History of Literature at Secondary School: integrating writing, reading, and oral interaction as a learning tool

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0. Summary

A. General context
B. Research questions
C. Theoretical frame
D. Methodology & Results
E. Conclusion
A. General context

1. Which canon for the school?
2. Literature & ICT
3. Narratology mechanisms
4. Intertextuality
5. Literature & Cinema
6. Metafictional picture books
7. Literature and newcomers' integration
8. Oral interaction & reading skills
A. General context

1. Which canon for the school?
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3. Narratology mechanisms
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8. Oral interaction & reading skills
A. General context

But... few has been explored about Literature Education & History of Literature
B. Research questions

(i) How can we integrate writing, reading, and oral abilities as a learning tool in collaborative settings?; and

(ii) How can we organize a project work on HL from the middle ages to the present days starting out not with medieval but with romantic texts?
C. Theoretical frame

- A model for didactic intervention: Didactic Sequence Camps, 2008; Colomer, 2005; Bordons, 2009; Zayas, 2011
- “History” and the concept of “teleology”: Coyle et al. 1990;
- Didactics research Bronckart & Schneuwly, 1991; Dolz et al., 2009; Coll, 2004; Mercer, 2004
- Communicative abilities: integration of writing & oral abilities; knowledge transformation Tynjälä et al. 2001; Bereiter & Scardamalia, 1987
- Natural classroom study Van Lier, 1988; Coll & Edwards, 2006; McKernan, 1996
D. Methodology & Results

(a) Intervention
(b) Text analysis
(a) Intervention

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<tr>
<th>Reading &amp; Talking</th>
<th>Writing &amp; Talking</th>
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<tbody>
<tr>
<td>(1) Reading “La pàtria” (1833)</td>
<td>(2) Synthesis of the textbook</td>
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<td>Leads us to write…</td>
<td>In order to improve it we must explore other sources of info…</td>
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<td>(3) Other sources: Internet &amp; encyclopedias</td>
<td>(4) The 5 graders make us transform our knowledge</td>
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<td>In order to integrate better the new info we identify an addressee…</td>
<td>We adopt several procedures...</td>
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<td>(5) Grammar &amp; Text analysis of 5 graders’ textbooks</td>
<td>(6) Oral exposition (poster) &amp; Video report (script)</td>
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<td>This leads us to a final text...</td>
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**Notes:**
- Synthesis of the textbook step involves exploring other sources of information to improve the textbook.
- The 5 graders' analysis leads to identifying an addressee for the final text.
- Oral exposition includes a poster and a video report with a script.
(a) Intervention

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**VIDEO**
(b) Text analysis

- Sample: initial text (A) vs final text (B)
- Group: above the average academic level
- Procedure: contrastive analysis
  - Syntax structures
  - Vocabulary
  - Formal academic style
  - Paragraphs
(b) Text analysis

In both texts A and B:

- Complex syntax structures:
  SUBORDINATE SENTENCES
  APOSITIONS
(b) Text analysis

In both texts A and B:

- Specific vocabulary:
  
  AUTHORS
  
  MOVEMENTS
(b) Text analysis

In both texts A and B:
- Formal academic style:
  NO 1st PERSON OF SINGULAR (pluralis modestiae)
  PASSIVE CONSTRUCTIONS
(b) Text analysis

In both texts A and B:

- Use of paragraphs:
  TEMATIC CRITERIA
  WELL BALANCED LENGTH
(b) Text analysis

BUT...

Text A:
-information gathered together in an “alluvion-like way”, with no actual meaning

Text B:
-info well selected and structured, with less implicit content and a conscience of the audience-addressee
E. Conclusion

- A real context pushes the students to make the literature content to be learnt meaningful

- Working in a project work allow the students share their process of learning

- The content to be learnt is now double:

  literature content
  &
  reading and composition skills
Documents

Hand out

Abstract (with the complete references)
Thank you
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