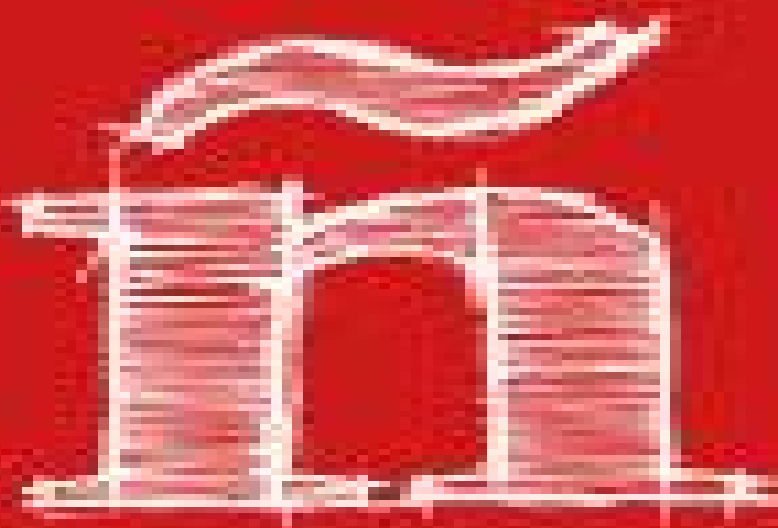


LENGUA CASTELLANA Y LITERATURA 1

SEGUNDA EDICIÓN (2014)

El contenido de esta obra ha sido elaborado por el equipo de autores de la asignatura de Lengua Castellana y Literatura 1 del Bachillerato de la Universidad de Valencia.

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Francisco Delicados Retrato de la Lozana Andaluza und Pietro Aretinos Sei giornate Folke Gernert, 1999 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 specialities 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

Geschichte der spanischen Literatur vom Kubakrieg bis zu Francos Tod (1898-1975) Heinz Willi Wittschier, 1982

Enseñanza y aprendizaje de la gramática y ortografía en la educación secundaria obligatoria a través 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 erradicación de los problemas de gramática y ortografía que presentan los alumnos en la educación secundaria obligatoria en la materia de lengua castellana y literatura Al mismo tiempo ofrece a los alumnos alternativas didácticas a las presentadas en los libros de texto de lengua en el proceso de enseñanza aprendizaje de la gramática y la ortografía Nuestro proyecto presenta la originalidad de haber contado con el alumno para el análisis y creación

En las actividades didácticas así como para el estudio de las principales dificultades que presentan en la gramática y la ortografía. Su colaboración y participación se han convertido en la principal fuente de nuestro trabajo. Sus propuestas nos sirven para solucionar aquellos problemas que con frecuencia encontramos en las producciones escritas de los alumnos ofreciendo a la vez tratamiento didáctico alternativo elaborado por los alumnos de secundaria. En primer lugar hemos realizado un estudio comparativo analítico de las últimas leyes educativas en España LOGSE y LOE sobre el currículo de lengua en la educación secundaria obligatoria para posteriormente realizar un seguimiento sobre la adecuación de los libros de texto de lengua a esas leyes educativas. Para ello se ha investigado las editoriales más utilizadas en Almería y su provincia. Los modelos teóricos 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 sirven 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.

