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**Ana María Allende Rodríguez, María
Pilar Núñez Delgado**



Literatura Secundaria Vicens Vives:

Didáctica de la lengua y la literatura y nuevas tecnologías. Sandra Sánchez-García, Juan Manuel Rodríguez-Álvarez, 2022 Didáctica de la Lengua cultura escrita y artes en la formación inicial docente Concepción Francos Maldonado Alfabetización inicial contenidos gramaticales y análisis curricular en contextos plurilingües Susana Sánchez Rodríguez Alicia Santolúa Orrios y Mariona Casas Deseures El pan de la guerra de la literatura al cine una propuesta didáctica interdisciplinar con perspectiva de género Carmen Ferreira Roco G Pedreira y Marta Neira Rodríguez Propuesta docente para incorporar la enseñanza de lengua en el aula de literatura en el ámbito universitario claves del estilo directo en torno a la literatura inglesa victoriana Pablo Ruano San Segundo La actualización del currículo de Literatura a través de recursos multimedia los cortos surrealistas en 4 ESO Alberto Corpas Martos y Raúl Rubio Millares Lengua y literatura en Educación Primaria desde las percepciones del alumnado del Prácticum Antonio Gutiérrez Rivero y María Michel Santiago del Pino La construcción de la opinión didáctica del texto argumentativo en el aula de Secundaria hoy Pablo Moreno Verdulla Del currículo al manual escolar en Didáctica de la Lengua y la Literatura una revisión de los contenidos en Educación Secundaria Obligatoria Fernando Martín Martínez y Noelia Ibarra Rius Lxico canario y sexismo Una experiencia didáctica en el aula de Secundaria Jisica Fortes Regalado Zeus Plasencia Carballo y Antonio Jesús Sosa Alonso El regreso de las olvidadas de la Edad de Plata en el ámbito universitario planteamientos teóricos y prácticos Guadalupe Nieto Caballero Características de la lectura inicial y del apartado de comprensión lectora de libros de texto Aída Berrara Parrales Rodríguez Posibilidades de visualización digital de Yerma Una propuesta de aula Monika Dabrowska Formación inicial de maestras y maestros de LIJ en pandemia el reto de trabajar online DLIJ Consol Aguilar Rendanas El imaginario algorítmico representaciones de Caperucita Roja y Blancanieves en Google imágenes Francisco Antonio Martínez Carratal Experiencia didáctica uso de la técnica de Stop Motion en LIJ Lijmotion Teresa Ciudad Camacho y María Inmaculada Cantero Almena Gamificación digital con Genially y Blooket en el aula de inglés Sergio Jiménez de la Cruz y Ana Martínez Macho Harrison Alfabetización digital desde la educación literaria el proyecto Descubriendo Assumpta Biosca Taronger y Josep Ballester Roca *Canon, literatura infantil y juvenil y otras literaturas* Sociedad Española de Didáctica de la Lengua y la Literatura. Simposio Internacional, Ángel Gregorio Cano Vela, Cristina Pérez Valverde, 2003 Esta publicación recoge las ponencias plenarias y las comunicaciones presentadas y leídas en el VII Simposio Internacional de la SEDLL que con el título Canon literatura infantil y juvenil y otras literaturas fue asumido por la Universidad de Castilla La Mancha y se celebró en Ciudad Real en diciembre de 2001 Aparecen aquí recogidas también las actividades relacionadas con los estudios mencionadas arriba talleres y seminarios que suscitaron provechosas discusiones sugerencias y debates Como dice Alfredo Rodríguez López Vázquez en la Presentación La celebración del VII Simposio con su doble concreción en el título del objeto de estudio y de su relación con el canon ha venido a representar un hito importante Este Simposio pretendía ya desde su diseño por parte del Comité Científico un nuevo planteamiento de

orientaciones cr ticas y metodol gicas en el mbito de la educaci n y de la investigaci n en torno a la literatura que leen los ni os y los j venes de hoy en d a en el contexto de la sociedad tecnol gica moderna Creemos que esta publicaci n permite afirmar que se ha cumplido con los objetivos previstos para cada una de las reas tem ticas **El aula como espacio de**

