

Approval date: 26/06/2024

COURSE GUIDE

Didactics of Fiction in the Foreign Language. English (25511D6)

Grado (Bachelor's Degree)	Grado en Educación Primaria y Estudios Ingleses	Branch	Arts and Humanities
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Module	Menciones Primaria	Subject	Didáct. de Ficcionalidad en Leng. Extranj. Inglés
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Year of study	4 ^o	Semester	1 ^o	ECTS Credits	6	Course type	Elective course
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PREREQUISITES AND RECOMMENDATIONS

B1 level in English

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- 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.
- Creative writing workshops.
- Drama workshop.
- Multimodality and transmedia narratives

LEARNING OUTCOMES

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.
- Promoting 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)

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

- 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.

PRACTICAL SYLLABUS

- Analysis of texts, materials and resources.
- Design of tasks based on a holistic, discourse-based approach, through storytelling and drama sessions.
- Theatre and drama workshop.
- Creative writing workshop.
- Reading workshop

RECOMMENDED READING

ESSENTIAL READING



- Abrams, M.H., A Glossary of Literary Terms, https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.
- Alter, G., & Ratheiser, U. (2019), A new model of literary competences and the revised CEFR descriptors, *ELT Journal*, 73 (4), 377-386.
- Anstey, Michele (2002), “‘It’s not all black and white’: Postmodern picture books and new literacies”, *Journal of Adolescent & Adult Literacy* 45, 6, 444-458.
- Aryzpe, Evelyn & Morag Styles (2016), *Children Reading Pictures: Interpreting Visual Texts*, Routledge.
- Bland, Janice & C. Lütge, eds. (2013), *Children’s Literature in Second Language Education*, Bloomsbury Academic.
- Bland, Janice, ed. (2018), *Using Literature in English Language Education. Challenging Reading for 8-18 Year Olds*, Bloomsbury.
- Evans, Janet (2009), *Talking beyond the page: Reading and responding to picturebooks*, Routledge.
- Garcés Rodríguez, Antonio y Pérez Valverde, Cristina (2017), Repensando la competencia poética en la enseñanza del inglés en edad temprana: una práctica de lingüística poética, *Revista Complutense de Educación*, 28 (1), 165-183.
- Horner, Chris & Vicki Ryf (2007), *Creative teaching: English in the Early Years and Primary Classroom*, Routledge. Part I: Creativity and fiction: An Overview.
- Hunt, Peter, ed. (1999), *Understanding Children’s Literature*, Routledge.
- Jáimez, Sacramento & Cristina Pérez Valverde (2005), Literature in the ELT classroom, in *TEFL in Secondary Education*, eds. N: McLaren, D. Madrid & A. Bueno, Universidad de Granada, 579-604.
- Kress, Gunther R. (2003), *Literacy in the New Media Age*, Routledge. Kress, Gunther R. (2010), *Multimodality: A Social Semiotic Approach to Contemporary Communication*, Routledge.
- Kress, Gunther and Teo Van Leeuwen (2001), *Multimodal Discourse: The Modes and Media of Contemporary Communication*, Oxford University Press.
- López Valero, A., Encabo Fernández, E., Jerez Martínez, I., y Hernández Delgado, L. (2021), *Literatura infantil y lectura dialógica. La formación de educadores desde la investigación*, Barcelona: Octaedro.
- Manresa, Mireia y Real, Neus, eds. (2015), *Digital Literature for Children. Texts, Readers, and Educational Practice*, Peter Lang.
- Mata, Juan (2014), Ética, literatura infantil y formación literaria, *Impossibilia. Revista Internacional de Estudios Literarios*, 8, 104-121.
- Munita, F. (2014), Reading habits of pre-service teachers, *Cultura y Educación*, 26(3), 448-475.
- Nikolajeva, Maria, & Scott, Carole (2001). *How picturebooks work*, Garland. Nikolajeva, Maria (2014), *Reading for Learning: Cognitive Approaches to Children’s Literature*, Amsterdam and Philadelphia: John Benjamins Publishing Company.
- Nikolajeva, Maria (2017), Emotions and ethics: implications for children's literature, *Affect, Emotion, and Children's Literature*, 81-95.
- Norton, Donna & Sandra Norton (2011), *Through the Eyes of a Child: An Introduction to Children’s Literature*, Pearson.
- Nussbaum, Martha C. (1990), *Love’s Knowledge, Essays on Philosophy and Literature*, Oxford University Press.
- Paran, Amos & Robinson, Pauline (2016), *Literature – Into the Classroom*, Oxford: Oxford University Press.
- Pérez Valverde, Cristina (2001), *Didáctica de la Literatura en Lengua Inglesa*, GEU.
- Pérez Valverde, Cristina (2021), *Narrativa multimodal y ficcionalidad: consideraciones éticas y estéticas en torno al álbum ilustrado*, *Perspectiva histórica y futuro de la Educación en Didáctica de las Lenguas y sus Literaturas*, coords. del Moral-Barrigüete, Cristina y Molina-García, María José, Comares, 133-143.
- Pérez Valverde, Cristina & Jesús Muros (2004), “Discourse competence in the EFL



classroom”, TEFL in Primary Education, eds. Daniel Madrid y Neil McLaren, Universidad de Granada, 385-408.

