



IDENTIFYING DATA

Foreign language through children's literature: English

Subject	Foreign language through children's literature: English			
Code	005G120V01914			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	English			
Department				
Coordinator	Mcnicholls , Stuart John			
Lecturers	Mcnicholls , Stuart John			
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Web				
General description	(*)Coñecer os xéneros da literatura infantil e as súas posibilidades en relación coa ensinanza-aprendizaxe do inglés como lingua estranxeira			

Skills

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
A5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
B7	Collaborate with the different sectors of the educational community and of the social environment. Take on the educator dimension of the teaching role and promote democratic education for active citizenship.
B8	Maintain a critical and autonomous relationship with regard to knowledge, values and public and private social institutions
B9	Appreciate individual and group responsibility for achieving a sustainable future
B11	Know and apply the information and communication technologies in classrooms. Selectively discern audio-visual information that contributes to learning, civic training and cultural wealth.
C11	To know the processes of interaction and communication in the classroom.
C13	To promote cooperative work and individual work and effort.
C15	To know and deal with school situations in multicultural contexts.
C16	To design, plan and evaluate teaching and learning activities in the classroom.
C23	To critically analyze and incorporate the most relevant developments of present-day society that have a bearing on family and school education: the impact of audiovisual languages and screens on society and education; changes in gender and intergenerational relationships; multiculturalism and interculturalism; social inclusion and discrimination and sustainable development.
C43	To understand the basic principles of the sciences of language and communication.
C44	To acquire literary training and knowledge of children's literature.
C48	To Promote reading and writing habits.
C50	To deal with situations of language learning in multilingual contexts.
C51	To be able to communicate, both orally and in writing, in a foreign language.
C52	To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
C61	To acquire practical knowledge about the classroom and its management.

C62	To know and apply the processes of interaction and communication in the classroom and master the social skills and abilities required to create an atmosphere in the classroom conducive to facilitating learning and respectful coexistence.
C63	To control and monitor the education process, in particular the teaching-learning process, through the mastery of the required techniques and strategies.
C64	To establish links between theory and practice and the classroom and school contexts.
C67	To control the processes of interaction and communication in the groups of students aged between 6-12.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D4	Knowledge of foreign language
D7	Troubleshooting
D9	Team work
D11	Work in an international context
D12	Skills in interpersonal relationships
D13	Recognition of diversity and multiculturalism
D14	Critical reasoning
D15	Ethical commitment
D16	Autonomous learning
D18	Creativity
D20	Knowledge of other cultures and customs
D21	Initiative and an entrepreneurial spirit

Learning outcomes

Expected results from this subject	Training and Learning Results			
(*)1. Colaborar con los distintos sectores de la comunidad educativa y del entorno social. Asumir la dimensión educadora de la función docente y fomentar la educación democrática para una ciudadanía activa.	A1 A2 A3 A4 A5	B7	C13 C15 C43 C63 C64	D9 D13 D14 D15
(*)2. Mantener una relación crítica y autónoma respecto de los saberes, los valores y las instituciones sociales públicas y privadas.	A2 A3 A4	B8	C23 C61 C62 C67	D1 D2 D16
(*)3. Valorar la responsabilidad individual y colectiva en la consecución de un futuro sostenible.	A3	B9		D11 D15
(*)4. Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.		B11	C11 C52 C64	D16
(*)5. Adquirir formación literaria y familiarizarse con la literatura infantil y sus subgéneros. Explorar la importancia de la literatura infantil en el desarrollo y la educación de los jóvenes.	A4		C44	D18 D20
(*)6. Expresarse de modo creativo y lúdico en una lengua extranjera, oralmente y por escrito.			C48 C50 C51	D4 D18 D20
(*)7. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover la competencia creativa en los estudiantes.			C16	D1 D2 D7 D18 D21
(*)8. Reconocer a la literatura infantil como fuente valiosa de input en la lengua extranjera, tanto para alumnos de primaria como para estudiantes en formación. Adoptar la lectura de literatura infantil como estrategia permanente de aprendizaje de la lengua extranjera.				D4 D18 D20
(*)9. Desarrollar una visión crítica de los textos de literatura infantil estudiados. Llegar a una comprensión de los valores transmitidos por la literatura infantil, que permite promover la igualdad de género, la equidad y el respeto a los derechos humanos que conformen los valores de la formación ciudadana.	A3			D1 D15
(*)11. Comprender la idea principal y el argumento de películas y de programas de radio o televisión relacionados con el ámbito de la literatura infantil.			C11	D1 D4
(*)12. Comprender la descripción de acontecimientos, sentimientos y deseos expresada en obras de literatura infantil.				D1 D12
(*)13. Comprender textos escritos del ámbito de la literatura infantil, de diversas culturas y momentos históricos.				D4 D13
(*)14. Saber narrar una historia o relato, la trama de un libro o película, y poder comunicar, elaborar y justificar impresiones y opiniones derivadas de ellos.				D1 D4 D20