investigaci n y reflexi n Anna Camps i Mundó, Margarida Cambra Giné, Pilar Carceller Montaner, Montserrat Castelló Badia, Isabel Civera López, MONTSERRAT CORREIG BLANCHAR, Cristina Escobar Urmeneta, Montserrat Ferrer Ripollès, Montserrat Fons Esteve, Oriol Guasch Boyé, Miquel Llobera Cànaves, Marta Milian Gubern, Gema Notario Herrero, Juli Palou Sangrà, Joan Perera Parramon, Francisca Pérez Romero, Teresa Ribas i Seix, Montserrat Riera Figueras, Isabel Ríos García, Maria Soliva Garriga, Vilà Santasusa, 2001-10-08 Se recogen investigaciones en did ctica de la lengua hechas en colaboraci n en los diferentes niveles educativos desde la educaci n infantil hasta la universidad y llevadas a cabo mayoritariamente en situaciones naturales de ense anza de la lengua en las aulas En ellas se estudian diversos procesos derivados de las situaciones de interacci n docente alumno lengua y los contextos de aprendizaje de la lengua entre los que constituye una preocupaci n constante la compleja relaci n entre el aprendizaje de procedimientos y conceptos Los trabajos de investigaci n recogidos en este volumen tienen un punto de partida en com n consideran que el objetivo del conocimiento did ctico no es la prescripci n de contenidos sobre los que trabajar en clase de lengua ni consiste simplemente en describir lo que ocurre en ella sino que por el contrario se trata de intentar comprender e interpretar la realidad de su ense anza y aprendizaje y transformar la pr ctica para mejorar el aprendizaje de la lengua y sus usos *Programaci n. Lengua castellana y literatura (1). Secundaria Obligatoria. 3er. curso* Ministerio de Educaci n, 1996 *Ense anza y aprendizaje de la gram tica y ortograf a en la educaci n secundaria obligatoria a trav s de los libros de texto* María del Carmen Mondragón Mullor , 2014-10-17 En el presente libro tiene como objetivo principal servir de ayuda a los profesores de secundaria en la erradicaci n de los problemas de gram tica y ortograf a que presentan los alumnos en la educaci n secundaria obligatoria en la materia de lengua castellana y literatura Al mismo tiempo ofrece a los alumnos alternativas did cticas a las presentadas en los libros de texto de lengua en el proceso de ense anza aprendizaje de la gram tica y la ortograf a Nuestro proyecto presenta la originalidad de haber contado con el alumno para el an lisis y creaci n de las actividades did cticas as como para el estudio de las principales dificultades que presentan en la gram tica y la ortograf a Su colaboraci n y participaci n se han convertido en la principal fuente de nuestro trabajo Sus propuestas nos servir n para solucionar aquellos problemas que con frecuencia encontramos en las producciones escritas de los alumnos ofreciendo a la vez tratamiento did ctico alternativo elaborado por los alumnos de secundaria En primer lugar hemos realizado un estudio comparativo anal tico de las ltimas leyes educativas en Espa a LOGSE y LOE sobre el curr culo de lengua en la educaci n secundaria obligatoria para posteriormente realizar un seguimiento sobre la adecuaci n de los libros de texto de lengua a esas leyes educativas Para ello se ha investigado las editoriales m s utilizadas en Almer a y su provincia Los modelos te ricos aplicados en los libros de texto de lengua desde la

