

FOLKLORE I CULTURA INFANTIL (ANGLÈS)

AIMS

- To get familiarized with children's folklore and literature in English.
- To acquire the necessary criteria to select suitable materials for different levels.
- To be able to adapt/write tales and stories.
- To compare children's folklore and literary traditions in different cultures.

CONTENTS

1. Festivities.
2. Oral Literature: Rhymes, chants, tongue-twisters, riddles and songs
3. Written Literature: Poems, folktales, stories and novels
4. Games.

METHODOLOGY

The course aims to be very participative and experiential and cooperative learning will be promoted.

Students are expected to collaborate in the planning of the course as well as in the selection and presentation of the activities and issues to be discussed in the classroom.

Students will have to read selected bibliography on the topic (background readings, stories, fairy tales, etc.).

They will also have to adapt/create materials and experience them in class or in their school of practices.

ASSESSMENT

The criteria for the evaluation of the course will be the following:

- Knowledge of children's folklore and literature.
- Capacity to find and select suitable materials.
- Understanding of the theoretical issues discussed.
- Capacity to plan, implement and evaluate story-based, game-based, song-based lessons.
- Capacity to plan, implement and evaluate festivity sessions.
- Capacity to work in groups.

BIBLIOGRAPHY

Festivities:

POLON, L. & CANTWELL, A. The Whole Earth Holiday Book. A Good Year Book. Scott, Foresman and Company. Illinois.

Spotlight on Britain. OUP.

SHORT, P. & DAVIDSON, B. Special Things for Special Days. A Good Year Book. Scott, Foresman and Company. Illinois.

TUDELA, T. 1987. Curious Customs. Harmony Books. New York.

Games:

EISS, H.E. 1986. Dictionary of Language Games, Puzzles and Amusements. Greenwood Press.

Bonanza. (games for young learners) Longman.

English Puzzles. Heinemann. (4 books)

Harrap Communicative Games.

Jamboree. (games for young learners)
OPIE, Iona & Peter. Children Games in the street and playground. O.U.P.
Playground Games. Collins. 1992.

Rhymes, chants and tongue-twisters:

BRANDRETH, G. 1983. 1000 Twisters. Carousel Books. Great Britain.
GRAHAM, C. Jazz Chants. OUP.
---- Jazz Chants for Children. OUP.
---- Jazz Chants Fairy Tales. OUP.
TAYLOR, D. 1976. Talking Rhymes. Ladybird Books. Loughborough.
---- Dancing Rhymes. Ladybird Books. Loughborough.
---- Memory Rhymes. Ladybird Books. Loughborough.

Songs:

Collections of Songs:

Dippitydoo. Longman.
If You Feel Like Singing. Longman.
Ladybird books on songs.
Ring-a-ring-o'-roses.

Textbooks with interesting songs:

Jigsaw One. Mary Glasgow Publications.
Jigsaw Two. Mary Glasgow Publications.
Jacaranda. Heinemann.

On how to exploit songs:

HUGHES, A. 1992. *Using Songs and Rhymes in Jet*. Vol.2.n.3, issue 6. Mary Glasgow Publications. ***
MURPHEY, T. 1992. Music and Song. OUP.
---- The Singing Game. Oxford Paperbacks. OUP.
REES, A.L.W. 1977. *Techniques for Presenting Songs in English Language Teaching Journal* XXXI.3.
SPAVENTA, L. 1980. *Ten Tales in a song*. in LANGHEIM, L. et al. (eds.) Towards a Creative Teaching of English.
Canterbury: Pilgrims Publishing.
---- 1983. *What's in a song?* in Practical English Teaching. Vol.4.n.2.

Stories:

ALLISON, C. 1991. I'll Tell you a Story, I'll Sing you a Song. Delta Books. New York.
ELLIS, G. & BREWSTER, J. 1991. The Storytelling handbook for Primary Teachers. Penguin English.
GARVIE, E. 1989. Story as Vehicle. Multilingual Matters
GARRITY, L.K. 1987. The Gingerbread Guide (Using folktales with young children)
MORGAN, J. & RINVOLUCRI, M. 1983. Once Upon a Time. CUP.
ZARO, J.J. & SALABERRI, S. 1993. Contar cuentos. Heinemann.

Book series:

Longman Favourite Fairy Tales (book, cassette, videotape) 3 series.
Stepping into English. (series). OUP.
Well-loved Tales (book, cassette). Ladybird.