(*)15. Ser capaz de escribir textos críticos que describan sus impresiones acerca de obras de literatura infantil.	D1 D4 D16
(*)16. Entender la literatura infantil y juvenil como un estímulo para la propia creatividad y ser capaz de escribir sus propios textos creativos correspondientes a sus distintos subgéneros.	D4 D16 D18 D21

Contents

Topic	
(*)1. Introducción	(*)¿Que é a literatura infantil?; O uso creativo e lúdico da palabra nas aulas de infantil e primaria e no contexto de formación de formadores.
(*)2. Cancións de berce, cantos e rimas.	(*)A orixe e a morfoloxía das cancións de berce. O uso das cancións de berce nos aulas de infantil y de primaria.
(*)3. Libros infantís, historias activas, resposta física total.	(*)Modelo de unidade didáctica baseada nun libro infantil. Exposición dunha unidade didáctica preparada polo alumnado no aula.
(*)4. Os cómics no mundo infantil e no aula.	(*)Uso dos cómics no aula de lingua estranxeira de primaria.
(*)5. Os contos de hadas, as lendas folclóricas e os contos tradicionais.	(*)A evolución dun conto de hadas: arcaico, tradicional, posmoderno. A morfoloxía dos contos. Escritura creativa dun conto.
(*)6. Poesía infantil: ¿para os nenos ou polos nenos?	(*)Trabalinguas, limericks, haikus e escritura creativa de poemas.
(*)7. Literatura xuvenil: relatos curtos e contos de hadas (pos)modernos.	(*)Explorando formatos tradicionais e modernos. Os contos en CD-Rom e no aula de informática. Reescritura creativa dun relato desde outra perspectiva narrativa.
(*)8. Literatura xuvenil: as novelas.	(*)Anticipación creativa da trama partindo do título, da portada etc. Elección dunha novela e traballo de comprensión auditiva e lectora. Exposición creativa dos contidos da novela a través da dramatización e/ou actividades lúdicas.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Previous studies	0	30	30
Mentored work	16	0	16
Mentored work	12	22	34
Presentation	10	30	40
Practices through ICT	0	10	10
Laboratory practical	10	0	10
Laboratory practice	2	2	4
Essay questions exam	2	3	5