perspectiva de la LOGSE y la LOE nos ayudan a conocer los sistemas de enseñanza aprendizaje que los libros de texto proponen para la gramática y la ortografía en la secundaria obligatoria. En segundo lugar se ha investigado cuáles son las principales dificultades que los alumnos presentan en la producción escrita a través de cuestionarios que proponemos a los alumnos de la secundaria obligatoria. Hemos seleccionado tres centros educativos públicos del poniente almeriense para realizar nuestra investigación. La petición realizada a los alumnos de proponer actividades de gramática y ortografía interesantes y creativas atendiendo a la diversidad nos ha posibilitado realizar un tratamiento didáctico de las actividades de gramática y ortografía desde el punto de vista del alumno. En tercer lugar se ha seleccionado un compendio de editoriales por considerar que el libro de texto previas entrevistas a diversos profesores es el instrumento seleccionado por la mayoría de los profesores de secundaria. En nuestra investigación partimos de una primera hipótesis y es que la mayoría de las actividades de gramática y ortografía propuestas por las diferentes editoriales resultan aburridas y de escaso interés entre los alumnos. La mayor parte de los contenidos de lengua y actividades que proponen los profesores vienen derivados de los libros de texto por lo que nuestra siguiente actuación ha sido analizar las diferentes actividades de enseñanza aprendizaje de gramática y ortografía que aparecen en las principales editoriales seleccionadas. El proceso de enseñanza aprendizaje de la gramática y la ortografía en la educación secundaria viene influido y dirigido por la selección del libro de texto de lengua que el departamento de lengua en general y el profesor en particular realice. Este estudio es útil para valorar la importancia que tiene una selección coherente funcional y creativa de las actividades y contenidos lingüísticos que hagamos. Nuestra segunda hipótesis parte de la idea que la mayoría de las actividades no tienen en cuenta la graduación, la diversidad ni la participación del alumno en el proceso de enseñanza aprendizaje para ello realizaremos un análisis detallado de las principales necesidades educativas que podemos encontrar en el aula y que nos servirán de referencia para incluirlas en nuestras propuestas. El estudio de las actividades de gramática y ortografía en los libros de texto confirman nuestra hipótesis de que su tratamiento no siempre es creativo ni reflexivo en lo que respecta a las actividades propuestas para los alumnos. Nuestro objetivo es conocer cuáles son las preferencias de los alumnos en el diseño de las actividades de gramática y ortografía así como solicitar la colaboración y participación en la creación de las actividades didácticas que serán aplicadas posteriormente en el aula. Por último nuestra investigación propone un tratamiento didáctico de las actividades de enseñanza aprendizaje de la gramática y la ortografía realizada por los alumnos de secundaria de los tres centros educativos seleccionados. También ayudar a resolver las principales dificultades que se analizaron al principio de nuestra investigación con la aplicación de nuestras propuestas. Las posibilidades de realizar otras investigaciones pueden servir de ayuda complementaria a nuestro estudio por lo que proponemos otras líneas futuras de actuación que pueden desarrollar las propuestas realizadas.

Lengua y Literatura Ana María Allende Rodríguez, María Pilar Núñez Delgado, 1995-07-06. A partir de una secuenciación de contenidos de Lengua y Literatura se desarrollan totalmente tres Unidades Didácticas. El Diccionario un libro fundamental. La Descripción el

sustantivo y el adjetivo La Narración el verbo Incluye también criterios de evaluación y bibliografía comentada Información y documentación en Secundaria Isabel de Torres Ramírez, Isabel Martínez Santa María de Unzá, 1995-08-29 En este libro las autoras han sabido transmitir con sencillez las técnicas documentarias más esenciales para poder controlar y aprovechar las fuentes de información y en consecuencia elevar la disciplina documental a verdadero instrumento pedagógico Si en muchos lugares se ha recibido la idea de que la Información y Documentación es una disciplina instrumental al servicio del crecimiento y transmisión de todos los saberes ahora es cuando la afirmación puede hacerse de modo más palmario

Lengua castellana y literatura María Dolores Abascal Vicente, 1995 Material de apoyo al profesorado de lengua castellana y literatura que empieza a impartir las nuevas enseñanzas **Glosa 2** Pedro Blanco Rubio, Vicens-Vives, Editorial, S.A., 1997-06-01 Innovación Docente e Investigación en Educación: Nuevos Enfoques en la Metodología Docente Ana

