

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

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None.

Objectives and Contextualisation

ANGLÈS

The objective of the course is to complete the knowledge of language and literature of future teachers of Catalan or Spanish and give them tools and essential communication strategies in the field of teaching. It consists of two modules:

The first module of Training Complements aims to complete the knowledge of Catalan and Spanish language and literature for future teachers. It includes the blocks of Catalan language and literature and Spanish language and literature.

The second module aims to train future secondary school teachers to teach the contents of the areas of knowledge of language and literature and act as a communicative, innovative and contextualized teacher.

Competences

- Communicate effectively both verbally and non-verbally.
- 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.

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Demonstrate knowledge of contexts and situations in which it is used and handled Catalan and Spanish to secondary education, emphasize the functional character.
3. 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.
4. Demonstrate knowledge of the history and recent developments of the Catalan and Spanish, and his perspectives to convey a dynamic view of the same.
5. Use information and communications technology and integrate them into the teaching and learning of Catalan and Spanish.

Content

1. Catalan Language Training Supplements (5 cr.)

Catalan language

Bibliographic presentation.

Notion of competence in oral and written communication.

Catalan-Castilian interlinguistic analysis: hierarchization of the objectives and learning contents of the Catalan language and metalinguistic reflection

Multilingualism in the classroom.

Analysis of teaching discourse

Interactive situations and explanatory and argumentative genres in the teaching environment

Argumentative structure and types of arguments, according to rhetoric.

The oral argumentation in controversial school situations: the modalization of the statements.

Catalan literature

Discussion about the canon of Catalan literature

Authors and reference works

Keys for the analysis of compulsory readings

Canonical texts and reference manuals

Transversal themes in the history of Catalan literature

Social and historical conditions of Catalan literature

2. Spanish Language Training Supplements (5 cr)

Spanish language

Reference works on linguistic issues in Spanish. Grammar and spelling. Lexicographic instruments. Manuals of style and good use of Spanish. Network resources Grammatical update: review of the proposals of Nueva Gramática en lengua española.

Standard and use of Spanish. Linguistic diversity.

Notions of grammar as a tool for correcting oral and written expression.

Terms of use of the words. Grammatical properties, cultural conditions and lexical variation. Dialectal consistency in the use of the Spanish lexicon.
The linguistic construction of reality. euphemisms Grammatical gender and linguistic sexism.

Spanish literature

Basic knowledge of the literary system. The literary text: historical document and aesthetic artifact. Popular literature and cultured literature.

Transversal themes in the history of Spanish literature

Canonical texts and reference manuals.

Reading the classics: original texts and adapted versions.

A reading method: instruments of understanding and analysis applied to narrative, poetry and theater in the Spanish language.

Commentary on texts from Spanish literature.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes and directed	62.5	2.5	
Type: Supervised			
Supervised activities	50	2	
Type: Autonomous			
Autonomous activities	137.5	5.5	

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual and/or group classroom practices	50%	0	0	1, 2, 3, 4, 5
Module task	50%	0	0	1, 2, 3, 4, 5

General considerations

Attendance at classes is mandatory. The student must attend a minimum of 80% of the complete sessions of each of the professors involved in the Module.

To pass the Catalan and Spanish Language and Literature Training Supplements you must have passed each of the content blocks.

In the delivered activities, linguistic correction, writing and formal aspects of presentation will be taken into account. Likewise, students must express themselves orally with fluency and correctness.

The details of the evaluation of each subject will be provided with the program at the beginning of the course. The delivery period for the evaluable tasks will be at the end of each thematic block or at the end of Training Supplements. If necessary, a margin of thirty working days will be left for the delivery of the works, from the end of the classes. The term available to the teaching staff to return the tests is a maximum of twenty working days after delivery. In case of recovery, the tests or tasks will be similar to those of the ordinary assessment.

The teaching staff who teach each module can request additional tasks without necessarily being considered assessment tasks, but mandatory delivery.

The single evaluation will consist of an oral or written test and, if considered appropriate, an interview linked to the contents of Training Complements will be added. It will be held at the end of the Training Complements teaching period, in the month of February.

1. Catalan Language Training Supplements (5 cr)

Language

Reflection on the relationship between objectives and content with language learning.

Literature

Justified choice of canonical readings.

The Training Supplements in Catalan Language and Literature will be assessed through a single exercise of the Catalan language or literature content.

2. Spanish Language Training Supplements (5 credits)

The Training Complements in Spanish Language and Literature will be evaluated through a single exercise on the contents of Spanish language or literature. Each student will be able to choose the subject for which they will be assessed (Language or Literature).

Bibliography

Bibliography, Catalan

BAJTIN, M.M. (1998): "El problema de los géneros discursivos" A *Estética de la creación verbal* (Título original: *Éstetika slovesvogo tvorchestva*, 1979). Madrid: Ediciones Siglo XXI.

CASAS, M.; CASTELLÀ, J.M. ;VILÀ, M.(2020): *L'oratòria a l'abast de tothom*. Vic: EUMO

CASAS, M.; CASTELLÀ, J.M. ;VILÀ, M.(2016): *Els secrets de parlar en públic*. Vic: EUMO

CASTELLÀ, J M.; COMELLES, S.; CROS, A.; VILÀ, M. (2006): "«Yo te respeto, tú me respetas». Estrategias discursivas e imagen social en la relación comunicativa en el aula". *Infancia y Aprendizaje*, 29.

