

Teaching Language and Literature

Code: 45582
ECTS Credits: 15

2025/2026

Degree	Type	Year
Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	OP	1

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Teaching groups languages

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

Prerequisites

None.

Objectives and Contextualisation

The objective of this specific didactics subject is to train future secondary school teachers to be able to teach the contents of the language and literature knowledge areas and to integrate disciplinary knowledge with the didactics of language and literature.

The subject "Teaching and Learning Language and Literature" includes the following blocks: Teaching and Learning Writing and Reflection on Language (5 cr.), Teaching and Learning Literature and Reading (5 cr.), Teaching and Learning Oral Language (1.5 cr.), Analysis of Discursive Genres from a Teaching Perspective (2 cr.), and Analysis of Literary Texts from a Teaching Perspective (1.5 cr.).

Learning Outcomes

1. CA41 (Competence) Create language and literature learning situations using a justified variety of strategies and specific teaching methodologies in order to promote the learning of skills for all students.
2. CA42 (Competence) Build educational and training assessment into programming as a tool to check and regulate students' learning in language and literature.
3. CA43 (Competence) Integrate dialogic interaction dynamics and the mediating role of the teacher to activate and regulate learning in the language and literature classroom proposals.
4. KA28 (Knowledge) Select the basic aspects of the curriculum and the professional and didactic knowledge of the language and literature content in order to plan learning situations and assessment strategies with an inclusive perspective.
5. KA29 (Knowledge) Identify a humanistic vision that integrates scientific, social and artistic knowledge in the interpretation of reality for language and literature subjects.
6. KA30 (Knowledge) Remember the curricular contents of the language and literature subjects, as well as the body of teaching knowledge around the respective teaching and learning processes.
7. SA37 (Skill) Incorporate inclusive measures into the process of teaching and learning language and literature.
8. SA38 (Skill) Master oral and written expression in both academic discursive practices and in language and literature teaching practice.
9. SA39 (Skill) Use the teaching knowledge of the disciplines of language and literature to adapt, design, implement and evaluate teaching and learning proposals from a literacy and egalitarian education perspective.

Content

The language of instruction for this subject is Catalan.

The subject Didactics of Language and Literature is structured into five blocks: Didactics of Writing and Reflection on Language (5 cr.), Didactics of Literature and Reading (5 cr.), Didactics of Oral Language (1.5 cr.), Analysis of Discursive Genres from a Teaching Perspective (2 cr.), and Analysis of Literary Texts from a Teaching Perspective (1.5 cr.). The contents of each block are detailed below:

Block 1. Teaching and Learning Writing and Reflection on Language (5 cr.)

- Theoretical linguistic models that underpin curricular options for language teaching.
- Conceptions of writing. Characterization of written language.
- Writing as a social, situated activity for knowledge construction.
- Discursive genres, knowledge, and processes involved in mastering writing.
- General criteria for programming written composition teaching. Activities for learning to write.
- Writing in curricular areas. Practice in centers.
- The role of orthography in written composition.
- Assessment of and in the learning of written composition.
- Teaching and learning of grammatical reflection and language use.
- Grammatical knowledge and reflection on linguistic-discursive uses and the linguistic system.
- The development of metalinguistic ability.
- Grammatical models and language teaching.
- Grammar and multilingualism.

- Students' grammatical concepts.
- Didactic transposition: the contents of grammar teaching.
- Programming and methodology of grammar teaching.
- Working with didactic sequences for writing and reflection on language.
- The progression of learning in writing and reflection on language in ESO and from ESO to Batxillerat.

Block 2. Teaching and Learning Literature and Reading (5 cr.)

- Literary education. Functions, corpus, and didactic models.
- The evolution of literary teaching. The function attributed to literary teaching, the composition of the corpus of works, and school activities over time.
- The development of literary competence and cultural interpretation.
- Readings for adolescents and the creation of reading habits.
- The evolution of learners' literary competence.
- The axes of literary education. Access to the text. Learning literary functioning. Cultural interpretation.
- Shared reading of texts and construction of each reader's representations.
- Relationships between texts and fictional systems.
- Guided reading and autonomous reading.
- The practice of literary writing and its relationship to teaching.
- Oralization and dramatization of literary texts.
- The evolution of the conception of reading and teaching practices. The school library and reading plans.
- The evolution of the conception of reading and its forms of teaching.
- The development of reading competence. Reading as an interpretive system. Reading processes and involved knowledge.
- Reading in curricular areas.
- Teaching reading comprehension. School reading practices. Reading multimodal texts and hypertext.
- Information literacy: searching, selecting, contrasting, and processing information from different sources, and evaluating reliability based on reading objectives.
- The progression of learning in literary competence in ESO and from ESO to Batxillerat.