Belén Barragán Martín, María del Mar Simón Márquez, José Jesús Gázquez Linares, María del Carmen Pérez-Fuentes, 2021-12-16 En este libro se presentan diferentes aportaciones que abordan desde una perspectiva investigativa tanto teórica como práctica los diferentes dispositivos tecnológicos materiales herramientas y otros aspectos de la educación que han tenido lugar durante la pandemia Todo esto es abordado desde las diferentes etapas educativas pues como ya se ha mencionado este suceso no ha sido indiferente a nadie independientemente de su edad Asimismo se dan diferentes visiones dependiendo de los agentes implicados como pueden ser familias docentes o discentes La diversidad de investigaciones de este libro aporta un carácter universal a la educación pues se puede comprobar como desde múltiples instituciones a lo largo de todo el planeta los retos problemáticas y soluciones tienen puntos en común Del mismo modo las consecuencias que se observan así como las opiniones de los miembros de la comunidad educativa también tienen elementos iguales y otros que los hacen únicos en su contexto particular La compilación de todos estos trabajos supone arrojar luz a esta situación todavía inacabada y que convive con la educación en el presente Dar a conocer las diferentes situaciones estrategias resultados y conclusiones desarrolladas por expertos en el ámbito educativo supone un enriquecimiento para el resto de personas y una oportunidad de seguir avanzando con el fin último de extraer la máxima potencialidad de los procesos educativos u ofrecer una educación de calidad universal y accesible para todos independientemente de los contextos

Bibliografía española, 2002-11 Didáctica de la morfología. Propuestas para el aula de secundaria y bachillerato, 2024-12-31 En la Enseñanza Secundaria y Bachillerato la gramática juega un papel central en la asignatura de Lengua Castellana y se dedican muchas horas a estudiar morfología pero principalmente a estudiar sintaxis Entendiendo la relevancia que tiene el conocimiento de la morfología para el aprendizaje del vocabulario y la falta de investigación e innovación docente en este ámbito este libro se dedica a la Didáctica de la Morfología con el propósito de ofrecer propuestas docentes innovadoras derivadas de distintas investigaciones de carácter lingüístico y pedagógico La obra se estructura en dieciséis capítulos de temática específica y variada que exponen recursos y procedimientos para optimizar el aprendizaje de la morfología y

mejorar el desarrollo de habilidades lingüísticas de los estudiantes Se proponen dinámicas y actividades concretas para el aula basadas en una metodología de reflexión metalingüística que permita al estudiante comprender mejor su lengua y ser consciente de su progreso en el aprendizaje Las propuestas se desarrollan a partir de la crítica de la reflexión y en muchos casos de la experiencia docente de los propios autores El sentido final de la obra es que los profesores de Secundaria puedan aplicar estas propuestas en sus aulas con diseños adaptados a la edad y nivel de sus estudiantes De este modo el libro pretende ser referente en la didáctica del español como lengua materna en el campo de la enseñanza de la morfología y el léxico

Romance 2 Editorial Vicens-Vives,1997 **Dialectología hispánica / The Routledge Handbook of Spanish Dialectology** Francisco Moreno-Fernández,Rocío Caravedo,2022-11-29 Dialectología hispánica The Routledge Handbook of Spanish Dialectology es una obra coral que presenta las últimas investigaciones sobre las variedades actuales de la lengua española en todas sus geografías sumando los conocimientos de un importante número de especialistas en la materia Este volumen consta de 49 capítulos distribuidos en cuatro secciones que ofrecen información actualizada sobre la realidad dialectal del español y reflejan los conocimientos disponibles sobre la lengua y sus variedades Este libro amplio e innovador explora el modo en que diversas especialidades lingüísticas se interesan por la variación dialectal desde la historia hasta la informática pasando por la fonética la gramática y la lexicografía entre otras disciplinas Desde una interpretación multidimensional de los espacios dialectales este manual asocia la variación geolingüística no sólo con la historia y la sociología sino también con factores étnicos estilísticos y cognitivos Esta obra es ideal para todos los investigadores interesados en la lingüística del español la variación lingüística y el contacto de lenguas así como para estudiantes de grado y posgrado En ella se explora en profundidad la dialectología del español en todas las expresiones del espacio hispanohablante Dialectología hispánica The Routledge Handbook of Spanish Dialectology is a choral work that provides the latest research on the current varieties of the Spanish language in all its geographies collating expertise from a wealth of leading scholars in the subject This volume is comprised of 49 chapters distributed in four sections which offer up to date information on the dialectal reality of Spanish and reflect the knowledge available on the language and its varieties This comprehensive and innovative book explores the way in which various linguistic specialties are interested in dialectal variation from history to computer science including phonetics grammar and lexicography among other disciplines Displaying a commitment to a multidimensional view of dialectal spaces this handbook associates geolinguistic variation not only with history and sociology but also with ethnic stylistic and cognitive factors Presenting an in depth exploration of Spanish dialectology in all its expressions across the Spanish speaking space this resource is ideal for all researchers interested in Spanish linguistics linguistic variation and language contact as well as for undergraduate and graduate students