didcticas que ser n aplicadas posteriormente en el aula Por ltimo nuestra investigaci n propone un tratamiento didctico de las actividades de enseanza aprendizaje de la gramtica y la ortografa realizada por lo alumnos de secundaria de los tres centros educativos seleccionados Tambi n ayudar a resolver las principales dificultades que se analizaron al principio de nuestra investigaci n con la aplicaci n de nuestras propuestas Las posibilidades de realizar otras investigaciones pueden servir de ayuda complementaria a nuestro estudio por lo que proponemos otras lneas futuras de actuaci n que pueden desarrollar las propuestas realizadas Kölner romanistische Arbeiten ,1999 **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 enseanzas La invisibilidad de las periferias escolares Xosé Manuel Souto González,Diego García Monteagudo,Juan García Rubio,Benito Campo Pais,Arnaldo Mira Pérez,José Ignacio Madalena Calvo,Vicent Peris de Sales,Carlos Fuster García,2020-05-22 La raza humana es diferente en su color de piel sentimientos gustos culturales riquezas materiales y m s categoras que podemos identificar Algunas de estas diferencias se vuelven desigualdades que obstaculizan la convivencia de las personas en sociedad La educaci n escolar tiene como objetivo b sico desarrollar la personalidad plena del individuo y por ello potencia las diferencias dentro de la tolerancia libertad y justicia Esta loable intenci n no siempre se logra pues hay intereses personales que se imponen a los derechos y libertades de otras personas E incluso se convierten en invisibles a ciertos individuos para no manifestar la hipocres a que se genera entre lo que se dice y hace Una investigaci n educativa tica debe descubrir lo que se quiere ocultar y poner al servicio de las instituciones educativas un diagn stico de la situaci n escolar que permita conocer y explicar los obst culos que impiden una pol tica inclusiva en las aulas S lo as el aprendizaje puede contribuir a la mejora de la comprensi n del sujeto en sociedad y a la explicaci n de los sucesos y fen menos del mundo abi tico biol gico y cultural Los cinco cap tulos de este libro buscan relacionar la definici n estad stica del fracaso escolar con las narrativas personales de docentes y alumnado en sus vivencias cotidianas Los conceptos como repetici n exclusi n abandono educativo adquieren un significado m s completo cuando se personalizan cuando incorporan las voces de los sujetos En todos los cap tulos hemos a adido un ep grafe para saber m s pues somos conscientes de las limitaciones de nuestro conocimiento como sobre todo de la enorme tarea que queda por desarrollar Y entendemos que el desarrollo de la misma solo ser posible cuando los individuos y las instituciones delimiten con claridad el problema del acceso a la educaci n p blica desde los centros escolares S lo as podremos desarrollar una enseanza ciudadana para un aprendizaje democr tico digno y justo **Didáctica de la lengua y la literatura y nuevas tecnologías.** Sandra Sánchez-García,Juan Manuel Rodríguez-Álvarez,2022 Didctica de la Lengua cultura escrita y artes en la formaci n inicial docente Concepci n Francos MaldonadoAlfabetizaci n inicial contenidos gramaticales y an lisis curricular en contextos pluriling es Susana S nchez Rodr guez Alicia Santol ría Orrios y Mariona Casas DeseuresEl pan de la guerra de la literatura al cine una propuesta didctica interdisciplinar con perspectiva de g nero Carmen Ferreira Roc o 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 currículum al manual escolar en Didáctica de la Lengua y la Literatura una revisión de los contenidos en Educación Secundaria Obligatoria Fernando Marín Martínez y Noelia Ibarra Rius L'xico canario y sexismo Una experiencia didáctica en el aula de Secundaria Jérica 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 Rendón El imaginario algaráico 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 *La mirada serena* Laura Cristina Palomo Alepuz, Ángel Luis Prieto de Paula, Juan Antonio Ríos Carratalá, 2023-11-28 Unamuno escribió que la mirada glauca y serena de Mir ilumina cuanto mira No está mal aludir desde la cubierta del libro a esta frase porque el escritor alicantino ha figurado de manera destacada entre las preferencias del profesor Miguel Ángel Lozano y a él están dedicados varios estudios contenidos en este libro Y también porque en el fondo es a lo que aspiramos quienes nos dedicamos a los estudios literarios a iluminar más que lo que miramos lo que leemos *Alma América* Vicente Cervera Salinas, 2008 **La educación en el teatro** César de Vicente Hernández, Teresa García Gómez, 2022-03-17 La educación en el teatro es una primera aproximación a cómo han sido representados en el teatro los modelos pedagógicos y los procesos de enseñanza El centro de los ensayos publicados en este volumen es la obra de Alejandro Casona Nuestra Natacha Conocer las propuestas de enseñanza crítica en el teatro a partir de la obra teatral Nuestra Natacha de Alejandro Casona contextualizar la práctica pedagógica de esta obra en el marco histórico de la República española y reflexionar sobre la enseñanza crítica hoy a partir de Nuestra Natacha son los ejes sobre los que discurre las aportaciones incluidas en el libro La educación más allá del proyecto didáctico del teatro ilustrado del siglo XVIII ha formado parte de la historia del teatro tanto por ser la pedagógica una de las funciones que se ha atribuido a la escena como por mostrar la manera en que los seres humanos aprenden cómo es el mundo y la manera en que hacen este proceso Nuestra Natacha en la