- Pérez Valverde, Cristina & Raúl Ruiz-Cecilia (2012), “Paving the Way Towards the ECTS System: Self-Assessment, Metacognition, and Professional Competence in a Literature Course for FL Teachers”, *Porta Linguarum*, 67-77.
- Phillips, Sarah (2003), *Drama with Children*, Oxford University Press.
- Reyes Torres, Agustín (2020), Multimodal approach to foster the multiliteracies pedagogy in the teaching of EFL through picturebooks: *The Snow Lion, Atlantis*, 42 (1), 94-119.
- Sipe, Lawrence R. and Sylvia Pantaleo, eds. (2008), *Postmodern Picturebooks. Play, Parody and Self-Referentiality*, Routledge.
- Spiro, Jane (2004), *Creative Poetry Writing*, Oxford University Press.
- Spiro, Jane (2007), *Storybuilding*, Oxford University Press.
- Waugh, David, Sally Neaum and Rosemary Waugh (2016), *Children’s Literature in Primary Schools*, Sage.
- Zetterberg Gjerlevsen, Simona & Nielsen, Henrik Skov (2020), *Distinguishing Fictionality, Exploring Fictionality: Conceptions, Tests Cases, Discussions*, eds. Maagaard, Cindie Aaen, Schabler, Daniel & Wolff Lundholt, Marianne, University Press of Southern Denmark, 19-40.

COMPLEMENTARY READING

- Arizpe, Evelyn, Colomer, Teresa, Carmen Martínez-Roldán, et al. (2014), *Visual Journeys through Wordless Narratives: An International Inquiry with Immigrant Children and ‘The Arrival’*: Bloomsbury Academic.
- Bruner, Jerome (1990), *Acts of Meaning*, Harvard University Press, 1990.
- Cohns, Dorrit (2000), *The Distinction of Fiction*, Baltimore: John Hopkins University Press.
- Carter, Ronald & Michael N. Long (1993), *Teaching Literature*, Longman.
- Colomer, Teresa, Bettina Kümmerling-Meibauer and Cecilia Silva-Díaz (2010), *New Directions in Picturebook Research*, eds., Routledge.
- Cookson, Paul (2000), *The Works: Poems. Every kind of poem you will ever need for the Literacy Hour*. Macmillan Children’s Books.
- Ellis, G & Brewster, J (2002), *Tell it again! The New Storytelling Handbook for Primary Teachers*, Pearson Education Limited.
- Ghosn, Irma-Kaarina (2013), *Story-bridge to Second Language Literacy*, Charlotte, Information Age Publishing.
- Maley, A. & A. Duff (2005), *Drama Techniques: A Resource Book of communication activities for language teachers*. Cambridge University Press.
- McGillis, Roderick., ed. (2000). *Voices of the Other. Children’s literature and the postcolonial context*, Garland Publishing.
- Morley, David (2007), *The Cambridge Introduction to Creative Writing*, Cambridge University Press.
- Pérez Valverde, Cristina (2001), “Writing for Children: Fantasy as Spiritual Allegory in C.S. Lewis and George MacDonald”, in *Behind the Veil of Familiarity: C.S. Lewis (1888-1998)*, eds. M. Carretero & E. Hidalgo, Peter Lang, 273-284.
- Pérez Valverde, Cristina (2002), “Theatre in Education (TIE) in the context of educational drama”, *Lenguaje y Textos*, 20, 7-19.
- Pérez Valverde, Cristina (2008), “Discurso fantástico e inconsciente en la literatura infantil”, ed. Remedios Sánchez, *Lecciones azules: Lengua, Literatura y Didáctica*, Visor, 531-544.
- Pérez Valverde, Cristina (2009), “Magic women on the margins: from Mary Poppins to Ms Wiz”, *Children’s Literature in Education*, Vol. 40, 4, 263-274.



- Pérez Valverde, Cristina (2016), Towards and Ethics of Respons-ability: Exploring Dispossession and Renewal through Helen Ward and Marc Craste's Multimodal Narratives, The International Journal of Diverse Identities, 16, 4, 25-35.
- Pérez Valverde, Cristina & Mauricio Aguilera (1999), Cuentos de la Edad de Oro. Cuentos Fantásticos de la Época Victoriana, Valdemar.
- Phillips, Sarah (1993), Young Learners, Oxford University Press. Rosenblatt, Louise (2005), Making Meaning with Texts: Selected Essays. Heinemann.
- Wright, Andrew (1995), Storytelling with children, Oxford University. Wright, Andrew and David S. Hill (2009), Writing Stories, Helbling.

RECOMMENDED LEARNING RESOURCES/TOOLS

[Centre for Fictionality Studies \(https://fictionality.au.dk/\)](https://fictionality.au.dk/)

The Living handbook of narratology (<http://www.lhn.uni-hamburg.de/node/138.html>)

Your internet book club (<https://mylittlereadingcorner.wordpress.com/>)

Children's storybooks online (<http://www.magickeys.com/books/>)

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

- 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.

EXTRAORDINARY EXAMINATION DIET

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 tests (100% of final mark).

SINGLE FINAL ASSESSMENT (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).

ADDITIONAL INFORMATION

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo





Educativo (NEAE): [Gestión de servicios y apoyos \(https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad\)](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

