



III Xornada de Innovación Educativa na Universidade

Unha aproximación multidisciplinar ó ensino da literatura

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Presentación

1. O ensino da(s) literatura(s) no contexto das novas tecnoloxías
2. A experiencia no ensino de literatura escocesa na Universidade de Vigo
3. Conclusión

1. O ensino da(s) literatura(s) no contexto das novas tecnoloxías

1.1. Contexto

- Literatura e novas tecnoloxías
- Libro e ordenador
- Cultura humanista e cultura tecnolóxica

1.2. Ensino

- Que ensinar e como aprender
- Criterios de selección de novas tecnoloxías
- Innovación
- Nova visión do obxecto de estudo

2. A experiencia no ensino de literatura escocesa na Universidade de Vigo

OBRADOIRO DE EXPRESIÓN LITERARIA INGLESA 2º CUADRIMESTRE, CURSO 2007/08



Welcome to this course,
which will focus on contemporary Scottish literature.

2.1. Actividade previa: cuestionario

- a) What is the capital city of Scotland? Name two other Scottish cities.
- b) Which languages are spoken in Scotland?
- c) What happened in 1707 in Scotland?
- d) When was Devolution achieved?
- e) What is the *Scottish Enlightenment*?

f) Analyse the following text

If I was not myself, I would be somebody else.

But actually I am somebody else.

I have been somebody else all my life.

It's no laughing matter going about the place

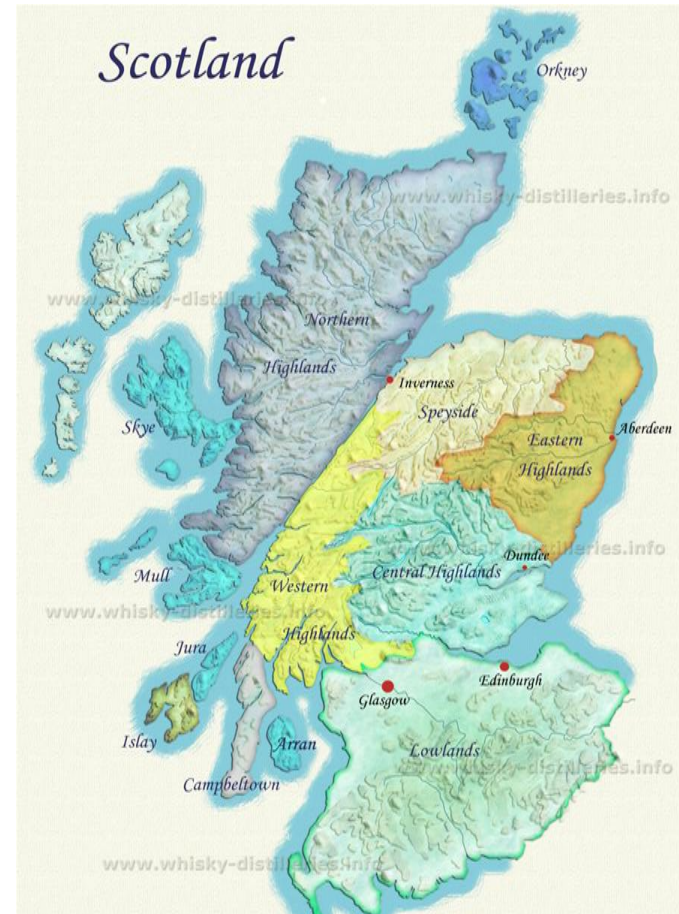
all the time being somebody else:

people mistake you; you mistake yourself.

