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

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**VIDEO**
of the experience on literature education
Text A

Situem el llemosí a l’època de la Renaixença, l’any 1833, on es retoma als ideals de l’Edat Mitjana promulgats per Ramon Llull. Els trobadors, després de la Decadència, tomen a comprovar obres en llemosí.

We place Limousin dialect in the époque of the Renaissance, in 1833, when ideals of the Middle Age are recovered promoted by Ramon Llull. Troubadours, after the Decadence, compose again pieces in Limousin.

Syntax structures

dependent clauses (the époque of the Renaissance, … when ideals of)

avositions (the époque of the Renaissance, in 1833, …)

Vocabulary

formal terms (promoted)
specific data (1833, Ramon Llull, Decadència)

Formal academic style

implicit information (ideals of the Middle Age)

“pluralis modestiae” (We place)

Paragraphs

punctuation well established

PROBLEM: The text has a general appearance of a well structured paragraph but it has no real sense and data are gathered together in an “alluvion-like manner”

SOLUTION: The teacher suggests:

- TEXT: Straight changes on the text (syntax, vocabulary…)
- INFO: Amplify the sources of info (Internet, encyclopedia)
- CONTEXT: Identifies a specific addressee
- PROJECT WORK: The project will lead to a video report

Text B

En l’època on en el poema (sic) vol fer referència, és a dir, l’Edat Mitjana, hi destaquen unes persones, els trobadors, que parlaven el llemosí, i composaven poemes i cançons perquè els joglars les interpretessin davant la gent. En el poema de Bonaventura Carles Aribau hi ha un intent de fer tornar aquesta figura a l’època de la Renaixença.

De trobadors hi destaquen Arnaut Daniel, la Comtessa de Dia, Cerverí de Girona i Jordi de Sant Jordi. Aquests tres primers escrivien les seves obres en occità, i no va ser fins l’arribada de Jordi de Sant Jordi que no es va començar a escriure en català.

In the period referred to in the poem, that is The Middle Age, there are outstanding people, the troubadours, who used to talk Limousin and compose poems and songs to be interpreted by jongleurs in front of an audience. In the poem Bonaventura Carles Aribau tries to recover this figure for the period of the Renaissance.

Some important troubadours were Arnaut Daniel, Comtessa de Dia, Cerverí de Girona, and Jordi de Sant Jordi.

The first ones used to write their poems in Occitan, and it was not until the contributions of Jordi de Sant Jordi that some of them started writing in Catalán.

Syntax structures

dependent clauses (outstanding people, … who used to)

appositions (there are outstanding people, the troubadours)

connector words (that is)

Vocabulary

formal terms (outstanding)

specific data (authors, periods)

Formal academic style

the text tries to avoid implicit information with long explanations

impersonal sentences (instead of “pluralis modestiae”)

Paragraphs

1st paragraph: who the troubadours are; 2nd paragraph: enumeration of specific authors; 3rd paragraph: classification depending on the language they used to compose
RESULTS: The text has still some problems but it has improved:
- In both texts there are some syntactic strategies in common
- But it is in the second one where these strategies lead to a well developed content. We find a clear selection of the info to be presented.

CONCLUSIONS: We think it is due to the fact that:
- Now 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