

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

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Teachers

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Use of languages

Principal working language: catalan (cat)

Prerequisites

None.

Objectives and Contextualisation

It is considered that students in the Master in Secondary Teacher Training (Specific Module Catalan and Spanish Language and Literature and Teaching) have language training in Catalan and / or Spanish university degree level. Based on this premise, we believe that the learning objectives of the module can be formulated as training students to:

- The critical development of the Catalan and Spanish languages teaching and good practice analysis.
- The implementation of innovative teaching proposals in the field of language teaching and Catalan and Spanish literature.
- Identification of problems related to the teaching and learning of language and Catalan and Spanish literature and the approach of alternative solutions.
- The implementation of methodologies and basic techniques of educational research and evaluation and the design and evaluation of research projects, innovation and evaluation in the field of language teaching and Catalan and Spanish literature.

- The transformation of curricula in programs and work activities.
- The selection and preparation of educational materials in the field of language teaching and Catalan and Spanish literature.
- Promoting facilitate learning contexts in which the contributions of the students are valued.
- Integration of training in audio-visual and multimedia communication in teaching and apprentice language and Catalan and Spanish literature.
- The implementation of strategies and techniques for evaluation and treatment evaluation as an instrument of regulation and encouragement for the effort.

Regarding the subjects Training complements Catalan and Castilian it comes to expand and update the knowledge of students taking into account the needs of their future work as teachers in the field of these subjects in compulsory secondary education. Goals:

- Know and apply innovative proposals in the field of teaching literature and commentary of texts from different eras and genres. Critically analyse the place of the commentary of literary texts in compulsory secondary education and high school.
- Identify the problems related to the teaching and learning of language and literature and commentary of texts and propose alternatives and solutions.
- Know the current approaches to treatment of multilingualism from a linguistic and cultural perspective and reflect on language contact in Catalonia as well as their treatment in the teaching of language and literature.
- Know and apply an innovative and critical instruments today offer ICT for teaching language and Catalan and Spanish literature.

Content

Specific module

I. Teaching innovation and educational research (6 cr.)

I dynamic classroom activities (2Ch)

- The integrated treatment of languages. Multilingual programs.
- The classroom as a social learning space: dynamics of work and teaching strategies.
- Activities in the classroom. Tasks typologies. Communicative activities.
- The class session: time management and space.
- New technologies as facilitators of learning in general and as facilitators of communication and interaction.
- Opportunities and challenges for the future in the task of the teacher / a language.

Teaching sequences design and innovation (4 cr)

- Teaching sequences for teaching and learning language and literature: theoretical foundations and criteria for its implementation in the classroom.
- Phases of preparation in the design of teaching language arts sequences.
- Activities for the teaching of language and literature.
- The assessment in the area of language arts: objectives, rationale, functions and instruments.

- The classroom observation as a tool for reflection and self-training of teachers.

II. Teaching and learning of language and literature (9 cr)

Teaching and learning of literature (3 cr)

- The evolution of literary education. The role attributed to the literary education, the composition of the body of work and school activities over time.
- The evolution of literary competence of learners.
- The axes of literary education. Access to the text. Literary learning operation. The cultural interpretation. Relations between texts and fictional systems.
- The specific literary and fictional production for teenagers.
- The formation of reading habits.

Teaching and learning of language (6 cr)

- The evolution of the concept of reading and their teaching methods.
- The development of literacy skills. Reading as interpretive system. Readers processes and knowledge involved.
- The teaching of reading comprehension. School reading practices. Reading expository texts. Multimodal reading texts and hypertexts.
- Use of languages and metalinguistic activity.
- Grammatical concepts of students. Grammar and Multilingualism.
- The didactic transposition: the content of teaching grammar.
- The teaching and learning of grammatical reflection and the use of languages.
- Programming and methodology of teaching grammar.
- Conceptions of writing. Characterization of the written language.
- Writing as a social activity and located. Speech genres and knowledge involved in the domain of writing.
- General criteria for programming teaching of written composition.
- The role of spelling in written composition. Planning the teaching of written composition.
- Assessing and learning of written composition.
- The teaching and learning of formal oral language.
- Formal oral speech genres (monologist and dialogic).
- Work from sequences.
- Evaluation of the oral tongue.

III. Additional training in Castilian (6CR)

CONTENTS FOR GRADUATE Catalan language and literature

.Spanish language.

1.1. Reference works on language issues in Spanish. Grammars and spellings. Lexicographical instruments. Style books. Network resources.

1.2. Articulation and pronunciation of Spanish. Choice of standard pronunciation. The treatment of linguistic variety in the standard. Prosodic features. The Castilian spoken in Catalonia: phonetic and prosodic features.

1.3. Morph syntactic issues to improve oral and written expression. Problems of gender and number in Spanish. The expression of simultaneity, earlier and later in the Spanish verbal system. The order of the sentence elements. The Castilian spoken in Catalonia: morph syntactic features.

1.4. Terms of use of words: grammatical properties, cultural conditions and lexical variation. Dialectal consistency in the use of Spanish léxicodel. The Castilian spoken in Catalonia: Lexical features.

- Spanish Literature: universal themes and literary topics.

2.1. The theme of life in baroque poetry: Francisco de Quevedo.

2.2. The theme of love in nineteenth-century narrative: Benito Perez Galdos.

2.3. The theme of death in the theater of the twentieth century: The Lady of the Dawn, Alejandro Casona.

CONTENTS FOR ALL THE GROUP

- Spanish Literature: Literature post-war current literature.

3.1. The poetry of experience: Luis Garcia Montero.

3.2. History, present and true: The theatre of Juan Mayorga.

3.3. The short story of Cristina Fernández Cubas.

3.4. A novel about the economic crisis: On the shore, Rafael Chirbes

- Spanish language.

4.1. Features spontaneous conversation

4.2. Interferences of spontaneous conversation in formal oral communication and writing

4.3. Multimodal texts: the joint between the verbal and nonverbal

4.4. Advertising as an example of multimodal text

4.5. Scientific and academic texts.

- Days GROC

Days GROC (Grammar Oriented to Competences) are a series of conferences and workshops for teachers in secondary education. Master students are encouraged to attend all Conference but must select two sessions to summarize their content and deliver it for evaluation. At the beginning of the course the venue and timing of the conference will be detailed.

IV. Additional training in Catalan (6 cr)

LITERARY ASPECTS

- The importance of literature in the contemporary world.

- The constitution of literary canons in relation to education.

- Readings in ESO and Baccaureate. One way to literary analysis.

- The links between national literature and world literature.
- The transformations of works: translations, adaptations youth, and adaptations to other genres or codes.
- Aspects of rhetoric, elocution and oratory applied to teaching practice. The practice of literary writing and its relationship to education.

Linguistic aspects

- Linguistic theoretical models underlying curricular choices language teaching.
- Pragmatic and discourse analysis in the study of communication situations in the classroom.
- Knowledge of grammar and reflection on language use in relation to the linguistic system.
- Language use in academic contexts: oral and written language; rule, correction and adjustment.
- Observation and analysis of text comments according to their contexts and discursive production parameters. Shared reading texts and construction of representations of each reader.
- Techniques and methodologies of scientific work. New technologies applied to the humanities.

Multilingualism in the Catalan Countries

- Linguistic typology.
- Contrastive analysis of linguistic systems.
- Theoretical approaches and case studies on the anthropological, sociocultural and sociolinguistic reality.
- The sociolinguistic reality of the Catalan Countries. The language legislation.