna, "Haywards Heath"
- no. 49 Romesh Gunsekera, "Fluke"

We will share a literary-linguistic analysis of these texts combining genetic, mimetic, intertextual, and pragmatic approaches, actively working on:

- Genres.
- Authors and their context of production.
- Central themes (the present and the past; displacement and dislocation; entrapment and isolation; the purposelessness of life; the plight of life/death) and thematic threads (the motif of 'self/other' as resignifying individual/collective identity) cutting across set stories.
- Narratology.
- Symbols and motifs.
- Diction, imagery, and rhetoric.
- Activities that meet IGCSE requirements.

**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 IGCSE set texts.  
2) Exploration of each story's background and their context of production  
3) Literary linguistic analyses of set texts  
4) Reading of key extracts in the short stories and a reflection on how they mean  
5) Critical analysis of IGCSE papers (passage for comment, literary essay, and the unseen text).