CASTELLÀ, J M.; COMELLES, S.; CROS,A.; VILÀ, M. (2007): *Entendre(s) a classe. Estratègies comunicatives dels docents ben valorats*. Barcelona: Graó. Premi Enciclopèdia Catalana.

ESTEVE,O.; VILÀ, M. (2018): "L'enfocament competencial de llengües a través de microseqüències didàctiques". *Articles de didàctica de la llengua i la literatura*, núm. 078

RODRIGUEZ, C; VILÀ, M. (2020): Rubriques i avaluació de gèneres discursius. Monogràfic "Valorar i avaluar" *Articles de Didàctica de la Llengua i la Literatura*, 85

RODRIGUEZ, C; VILÀ, M. (coord.)(2019): "La reflexió interlingüística" *Articles de Didàctica de la Llengua i la Literatura*, 8

VILÀ, M. (2009): *6 Criterios para enseñar lengua oral en la Educación Obligatoria*. MEC. Portal Digital: www.Leer.es

VILÀ, M.(Coord.)(2005): *El discurso oralformal. Contenidos de aprendizaje y secuencias didácticas*. Barcelona: Graó.

VILÀ, M.; CASTELLÀ, J. M. (2014): *10 idees clau. Ensenyar la competència oral a classe. Aprendre a parlar en públic*. Barcelona: Graó.

VILÀ, M. CASTELLÀ, J. M. (2016) (coord): "L'avaluació de la llengua oral. Reptes i alternatives". Monogràfic "Pensar abans de parlar: la oralitat reflexiva" *Articles de Didàctica de la Llengua i la Literatura*, 70

Online resources

- Optimot, consultes lingüístiques <<https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html>>
- Gramàtica essencial de la llengua catalana <<https://geiec.iec.cat/inici>>
- És a dir <<https://esadir.cat/>>

Catalan Literature

Riquer, Martí; Comas, Antoni; Molas, Joaquim (dir.), *Història de la literatura catalana*, 11 vol., Barcelona, Ariel, 1984-1988, 4a ed.

Broch, Àlex (dir.), *Història de la literatura catalana*, 8 vol., Barcelona, Enciclopèdia Catalana, 2016-en curs.

Panorama crític de la literatura catalana. Barcelona: Vicens Vives, 2008-10

- *Edat Mitjana. Dels orígens al prehumanisme*. Dir. Albert Hauf
- *Edat Mitjana. Segle d'Or*. Dir. Albert Hauf
- *Edat Moderna*. Dir. Albert Rossich
- *Segle XIX*. Dir. Enric Cassany
- *Segle XX. Del modernisme a l'avantguarda*. Dir. Enric Bou
- *Segle XX. De la postguerra a l'actualitat*. Dir. Enric Bou

Broch, Àlex; Cornudella, Joan (cur.), *Poesia catalana avui. 2000-2015*, Juneda, Fonoll, 2016.

Broch, Àlex; Cornudella, Joan (cur.), *Novel·la catalana avui. 2000-2016*, Juneda, Fonoll, 2017.

Broch, Àlex; Cornudella, Joan; Foguet, Francesc (cur.), *Teatre català avui. 2000-2017*, Juneda, Fonoll, 2018.

- Specific bibliography on different topics will be given in class.

Bibliography, Spanish

Ávila, Raúl (2003). La pronunciación del español: medios de difusión masiva y norma culta. *Nueva Revista de Filología Hispánica*, 57-79.

Bosque, Ignacio (2018). Qué debemos cambiar en la enseñanza de la gramática. *ReGroc. Revista de Gramática Orientada a las Competencias*, 1(1), 11-36.

Bosque, Ignacio y Violeta Demonte (dir) (2000): *Gramática descriptiva de la lengua española*.

Brown, G. & Yule, G. (1983). *Análisis del Discurso*, Madrid: Visor.

Buenafuentes de la Mata, C. (2020). "Morfología y pares mínimos: algunos ejemplos para su implementación en secundaria". *ReGroc. Revista de gramática orientada a las competencias*, 3(1), 1-17.

Calsamiglia, Helena & Tusón, Amparo (1999). *Las cosas del decir*. Barcelona, España: Editorial Arie

Moreno Fernández, Francisco (2010) *Las variedades de la lengua española y su enseñanza* (Manuales de formación de profesores de español 2/L), Arco Libros, Madrid.

Real Academia Española y Asociación de Academias de la Lengua Española (2009-2011) *Nueva gramática de la lengua española. Morfología y sintaxis*. Madrid: Espasa. 3 volúmenes.

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Bibliography Spanish Literature

Alborg, Juan Luis, *Historia de la literatura española*, 5 tomos, Madrid, Gredos, 1972-1999.

Azaustre, Antonio, y Juan Casas, *Manual de retórica española*, Barcelona, Ariel, 1997.

Lázaro Carreter, Fernando, y Evaristo Correa Calderón, *Cómo se comenta un texto literario*, Madrid, Cátedra, 2006, 37ª edición.

Mainer, José-Carlos, *Historia de la literatura española*, 9 volúmenes, Barcelona, Crítica, 2010-2015.

Navarro Durán, Rosa, *La mirada al texto: comentario de textos literarios*, Barcelona, Ariel, 1995.

Quilis, Antonio, *Métrica española*, Ariel, Madrid, 2013.

Rico, Francisco, *Breve biblioteca de autores españoles*, Barcelona, Seix Barral, 1990.

Rico, Francisco, *Historia y crítica de la literatura española*, 9 volúmenes más suplementos, Barcelona, Crítica, 1979-2000.

Software

No specific software used

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.