Jewish Studies at the Turn of the Twentieth Century Angel Sáenz-Badillos,Judit Targarona Borrás,2024-01-22 In July of 1998 the European Association for Jewish Studies celebrated its Sixth Congress in Toledo with almost four hundred participants In these Proceedings have been

collected 169 papers and communications read during the conference. By and large they offer a broad realistic perspective on the advances, achievements and anxieties of Judaic Studies at the turn of the 20th century on the eve of the new millennium. They represent the point of view of the European scholars enriched with notable contributions by colleagues from other continents. One volume ISBN 978 90 04 11554 5 includes papers dealing with Jewish studies on biblical, rabbinical and medieval times as well as with some general subjects such as Jewish languages and bibliography. A second volume ISBN 978 90 04 11558 3 is dedicated to the Judaism of modern times from the Renaissance to our days.

Miradas y voces Anna Camps i Mundó, Marta Milian Gubern, Glòria Bordons de Porrata-Doria, Jean-Paul Bronckart, Margarida Cambra Giné, Anna Camps Mundó, Montserrat Castelló Badia, Núria Castells Gómez, Isabel Civera López, Teresa Colomer Martínez, Lis Costa Giménez, Josep M. Cots Caimons, JOVITA DIAZ MARTINEZ, Cristina Escobar Urmeneta, Sandra Espino Datsira, Dolors Ferrer Canadell, Montserrat Fons Esteve, Anna Garriga Planas, Marta Gràcia Garcia, Oriol Guasch Boyé, Àngel Huguet Canals, Montse Irún Chavarría, Miquel Llobera Cànaves, Enric Llurda Giménez, Carmen López Ferrero, Mireia Manresa Potrony, Joan Manuel Homar, Francina Martí Cartes, Mariana Miras Mestres, José Luis Navarro Sierra, Maria Teresa Naves Nogues, Luci Nussbaum Capdevila, Juli Palou Sangrà, Alicia Peralta Serrano, Joan Perera Parramon, Claudia Portilla Ramírez, Montserrat Rabassa del Campo, Teresa Ribas Seix, Núria Ribera Turró, Magdalena Rivero García, Josep M. Serra Bonet, Isabel Solé Gallart, Teberosky Corona, 2008-01-17. Con la presencia de diversas lenguas de uso la presencia de una lengua global y la diversidad creciente de las lenguas y culturas aportadas por la inmigración la investigación sobre la educación lingüística y literaria de los futuros ciudadanos se convierte en una necesidad y un reto insoslayables.

Jewish Studies at the Turn of the Twentieth Century European Association for Jewish Studies. Congress, 1999. A cursed book. A missing professor. Some nefarious men in gray suits. And a dreamworld called the Troposphere. Ariel Manto has a fascination with nineteenth century scientists especially Thomas Lums and The End of Mr Y a book no one alive has read. When she mysteriously uncovers a copy at a used bookstore Ariel is launched into an adventure of science and faith, consciousness and death, space and time and everything in between. Seeking answers Ariel follows in Mr Y's footsteps. She swallows a tincture, stares into a black dot and is transported into the Troposphere, a wonderland where she can travel through time and space using the thoughts of others. There she begins to understand all the mysteries surrounding the book herself and the universe. Or is it all just a hallucination? With The End of Mr Y Scarlett Thomas brings us another fast paced mix of popular culture, love, mystery and irresistible philosophical adventure.

Romance 2 Pedro Blanco Rubio, Vicens-Vives, Editorial, S.A., 1997.

Materiales para la reforma. Educación secundaria obligatoria Ministerio de Educación, Llibres en català, 1999.

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