Block 3. Teaching and Learning Oral Language (1.5 cr.)

- Teaching oral expression.
- Teaching and learning formal oral language.
- Formal oral discursive genres (monologic and dialogic).
- Linguistic uses in academic contexts: oral and written mastery of language. The interrelation between orality, reading, and writing.

- Interaction as a learning tool. Speaking to learn.
- Norm, correctness, and appropriateness. Aspects of rhetoric, declamation, and oratory applied to teaching professional practice.
- Assessment of oral language.

Block 4. Analysis of Discursive Genres from a Teaching Perspective (2 cr.)

- Pragmatics and discourse analysis in the analysis of classroom communicative situations.
- Characteristics of discursive genres.
- Observation and analysis of texts based on their contexts and the discursive parameters of production.
- Selection and focus on linguistic aspects of the text, according to the contextual parameters that culturally, socially, and temporally situate it.
- Analysis of discursive genres for the selection of linguistic, discursive, and pragmatic learning contents.

Block 5. Analysis of Literary Texts from a Teaching Perspective (1.5 cr.)

- Models of literary theory that underpin curricular options for literature teaching.
- The literary system. The constitution of literary canons in relation to teaching.
- Keys for the analysis of literary texts from a teaching perspective for the selection of learning contents.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance and participation in class, completion and evaluation of proposed activities (group or individual activities, case analysis and presentation of examples, text commentary, analysis and discussion of didactic proposals).	97.5	3.9	CA41, CA42, CA43, KA28, KA29, KA30, SA37, SA38, SA39, CA41
Type: Supervised			
Collective and individual tutorials. Completion, review, and evaluation of proposed assignments.	22.8	0.91	CA41, CA42, CA43, KA28, KA29, KA30, SA37, SA38, SA39, CA41
Type: Autonomous			
Personal study. Readings and work on readings. Practical activities and didactic proposals (individual and group).	254.7	10.19	CA41, CA42, CA43, KA28, KA29, KA30, SA37, SA38, SA39, CA41

Note: 15 minutes of a class will be reserved, within the calendar established by the center/degree, for students to complete surveys on teacher performance and subject/module evaluation.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of Analysis of Discursive Genres from a Teaching Perspective (block 4, 2 cr.)	15%	0	0	KA28, KA29, KA30, SA37, SA38, SA39
Assessment of Teaching and learning literature and reading (block 2, 5 cr.)	30%	0	0	CA41, CA42, CA43, KA28, KA29, KA30, SA37, SA38, SA39
Assessment of Teaching and Learning Oral Language (block 3, 1,5 cr.)	10%	0	0	CA41, CA43, KA28, KA30, SA37, SA38, SA39
Assessment of Teaching and Learning Writing and Reflection on Language (block 1, 5 cr.)	30%	0	0	CA41, CA42, CA43, KA28, KA29, KA30, SA37, SA38, SA39
Reading forum (cross-curricular assessment activity for blocks 2 and 5)	15%	0	0	CA43, KA28, KA29, KA30, SA37, SA38

General Considerations

The secondary education master's at UAB is conducted in a face-to-face modality, given that classroom activities and an attitude of active listening and participation are essential for learning.

The details of the assessment for each topic will be provided with the program at the beginning of the course. Throughout the part of the subject taught by each professor, complementary tasks may be requested without necessarily being considered assessment tasks, but they will be mandatory submissions.

Assignments must be submitted in the module's Moodle classroom. Assignments submitted in incorrect formats, without the authors' names (both in the body of the work and in the file name), or submitted after the deadline will not be accepted. Students are responsible for ensuring that the file format is compatible with submission to the Moodle classroom.

It is necessary to demonstrate an attitude compatible with the educational profession to pass this subject. Active listening, respect, participation, cooperation, and punctuality will be valued. Ethical commitment to the professional deontological principles will also be taken into account.

Continuous Assessment Activities

Continuous assessment consists of the following tests and activities, distributed across the five blocks of the subject:

Block 1. Teaching and Learning Writing and Reflection on Language (5 cr.)

- Final task for structuring learning: a five-minute video and an infographic reflecting on learning in relation to theoretical aspects and personal experiences.

Conditions:

Individual task.

Non-recoverable activity.

Submission during the first weeks of the second stay at the center.

30% of the subject's grade.

Block 2. Teaching and Learning Literature and Reading (5 cr.)

- Design of a guided reading proposal.

Conditions:

Pair task.

Recoverable activity (see the recovery section as it will be a different activity from the initial one).

Submission: mid-November.

15% of the subject's grade.

- Design of a literary discussion script.

Conditions:

Pair task.

Non-recoverable activity.

Submission: the first days after the Christmas holidays.

5% of the subject's grade.

