CHARACTERISTICS

Name of the subject: TALES WORKSHOP

Duration: 70 teaching hours.

Teaching Cycle: Secondary 1st Cycle.

Teaching Department: Foreign Language. English.

Teachers: Secondary teachers with a degree on English Philology.

Teletutor.

(Euskal Herriko Agintaritzaren Aldizkaria, 6-9-1996: "2. Beste edozein espezialitatetako irakasleek baimena eskatu ahal izango diote Pedagogi Berrikuntzarako Zuzendaritzari. Zuzendaritzak irakasle bakoitzak duen prestakuntza ikusi eta, horren arabera, baimena eman edo ukatu egingo du."

Teaching resources: e-learning platform (Innovación Educativa).

Materials designed by the e-learning contents development area.

Eukeni Urgoiti, Developer of e-learning contents in the Language Area.

JUSTIFICATION

In the latest years, the Department of Education of The Basque Government has promoted multilingual education through several programmes with the aim of fully teaching an area of the Secondary Education curriculum in a foreign language. Thus, in the Programmes for Teaching Innovation 2003 – 2006, in the third priority thread, Language Normalisation and Multilingualism, the following objectives are set:

- To support and reinforce bilingualism in the education system and direct the system towards multilingualism.

- To enhance foreign language teaching and learning, assuming the focus of multilingual education, supporting the innovative experiences already carried out and promoting the curriculum and teachers' training.

This subject has been developed to be included in the optional area in order to broaden the range of studies offered by the Department of Education.

The diverse situations in Secondary schools, some running multilingual experiences, others with reinfrocement programmes in the area of English language, etc. has been taken into account and the course has been designed to exploit the resources that e-learning platforms offer in order to accomplish versatility and make it accessible to every student, regardless the treatment English language is given to in their schools.

We have also tried to keep to the Basic Curriculum Design developed by the "Curriculum Eratzeko Institutua" for the subject matters "Ipuin Tailerra" and "Taller de cuentos" (Euskal Herriko Agintaritzaren Aldizkaria, 6-9-1996)

Finally, other considerations were also made when designing this course. On the one hand, the tale as a narrative genre allows an effective use of the language due to its brevity, capacity of information, use of figurative language, dialogues... and, on the other hand, the tremendous usefulness of narrative texts, since they are widely spread as a resource of communication.

Summing up, the aim is to develop the linguistic competence of the students focusing on two basic aspects:

- The development of understanding and communicating ability.
- A better knowledge of the way language works.

All this makes this subject matter particularly suitable to achieve the objectives set in the above mentioned priority thread of the Department of Education.

TEACHING RESOURCES

E-learning platform allowing both synchronous and asynchronous ways of communication.

Curriculum materials produced by the department of digital contents development.

TARGET STUDENTS

Students of the first Cycle of Secondary Education, either from schools where multilingual education is implemented, with reinforcement programmes in the Area of English Language or even from schools where no such programmes are provided and could thus broaden their offer in the Area of Languages.

DURATION

70 teaching hours through the school year. (Euskal Herriko Agintaritzaren Aldizkaria, 6-9-1996)

PROGRAMME

TALES WORKSHOP

OBJECTIVES

1. To write tales using imagination and paying attention to the relevant aspects of the structure and the literary techniques used in this genre and following the stages in the creative process.

2. To discover and value tale-writing as an opportunity to mature and communicate thought as well as a means to develop self-esteem and reinforce confidence in one's creative abilities.

3. To take active part in group work, overcoming the difficulties of communicating one's own ideas and feelings and accepting others'.

4. To evaluate with a critical sense one's own written productions, activities and acquired knowledge and appreciate the tales read as representative of an ever developing literary genre.

5. To express oneself in a coherent and correct way according to the communicative aims and situations in which the tales are produced.

7. To read texts adapted to their abilities and extract overall and specific information from them.

8. To read texts with several aims and value them as source of information, pleasure and leisure.

TALES WORKSHOP

CONTENTS
A) Conceptual contents:

1. The tale: features and definition. Origin. From oral tales to literary tales.

2. Social and cultural universality of the tale.

3. From traditional tales to modern tales.

4. Typology of the tale regarding the author, theme and receptor: didactic, fantastic-legendary, terror, science-fiction, psycologic, realistic, mistery, fables...
Structure of the tale:
- Title: relation with the theme.
 - The narrator and the point of view. Protagonist narrator. Witness narrator. Omniscent narrator.
- Forms of discourse: narration, description, dialogue, monologue...
- The theme and the plot. Plot development.
- Place and time. The place, setting and landscapes. The passing of time: rhythm.
- The characters. Types and characterisation: protagonists, antagonists, secondary, mass characters... Values impersonated.
- The end. Different endings for a narrative.
- The message in the tale.

TALES WORKSHOP

CONTENTS
B) Procedures:

1. Reading and understanding a varied selection of tales.

2. Identifying the structure, content, theme and message in the tales read in class. Analysing and using the basic text elements in the tale.

3. Producing a variety of simple texts.

4. Changing the basic structures of a tale by means of substitution, extension, reduction, supression or changes in the order, characters or language and analysing the effects of such changes in the tale and its meaning.

5. Analysing and understanding the order in narration and description within a tale.

6. Identifying the parts of a story.

7. Decribing characters through their actions and speech. Identifying the dialogues and the punctuation marks that indicate when the characters speak and the tone they use.

8. Writing tales, planning the work beforehand and paying attention to coherence, cohesion and grammatical correction.

9. Collecting tales of diverse origins and making an anthology of tales.

10. Using reference materials: bilingual dictionaries, encyclopedias...

TALES WORKSHOP

CONTENTS
C) Attittudinal contents:

1. Respect for the work carried out during the learning process, appreciating the tales read in class as well as those written both individually and in group.

2. Interest in acquiring good work habits and using English correctly.

3. Willingness to use language in a respectful manner, in particular avoiding stereotypes and derogatory expressions.

4. Curiosity and appreciation for traditional tales as a means of acquainting with culture as well as source of language improvement.

5. Appreciating literary work as a means of undesrtanding our society.

6. Enjoy reading literary texts and writing individually and in group.

7. Developing self-esteem with regards to school work and creative writing.

8. Considering the group as the ambit where personal ideas can be expressed and respected.

TALES WORKSHOP

CRITERIA FOR EVALUATIÓN
1. To grasp the basic features (plot, characters, action, place, time...) and aims in tales of diverse origins.

2. To write tales with a creative purpose, following the stages in writing, ordering the content, using elements that give cohesion to the text, using grammar structures of diverse complexity and respecting spelling and presentation conventions.

3. To work in group and participate in group activities with a collaborative attittude, showing respect for the others and assuming responsibility in individual and group work.

4. To consider the influence of the understanding and writing process on the development of personal maturity and self-esteem and also consider the importance the language as a tool for communication both with oneself and with the others.