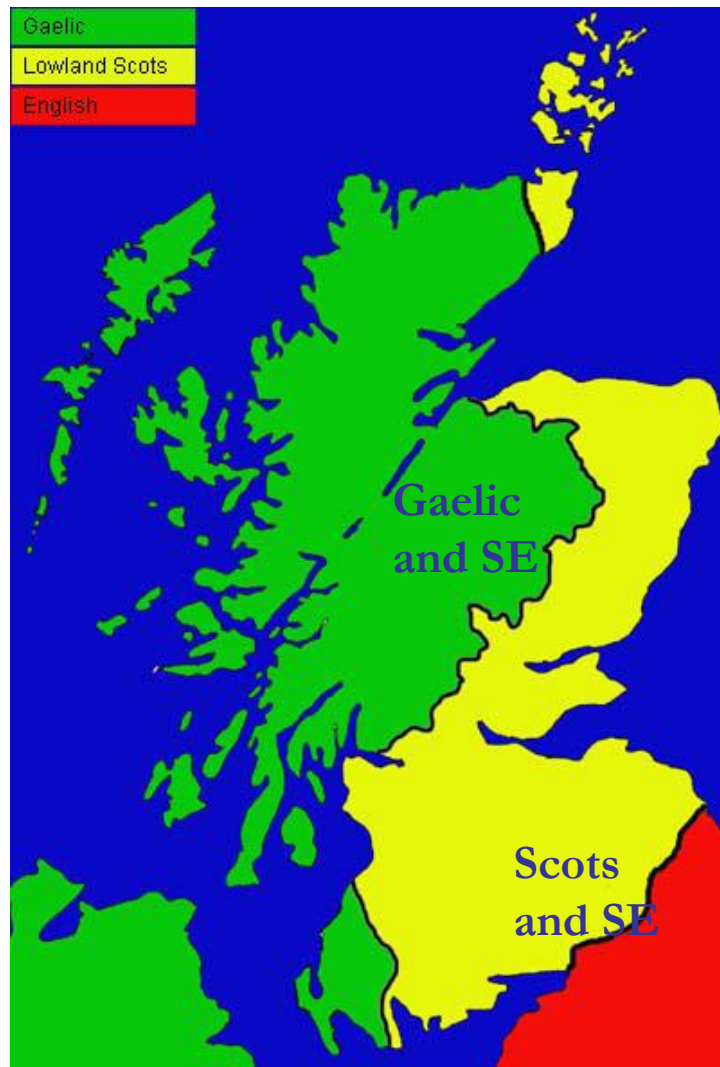
- g) What are the main characteristics that define a short story as opposed to a novel?
- h) “The short story has been a favourite genre of postcolonial writers”. Discuss with reference to Scotland.
- i) Name **AT LEAST THREE** Scottish short-story writers.

2.2. Do contexto ao texto

Actividade I: coordenadas espacio-temporais



Actividade II: Coordenadas lingüísticas



Glaswegians throw the R away

The Guardian. Monday March 14 2005

[...] So fast encroaching is the English invasion on Scottish speech patterns that language experts believe the Glaswegian guttural "r", pronounced at the end of words, could be lost within a generation.

[...] Dr Scobbie said the decline of the rolling Scots "r" was first noticed by language experts in the nineties, but this appears to have heightened in the past few years. Studies in working-class areas of Glasgow, such as Maryhill, have found that local people have begun dropping the "r" from the end of many words. So, rather than saying the word car, they adopt the English pronunciation "cah".

It is not though, Dr Scobbie believes, English television programmes that are altering the Glasgow accent. Rather, the dropping of the final "r" is a natural evolution in language pronunciation.

[...] "To the casual listener it may sound like the r has been dropped altogether, as it is in England, but when you look at ultrasound images you can see the tongue starts to shape an r before the sound trails off," he told the Scotland on Sunday.

Actividade III: Contexto alleo e contexto propio

O eixo Escocia-Galicia: documentación

- Situación xeográfica
- Situación política
- Situación lingüística
- Situación socioeconómica
- Manifestacións artísticas: motivos

O eixo Escocia-Galicia: debate

2.3. Do texto ao hipertexto

Actividade I: O medio literario

Textos na rede: O *Edinburgh International Book Festival* como “rede”

Actividade II: Estudo de caso

A poesía de Jackie Kay

Gender

See when my **English cousin** comes,
It's so embarrassing so it is, so it is.

I have to **explain everything**
I mean Every Thing, so I do, so I do.

I told her, 'Know what happened to me?

I got **skelped**, because I screamed when a **skelf**
went into my pinky finger: OUCH, loud.

And **ma ma** dropped her best bit of china.

It **wis** sore, so it wis, so it wis.

I was **scunnert** being skelped
when I wis already sore [...]

Politics

Language

Identity

Race

Class

Actividade III:

Tirando do fío: Literatura e música, literatura e pintura



"It's red and it's bloody,
clenched tight like a fist ,
love is tattooed on its knuckle,
cut here along its wrist.
And it's lonely and strong and
still it beats on
though I know not why, not
why now your love is gone."

2.4. Do hipertexto á creación

Actividade I: Tradución dun poema
Lectura na clase e comentario crítico

Actividade II: Escrita dun poema
Lectura na clase e comentario crítico

Actividade final: repetición do cuestionario inicial

3. Conclusións

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