- Design of reading comprehension activities.

Conditions:

Individual task.

Recoverable activity.

Submission: will take place in the classroom during the last session of this block (mid-February).

10% of the subject's grade.

- Reading forum (see Cross-curricular assessment activity for blocks 2 and 5).

Block 3. Teaching and Learning Oral Language (1.5 cr.)

- Assessment will be based on the individual creation of an illustrated decalogue that reflectively summarizes the learning acquired throughout the face-to-face sessions.

Conditions:

Individual task.

Recoverable activity.

Submission: one week after the last session of the block.

10% of the subject's grade.

Block 4. Analysis of Discursive Genres from a Teaching Perspective (2 cr.)

- Activity on the analysis of a discursive genre.

Conditions:

Group activity.

Recoverable activity.

Submission: fifteen days after the last session of the subject. The activity will be carried out during class sessions and reviewed and completed outside the classroom.

15% of the subject's grade.

Block 5. Analysis of Literary Texts from a Teaching Perspective (1.5 cr.)

- Participation in a reading forum. See Cross-curricular assessment activity for blocks 2 and 5.

Cross-curricular Assessment Activity for Blocks 2 and 5

- Literary reading forum.

Conditions:

Individual task.

Non-recoverable activity.

Participation throughout the course.

15% of the subject's grade.

To be eligible for an average, a minimum score of 4 must be obtained in each of the activities slated for assessment (in the case of recoverable activities, once the recovery has been completed). Non-submitted assignments will receive a score of 0.

The results of submitted exercises and tests will be published on the virtual campus within a maximum of 20 working days following their submission. Students will have 5 days to request a review of the tests from the date of their publication.

Recoverable Activities

The recoverable activities that consist of an individual test will be held on May 8. They are the following:

- Written test on the analysis and creation of activities on a literary text (block 2), for those who have failed the guided reading work.
- Written test: design of reading comprehension activities (block 2).

Recoverable failed activities consisting of a written assignment (blocks 3 and 4) must be submitted 15 days after receiving the evaluation. The new activity must be accompanied by a document justifying the changes made.

In all cases, the maximum recovery grade will be 5.

To be eligible for recovery, a set of activities whose weight is equivalent to at least two-thirds of the total subject grade must have been submitted.

Unique Assessment

Students opting for unique assessment must submit all assignments described in the continuous assessment by May 8.

The recovery for single assessment students will be on May 29 (repetition of assignments or individual test).

Students who opt for single assessment will not submit or receive formative or summative feedback on the continuous assessment activities carried out during the subject's development. Submission will be a single, concentrated event on one day.

Other Relevant Aspects

Linguistic Correctness

To pass this course, students must demonstrate good general communicative competence, both orally and in writing, and a good command of the Catalan language, and the vehicular languages of instruction.

Therefore, in all activities (individual and group), linguistic correctness, writing, and formal presentation aspects will be taken into account.

Students must be able to express themselves fluently and correctly and demonstrate a high degree of comprehension of academic texts. An activity may be returned (not assessed) or failed if the professor considers that it does not meet these requirements.

Not Assessable

An activity will be considered "Not Assessable" if 2/3 of the assessment activities have not been submitted (in proportion to the activity's weight in the grade).

Plagiarism

In accordance with UAB regulations, plagiarism or copying of any work, or the use of AI without mention, will be penalized with a grade of 0, thus losing the possibility of recovery, whether it is an individual or group assignment (in this case, all group members will receive a 0). If, during an individual in-class assignment, the professor considers that a student attempts to copy or is found with any unauthorized document or device, the activity will be graded with a 0, without the option of recovery.

Use of Artificial Intelligence (AI) Technologies

For this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively for tasks allowed by the subject's instructor. The student must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final outcome of the activity.

Lack of transparency in the use of AI in this assessable activity will be considered academic dishonesty and will result in a total penalty (zero) on the activity's grade.

Synthesis Test

This subject does not allow for a synthesis test in the case of a second enrollment.

Final Subject Grade

The following will be taken into account:

- a) The weighted average, provided a grade of 4 or higher has been obtained in all activities (once recoveries have been completed).
- b) Compliance with attendance criteria and proactive participation in class dynamics.
- c) Submission of proposed tasks within the indicated deadline.
- d) Absence of plagiarism in accordance with the indications mentioned in the preceding points.

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Documents oficials i revistes de l'àrea

Direcció general de l'Educació Bàsica i el Batxillerat: Currículum i Organització.

<https://xtec.gencat.cat/ca/curriculum/> (pàgina on es troben tots els documents oficials i el del desplegament del currículum LOMLOE)

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Textos de didàctica de la llengua i la literatura. Editorial Graó

Software

There is no specific software in this subject.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.