que el modo de aprendizaje constituye el tema de la obra escrita en medio del ambiente renovador abierto por la República española permite reflexionar sobre el modelo de enseñanza los tiempos educativos las funciones del profesorado el ambiente de aprendizaje etc y analizar su materialización escénica pensando el proceso de aprendizaje a partir de la ficción teatral trasunto de modelos que estaban desarrollándose desde comienzos del siglo XX *Innovación Docente e Investigación en Arte y Humanidades: Nuevos Enfoques en la Metodología Docente* María del Mar Molero Jurado, María del Mar Simón Márquez, José Jesús Gázquez Linares, África Martos Martínez, María del Carmen Pérez-Fuentes, 2021-12-16

Espacio, tiempo y género en la comedia española Felipe B. Pedraza Jiménez, Rafael González Cañal, Gema Gómez Rubio, 2005 La colección Corral de comedias nacida de la colaboración de la Universidad de Castilla La Mancha con el Festival de Almagro y las entidades que constituyen su patronato se propone ofrecer al público ediciones estudios y bibliografías sobre el teatro español del Siglo de Oro Este título recoge las Actas de las II Jornadas de teatro clásico celebradas en Toledo los días 14 15 y 16 de noviembre de 2003 Más de una veintena de aportaciones de otros tantos especialistas investigadores pertenecientes a las universidades de Castilla La Mancha Barcelona Murcia Valladolid Sevilla Navarra León Vic Palermo Milán Complutense Granada etc

Breve historia feminista de la literatura española (en lengua castellana): La literatura escrita por mujer, desde la Edad Media hasta el siglo XVIII Iris M. Zavala, 1993 Cuarto volumen de la breve historia feminista de la literatura española en lengua castellana dedicado a la literatura escrita por mujer de la edad media al s XVIII un periodo este en el que la historia literaria tradicional es especialmente parca en nombres propios de mujeres escritoras

El "Eusebio" de Montengón y el "Emilio" de Rousseau Santonja, Pere, 1994

ESTUDIOS DE LINGÜÍSTICA ROMÁNICA Coman LUPU, 2023-01-01 Volumul Estudios de lingvistică romanică cuprinde cercetări din domeniul lingvisticii românești și al lingvisticii românești comparate Sunt tratate diverse probleme de interes aspecte privitoare la modernizarea îmbogățirea vocabularului românesc în cadrul procesului de occidentalizare latino-romanică a limbii noastre traduceri valabile ca surse de introducere și înțelegere a neologismelor tranziției de cultisme din limbile romanice datarea împrumuturilor livrești etc Am adăugat de asemenea câteva materiale privitoare la retraducerea unor texte literare cu observații referitoare la condițiile și la calitatea unor retraduceri The volume Estudios de lingvistică romanică includes research in the field of Romanian linguistics and comparative Romance linguistics Various issues of interest are presented aspects regarding the modernization and enrichment of the Romanian vocabulary within the process of Latin Romance westernization of our language translations seen as a source for the introduction and settling of neologisms the cultured borrowings from Romance languages the dating of bookish borrowings etc We have also added some material on the retranslation of some literary texts with remarks on the conditions and quality of some retranslations

Indices de la producción editorial española, 1968-1972 Instituto Nacional del Libro Español, 1972

Interrelaciones entre la imagen, el texto y las tecnologías digitales. Nuevas perspectivas en la enseñanza de las ciencias sociales Elke Castro León, 2023-12-26

Marginalidad en la Edad Media Nilda

Guglielmi,1998 **Travesía por los límites de la literatura: entre cultura, crítica y la innovación docente más allá de la inteligencia artificial** Salud Adelaida Flores Borjabad,2024-06-05

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