

Guía docente de la asignatura

Didáctica de la Ficcionalidad en Lengua Extranjera: Inglés

Fecha última actualización: 30/06/2021

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|---------------|-----------------------------|-----------------|----------------|--|----------|
| Grado | Grado en Educación Primaria | | Rama | Ciencias Sociales y Jurídicas | |
| Módulo | Lengua Extranjera. Inglés | | Materia | Didáctica de la Ficcionalidad en Lengua Extranjera. Inglés | |
| Curso | 4 ^o | Semestre | 1 ^o | Créditos | 6 |
| | | | | Tipo | Optativa |

PRERREQUISITOS Y/O RECOMENDACIONES

B1 level in the foreign language

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Grado)

- Fictional discourses in the FL classroom.
- Discourse-based approaches.
- Criteria for the selection of material in accordance with the linguistic and psychological development of students.
- Storytelling: role of the teacher; role of the student.
- The reading process. The reading-writing connection. Reading materials.
- Popular literature. From the fairy tale to the fantasy genre. The universe of science fiction.
- Creative writing workshops.
- Puppets and masks as didactic resources.
- Cinema, mass media.

COMPETENCIAS ASOCIADAS A MATERIA/ASIGNATURA

RESULTADOS DE APRENDIZAJE (Objetivos)

General objectives of the degree (Primary Education):

- Acquiring a sound teacher training. Aspects such as self-knowledge, personal esteem, ability to establish productive group dynamics, a supportive and democratic attitude, etc., common to all degrees, are particularly relevant in the degrees of Infant Education and Primary Education.



- Acquiring the necessary training to carry out their teaching in Infant or Primary Education in the knowledge society, and to successfully perform the different tasks involved in the profession.
- Promote respect for fundamental rights and equal opportunities for men and women, the principles of equal rights and universal accessibility for disabled persons, and the values inherent in a culture of peace and democracy.

Specific objectives related to the specific competences of the elective subject:

- Working with literary texts and other fictional material in the foreign language classroom with a positive attitude (CDM47, CDM44, CDM7.2)
- Getting to know the current trends in reception theory in relation to aesthetic, cultural and artistic phenomena. (CDM50).
- Becoming familiar with the texts and fictional material for children and young people from the target communities (CDM51, CDM45).
- Developing the necessary teaching skills to work with fictional material in different levels in an interdisciplinary manner (CDM51).
- Speaking and writing correctly in a second language (C.G.5, CDM7.6).
- Becoming familiar with the Primary literacy curriculum (CDM42).
- Getting to know the existing theories regarding the use of fictional material in the foreign language classroom (CDM42).

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

- Topic 1. Fictional discourses in the FL Primary classroom. Discourse-based approaches and FL teaching. Criteria for the selection of materials according to the linguistic and psychological development of students.
- Topic 2. Children's literature and young adult literature: origin and categories; perspectives and approaches. Popular literature. From the fairy tale to the fantasy genre. Contemporary children's literature.
- Topic 3. Multimodal texts. Multiliteracies. The picturebook genre. Verbal and visual narratives.
- Topic 4. Storytelling. Oral stories. The role of the teacher. Resources and tasks.



- Topic 5. Drama and theatre. Holistic learning: cognitive, affective, and social dimensions.
- Topic 6. Poetry. Introduction to poetic language. Popular genres, rhymes and songs. Contemporary poetry for children. Poetry and language appreciation in the early stages.
- Topic 7. Creative writing. The writing process in the FL classroom. Creative writing workshops.
- Topic 8. Literary reading. The teacher as reader. Literary reading in the Primary classroom. Types of reading.

PRÁCTICO

- Analysis of texts, materials and resources to work with fictionality in the Foreign Language Classroom.
- Design of tasks based on a holistic, discourse-based approach, through storytelling and drama sessions.
- Theatre and drama workshop
- Creative writing workshop
- Reading workshop

BIBLIOGRAFÍA

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ENLACES RECOMENDADOS

- <http://fictionality.au.dk/>
- <http://www.lhn.uni-hamburg.de/article/fictionality>
- <http://mylittlereadingcorner.wordpress.com>
- <http://www.magickeys.com/books/>
- <http://www.grimmfairytales.com/en/stories>
- <http://www.btinternet.com/~eptotd/vm/soundmachines.htm>
- <http://www.onestopenglish.com/index.asp?catid=59495>
- <http://www.bbc.co.uk/worldservice/learningenglish/teach/>

METODOLOGÍA DOCENTE

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

- Written exam for theoretical contents: 50% (it is necessary to obtain a mark equal or above 5 in order to consider the qualification obtained in the practices)
- Evaluable practices: 50%
- Attendance to class is mandatory. In order to benefit from continuous assessment, students cannot exceed a 20% of course absence.

EVALUACIÓN EXTRAORDINARIA

It consists of a second annual call for the subject. The evaluation criteria are the same as those set out in the single evaluation. The instruments and percentages are:

- Theoretical-practical written texts and (if necessary) oral tests (100% of final mark).



EVALUACIÓN ÚNICA FINAL

- Theoretical-practical written exam about the programme contents (80%)
- Oral exam to demonstrate instrumental use of the language at B2 level and knowledge of subject contents (20%)

In order to take the oral exam, students should have passed the written exam.

In order to opt for this evaluation model, students must meet the necessary requirements, apply for it in time and term and obtain a favourable resolution (NCG71 / 2: Regulations for the evaluation and qualifications of students of the University of Granada).

