COURSE GUIDE

Didactics of Fiction in a Foreign Language: English (25611D6)

Approval date: 25/06/2025

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	**Branch**	Social and Legal Sciences
Module	Lengua Extranjera. Inglés	**Subject**	Didáctica de la Ficcionalidad en Lengua Extranjera. Inglés

Year of study	4º	**Semester**	1º	**ECTS Credits**	6	**Course type**	Elective course

PREREQUISITES AND RECOMMENDATIONS

Mininmum 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 Pre-School and Primary School Education.
- Acquiring the necessary training to carry out their teaching in 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 women, men, Lgbtiqa+ and non-binary people; fostering the use of inclusive language; upholding the

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principles of equity and universal accessibility for persons with disabilities, as well as the values of a culture rooted in peace, nonviolence, 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

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- 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.
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- 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.
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- 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/)
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

In the case of using AI tools for course development, the student must adopt an ethical and

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responsible use of these tools. The recommendations contained in the document **"Recommendations for the Use of Artificial Intelligence at UGR"**, published at the following location, must be followed: https://ceprud.ugr.es/formacion-tic/inteligencia-artificial/recomendaciones-ia#contenidoo
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).

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