Teaching Catalan, Spanish and their Literature

Code: 44319
ECTS Credits: 15

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Teachers

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

None.

Objectives and Contextualisation

The goal is to train future secondary school teachers to be able to teach the contents of the language as well as teach literature by integrating disciplinary and didactic knowledge. It includes the Teaching and learning blocks of the language and literature and initiation of research skills.

Competences

- "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"
- "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."
- 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 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.
- 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 curriculua 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 programes 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

The specific module of Catalan and Spanish Language and Literature and its teaching is divided into 2 large blocks: Teaching and learning of language and literatura (9cr) i Teaching innovation and educational research (6 cr.)

Teaching and learning of language and literature (9 cr)

Teaching and learning literature and reading (5 cr)

- The evolution of literary teaching. The function attributed to literary teaching, the composition of the corpus of works and school activities over time.

- The evolution of literary competence of apprentices.

- The axes of literary education. Access to text The learning of literary functioning. The cultural interpretation. The relationships between texts and fictional systems.

- Literary and fictional production specific for teenagers.

- The formation of reading habits.

- The school library and reading habits.

- The evolution of the conception of reading and its forms of teaching.

- The development of reading competence Reading as an interpretive system.

The reading processes and the knowledge involved.

- Teaching reading comprehension. School reading practices. Reading multimodal texts and hypertexts.

Teaching and learning of the language (4 cr)

The evolution of the conception of reading and its forms of teaching. The development of reading competence. Reading as an interpretive system. The reading processes and the processes involved. The teaching of reading comprehension. School reading practices. Reading multimodal texts and hypertexts. Conceptions about writing. Characterization of the written language. L'escriptura com a social activitat i situated. Gèneres discursius and sabers imply in the domain of writing. General criteria for programming the teaching of written composition. Activities to learn to write. The role of spelling in written composition. The evaluation of and in the learning of written composition. Use of languages and metalinguistic activity. The grammar concepts of the students. Grammar and multilingualism. The didactic transposition: the contents of grammar teaching. The teaching and learning of grammatical reflection and the use of languages. Programming and methodology of grammar teaching. Teaching and learning formal oral language. Talk to learn. Formal oral discursive genres (monological and dialogic) The evaluation of the oral language. Work based on didactic sequences.

Teaching innovation and educational research (6 cr.)

Classroom activities and dynamics (2cr) - Integrated language treatment. The multilingual programs. - The classroom as a social learning space: work dynamics and teaching strategies. - Activities in the classroom. Typology of tasks and communicative activities. - The class session: time and space management. - New technologies as facilitators of learning in general and as facilitators of communication and interaction. - Opportunities and future challenges in the language teacher's task.

Teaching innovation and school programming (4 cr)

The disciplinary field of the Didactics of language and literature. Introduction to the forms of programming of language and literature. Didactic sequences for the teaching and learning of language and literature:

theoretical foundations and criteria for their implementation in the classroom. Preparation phases in the design of didactic sequences of language and literature. The evaluation in the area of language and literature: objectives, foundations, functions and instruments. The observation in the classroom as an instrument for the reflection and self-training of teachers: action research and speech community.

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).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes and directed	97.5	3.9	
Type: Supervised			
Supervised activities	97.5	3.9	
Type: Autonomous			
Autonomous activities	180	7.2	

Assessment

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restriccions to face-to-face class attendence imposed by the health authorities.

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 Didàctica de la Llengua i de la Literatura catalana i espanyola 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.

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 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)

Adaptation of teaching material

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

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

Teaching and learning of literature and lecture (5cr)

Reading club.Reading of stories for adolescents, participation in the forum.

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

Teaching and learning the language (4cr)

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Teaching Innovation and Educational Research	40%	0	0	15, 13, 5, 6, 7, 10, 12
Teaching and learning of language and literature	60%	0	0	15, 1, 13, 2, 4, 3, 8, 9, 18, 10, 11, 12, 14, 16, 17, 19

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Software

There is no specific sofware in this subject