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Introductory activities	(*)Actividades encamiñadas a tomar contacto e reunir información sobre o alumnado, así como a presentar a materia.
Previous studies	(*)Busca, lectura e traballo de documentación, propostas de resolución de problemas e/ou exercicios que se realizarán na aula e/ou laboratorio de forma autónoma por parte do alumnado.
Mentored work	(*)O alumnado desenvolve exercicios ou proxectos na aula baixo as directrices e supervisión do profesorado. Pode estar vinculado o seu desenvolvementos con actividades autónomas do alumnado.
Mentored work	(*)O alumnado, de maneira individual ou en grupo, elabora un documento sobre a temática da materia ou prepara seminarios, investigacións, memorias, ensaios, resumo de lecturas, conferencias, etc.
Presentation	(*)Exposición por parte do alumnado ante a ou o docente e/ou un grupo de estudantes dun tema sobre contidos da materia ou dos resultados dun traballo, exercicio, proxecto...
Practices through ICT	(*)Actividades de aplicación dos coñecementos a situacións concretas e de adquisición de habilidades básicas e procedimentais relacionadas coa materia. Desenvólvense a través do TIC de forma autónoma.
Laboratory practical	(*)Actividades de aplicación dos coñecementos a situacións concretas e de adquisición de habilidades básicas e procedimentais relacionadas coa materia obxecto de estudo. Desenvólvense en espazos especiais con equipamento especializado (laboratorio de idiomas).

Personalized assistance

Methodologies	Description
Mentored work	
Presentation	
Practices through ICT	

Assessment					
	Description	Qualification	Training and Learning Results		
Mentored work	(*)Avaliación continua (en inglés): Realización de exercicios e actividades nas áreas de léxico, gramática, comprensión oral e escrita e produción oral e escrita	25	A2 A3 A4	C11	D1 D2 D4 D12 D13 D14 D15 D16 D18 D20 D21
Presentation	(*)Avaliación continua (en inglés): Probas para avaliación das competencias orais e escritas adquiridas nos traballos de clase e mediante mensaxes textuais e audiovisuais colgadas na plataforma virtual da materia.	25	A1 A5	B11 C13 C15 C16 C23 C43 C50 C51 C52 C61 C62 C63 C64 C67	D1 D2 D4 D7 D9 D11 D12 D13 D14 D18 D20 D21
Laboratory practice	(*)Avaliación continua (en inglés): Probas para a avaliación que inclúen actividades, problemas ou exercicios prácticos a resolver. Os alumnos deben dar resposta á actividade presentada, aplicando os coñecementos teóricos e prácticos da materia.	25	A1 A2 A3 A4	B7 B8 B9	D1 D2 D4 D12 D13 D14 D16 D18 D20 D21
Essay questions exam	(*)Avaliación continua (en inglés): Realización de exercicios e actividades nas áreas de léxico, gramática, comprensión oral e escrita e produción oral e escrita	25	A1 A2 A3 A5	C44 C48	D1 D2 D4 D13 D14 D15 D16 D18 D20 D21

Other comments on the Evaluation

Sources of information

Basic Bibliography

McNicholls, S., **English Through Children's Literature (apuntes de la asignatura)**, Meu Moodle, 1.2.2022

Complementary Bibliography

Ellis, G. & Brewster, J., **The Storytelling Handbook for Primary Teachers**, Penguin, 1991

Garvie, E., **Story as vehicle**, Multilingual Matters, 1990

Gerngross, G. & Puchta, H., **Do and Understand: 50 Action Stories for Young Learners**, Longman, 1996

Graham, C., **Jazz Chants for Children (Teacher's Edition)**, OUP, 1979

Knowles, M. and Malmkjær, K., **Language and Control in Children's Literature**, Routledge, 1996

Morgan, J. & Rinvoluceri, M., **Once Upon a Time**, CUP, 1983

Palim, J. & Power, P., **Jamboree**, Nelson, 1990

Philips, S., **Young Learners**, OUP, 1993

Philips, S., **Drama for Children**, OUP, 1999

Vale, D. et al, **Storyworld (Teacher's Book)**, Heinemann, 1993

Wright, A., **Creating Stories With Children**, OUP, 1997

Wright, A., **Storytelling with Children**, OUP, 1995

Recommendations

Subjects that are recommended to be taken simultaneously

Foreign language teaching: English/O05G120V01916

Subjects that it is recommended to have taken before

English language and its teaching/O05G120V01507

Foreign language communication situations: English/O05G120V01913
