

TEACHING GUIDE

Verbal competence and techniques for the teaching of language and literature

COURSE OUTLINE		
Name of the subject: VERBAL COMPETENCE AND TECHNIQUES FOR THE TEACHING OF LANGUAGE AND LITERATURE		
Module: Teaching and learning the Spanish language		
Code number: 202110216	Curriculum year:	
Type: optional	Academic course: 2021-22	
ECTS Credits: 6	Course: 3º	Semester: sixth
Language of clases: Spanish/English Friendly		

TEACHING STAFF INFORMATION				
Coordinator: Beatriz Peña-Acuña				
Department: Philology, Faculty of Humanities (Pavilion 11 th)				
Knowledge area: Teaching language and literature				
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URL Web: http://www.uhu.es/fedu/?q=iacademica-graedup&op=horarios				
Office hours first semester:				
Monday	Tuesday	Wednesday	Thursday	Friday
	From 11:00 to 14:00		From 9:00 to 11:00. From 13:15 to 14:15	
Office hours second semester:				
Monday	Tuesday	Wednesday	Thursday	Friday
From 11:00 to 14:00			From 9:00 to 11:00. From 13:15 a 14:15	
OTHER TEACHING STAFF:				
Name and surname:				
Department:				
Knowledge area:				
Office number:		Mail:		Phone:
URL Web:				

Office hours first semester:				
Monday	Tuesday	Wednesday	Thursday	Friday
Office hours second semester:				
Monday	Tuesday	Wednesday	Thursday	Friday

CLASSES HOURS				
Monday	Tuesday	Wednesday	Thursday	Friday
15:30-17:30				15:30-17:30
17:45-19:45				17:45-19:45

SUBJECT DESCRIPTION
PRE-REQUISITES AND RECOMENDATIONS: None
BASIC COMPETENCES GENERIC: G11 - Ability to understand the different audiovisual and multimedia codes and use of computer tools G12 - Ability to select, analyze, evaluate and use different resources on the Internet and multimedia G13 - Reading and interpreting images G14 - Ability to work in a cooperative team, to organize and plan work, making decisions and solving problems, both jointly and individually G15 - Ability to use various sources of information, select, analyze, synthesize and extract important ideas and manage information G3 - Apply critical, logical and creative thinking G4 - Work autonomously with initiative G5 - Work collaboratively G8 - Ability to develop coherent and logically organized speeches G9 - Ability to present the ideas developed, orally and in writing SPECIFIC: E13 - Promote cooperative work and individual work and effort E42 - Acquire literary training and learn about children's literature E44 - Speak, read and write correctly and adequately in the official languages of the Autonomous Community E45 - Know the learning process of written language and its teaching E46 - Encourage reading and encourage writing
TRANSVERSE COMPETENCES

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- provide students with basic training in relation to their verbal competence and techniques for teaching language and literature.
- acquire the appropriate methodological knowledge for the development of the linguistic skills required for a good exercise of the teaching profession.
- promote research and innovation according to principles of rigor and scientificity so that it becomes a common practice in their professional practice, to understand and improve teaching activity.
- be sensitive to the sociocultural reality of the environment and develop strategies for attention to linguistic diversity.
- promote the use and management of bibliography that allows to deepen the knowledge of the subject.

TEACHING METHODOLOGY

Learning and teaching activities	Hours	Presence percentage
Lecture hours	24	100%
Supervised practical workshop	12	100%
Independent learning hours	108	0%
Other	0	

CONTENTS

CONTENT PROGRAM

PART 1. THEORETICAL

BLOCK I

VERBAL AND WRITTEN COMPETITION. ORAL AND WRITTEN EXPRESSION AND COMPREHENSION

BLOCK II

LITERARY EXPRESSION. LITERARY RESOURCES.

PART 2.- PRACTICAL

BLOCK III

STRATEGIES AND RESOURCES FOR WRITTEN LANGUAGE LEARNING AND ITS TEACHING

Practical session 1.- Presentation of materials. Debate and discussion about the procedures, active teaching methodologies and activities necessary to cover this block of the subject.

Practical session 2.- Review of analogue materials and also formats and digital apps suitable for the realization of this block of the subject. Selection and presentation of the material.

Practical session 3.- Development of the project: programming and elaboration of didactic materials.

Practical session 4.- Development of the project: programming and preparation of didactic materials.
 Practical session 5.- Development of the project: programming and elaboration of didactic materials.
 Practical session 6.- Completion and presentation of a creative and innovative didactic program in the area of Language. Blog made as a team.

BIBLIOGRAPHY

-Chen S. Y., Chin-Fen L., Ying-Shun, L. & Yo-Yhen, S. (2019). Effect of project-based learning on development of students' creative thinking. *The International Journal of Engineering & Education*

-Guilford J. P. (1968). *Intelligence, Creativity and Their Educational Implications*. Edits. Pub.

-Kasa Ayten, B. & Polater, C. (2021). Values Education Using the Digital Storytelling Method in Fourth Grade Primary School Students. *International Journal of Education & Literacy Studies*, 9 (2), 65-78

-Kirsch, C. (2012). Using storytelling to teach vocabulary in language lessons: does it work? *Language Learning Journal*, 44 (1), 33-51 <https://doi.org/10.1080/09571736.2012.733404>

-Mantei, J. & Garvin L. (2017). Using Short Films in the Classroom as a Stimulus for Digital Text Creation. *Reading Teacher*, 70 (4), 485-489

-Robin, B. R. (2006). The educational uses of digital storytelling. *Technology and Teacher Education Annual*, 1, 709.

-Robin, B. R. (2016). The Power of Digital Storytelling to Support Teaching and Learning. *Digital Education*, 30, 17-29

-Rusell, A. (2010). ToonTastic: a global storytelling network for kids, by kids. Conference: Proceedings of the 4th International Conference on Tangible and Embedded Interaction 2010, Cambridge, MA, USA, January 24-27

-Saripudin, D., Komalasari, K. & Noor Angraini D. (2021). Value-Based Digital Storytelling Learning Media to Foster Student Character. *International Journal of Instruction*, 14(2), 369-384

ASSESSMENT

	Minimum	Maximum
<i>Oral and / or written tests of the subject contents</i>	00%	40%
<i>Realization and presentation of works tutored on specific topics of the subjects (concept map, student portfolio, elaboration of learning materials from readings and documents, source analysis documentaries et cetera</i>	15%	40%
<i>Assessment of participation in face-to-face activities and not established face-to-face</i>	10%	20%
<i>Tutored research project</i>	00%	40%
<i>Test / development test</i>	00%	40%
<i>Preparation of a report / memory of practices</i>	00%	40%