

**Teaching Methods for Catalan and Spanish
Language and Literature**

Code: 42094

ECTS Credits: 27

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

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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.

Skills

- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.

- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of Catalan and Spanish in the classroom.
3. Demonstrate knowledge and knows how to apply innovative teaching proposals in the field of Catalan and Spanish.
4. Demonstrate knowledge of Catalan and Spanish curricula of Secondary Education and Baccalaureate.
5. Demonstrate knowledge of contexts and situations in which it is used and handled Catalan and Spanish to secondary education, emphasize the functional character.
6. Demonstrate knowledge of cultural and educational value of the Catalan and Spanish content of the discipline taught in Secondary Education and Baccalaureate, and integrate this content in the framework of science and culture.
7. Demonstrate knowledge of the history and recent developments of the Catalan and Spanish, and his perspectives to convey a dynamic view of the same.
8. Demonstrate that it is aware of the theoretical and practical developments in the teaching and learning of Catalan and Spanish.
9. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.
10. Generate innovative and competitive proposals for research and professional activities.
11. Identify problems related to teaching and learning Catalan and Spanish and propose possible alternatives and solutions.
12. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
13. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
14. Possess learning skills necessary to carry out continuous training in both content and didactics of Catalan and Spanish language and literature, as well as general aspects of teaching.
15. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
16. Select, use and develop materials for teaching in Catalan and Spanish.
17. Transform the catalan and spanish curriculum in sequences of learning activities and programmes of work.
18. Understand evaluation as an instrument of regulation and to encourage the effort, and meet and develop strategies and techniques for the assessment of learning the Catalan and Spanish.
19. Use information and communications technology and integrate them into the teaching and learning of Catalan and Spanish.

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 Baccalaureate. 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.

Methodology

Type: Directed activities

Master class / Expositive class. Case analysis and presentation of examples. Comment of texts. Analysis and discussion of didactic proposals.

Type: Supervised

Collective and individual tutorials.

Type: Autonomous

Personal study Readings and work on readings. Practical activities and didactic proposals (individual and in group).

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Face-to-face classes and directed	175.5	7.02	
Type: Supervised			
Supervised activities	175.5	7.02	
Type: Autonomous			
Autonomous activities	324	12.96	

Evaluation

General considerations

Class attendance is mandatory. The student must attend a minimum of 80% of the full sessions for each and every professor involved in the Module. Otherwise, it will be considered "not submitted"

To approve the module Llengua i Literatura catalana i espanyola i la seva didàctica it is necessary to pass each one of the blocks of content and each one of the subjects that configure them that are studied independently.

As the main language of the master's and secondary education is Catalan, the oral and written tasks related to this module must be presented in this language. In the written activities (individual or group) will take into account the linguistic correction, the writing and the formal and presentation aspects. It is necessary to express oneself orally with fluency and correctness and a high degree of understanding of the academic texts must be shown. An activity may not be evaluated, returned or suspended if it does not meet any of the aforementioned requirements.

The detail of the evaluation of each subject or content block will be provided with the program at the beginning of the course.

The summative evaluation of each topic or block includes group and individual activities. To be able to make the average, a minimum of 4 must be obtained in each of the evaluation activities that are evaluated.

In the parts of the module taught by each teacher, you can ask for complementary tasks without necessarily being considered evaluation tasks, although they will be of mandatory delivery.

The delivery of works will be carried out primarily via virtual campus. Other delivery alternatives may be enabled, under previous agreement with the professors, when reported in class or through the virtual campus. Works will not be accepted through ways not agreed with the teacher or works with incorrect formats, which do not include the name of the authors, the subject or sent after the deadline.

The works and exams will be returned upon revision by the professor within a maximum period of one month from its delivery or realization.

According to the UAB regulations, the plagiarism or copy will be penalized with a 0 as a grade and the possibility of recovery will be lost, whether it is an individual work or a group work (in this case, all the members of the group will have a 0).

If during the realization of the individual work in class, the teacher considers that a student is trying to copy or is discovered with some type of document or device not authorized by the faculty, it will be qualified with a 0, without recovery option.

The final qualification of the module Llengua i Literatura catalana i espanyola i la seva didàctica will take into account:

- a) Having approved -passed- all blocks of content taken independently.
- b) Compliance with the attendance criteria.
- c) The delivery of the proposed tasks within the indicated period.
- d) The absence of plagiarism according to the indications explained in the previous points.

Appraisal of materials

I. Teaching innovation and educational research (6 cr)

Activities and classroom dynamics (2cr)

Work of the class group: Portfolio in web format of resources and useful didactic instruments for the teaching of languages.

In web format

Elaborated by the whole group in a collaborative way.

It must include didactic resources for teaching and learning languages.

Resources must be well selected and justified.

Teaching innovation and school programming (4cr)

Analysis of teaching material (in couples)

Individual reflection on the theoretical foundations of the SD designed and implemented in the centre.

Oral presentation on an aspect of the SD designed and implemented in the centre.

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

Teaching and learning of literature (3cr)

Reading club. Reading of stories for adolescents, participation in the forum and valued work (individual).

Written work of programming literary reading, exercises and presentations in class (group).

Teaching and learning the language (6cr)

Individual portfolios that will include individual and group activities of analysis and reflection on the teaching of the language in secondary school

Interventions in the forum and class activities will be taken into account for the final grade.

III. Training complements in Spanish (6 cr)

The Complements of Language Training and Spanish Literature will be evaluated according to the following criteria:

- Students will be assessed by means of a single exercise of the contents of Spanish Language or Literature.
- Each student will be able to choose the subject for which they will be evaluated.

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IV. Complements of training in Catalan (6 cr)

The Complements of Training in Catalan Language and Literature will be evaluated according to the following criteria:

- Students will be assessed according to classroom tasks and virtual campus on the contents of Catalan Literature.
- The language will be evaluated based on an individual reflection on key aspects of face-to-face oral communication, the management of peer interaction and learning tasks.

For the final grade, the involvement of the students in the classroom and the argumentative quality of the reflection on the proposals will be taken into account.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Teaching Innovation and Educational Research	22%	0	0	15, 13, 10, 12
Teaching and learning of language and literature	33%	0	0	15, 1, 13, 2, 4, 3, 8, 9, 18, 10, 11, 12, 14, 16, 17, 19
Training complements in Catalan and Spanish	45%	0	0	15, 1, 5, 6, 7

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