

TITLE

Please write the title of your Good Practice

TITEL

Bitte schreiben Sie den Titel Ihres Workshop-Beitrags ("good practice")

Development of autonomy in a polysystemic approach to a preparatory curriculum in Humanities

NAME of INSTITUTION

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Public Centre of Adult Education "Agustina de Aragón"
(C.E.P.A "Agustina de Aragón", Móstoles, Madrid)

NAME and CONTACT DETAILS

KONTAKT

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SUMMARY

Please describe briefly the overall goal and objectives of your example of good practice.

ZUSAMMENFASSUNG

Bitte beschreiben Sie kurz die Intention und die Ziele Ihres Beispiels von "good practice".

The students are encouraged to take the responsibility of their formative learning process by means of self-evaluation of their competences in Spanish Language and the awareness of contextual and internal conditions of learning. Responsibility and awareness are increased by a polysystemic methodology that emphasizes the relations between historical, artistic and linguistic systems converging on the textual production, with a subsequent heuristic and relational strategy that promotes simultaneously personalization and group interaction, as opposite to a more traditional and static instruction of knowledge. Objectives:

1. Development of attitudes of self-evaluation and self-awareness as learners of Spanish Language.
2. Improvement of motivation skills.
3. Development of autonomy and personal style in learning.

Practice of an open, relational and interdisciplinary perspective based on a polysystemic conception of the textual interaction.

TARGET GROUP

Please indicate age, gender, nationality, the average number of students in your courses, level of their language proficiency according to the Levels of Language Competence according to CEF.

ZIELGRUPPE

Bitte geben Sie Alter, Geschlecht, Nationalität, durchschnittliche Anzahl der Studierenden in Ihren Kursen und deren Sprachniveau in Bezug auf den Europäischen Referenzrahmen an.

Four groups of Spanish Language in Secondary education for Adults (age: 18-55)
One group of Spanish in Preparatory Course for Access Exams to the University (age: older than 25)
Average number of students: 18
Inclusive classrooms: foreign students (about 15 %; from Guinea, Poland, Romania, Belarus, Ukraine, France, Peru, etc.; levels B1, B2), together with Spanish students.

LANGUAGE

Which language do you use as a medium of instruction for your target group?

SPRACHE

Welche Sprache ist die Unterrichtssprache für Ihre Zielgruppe?

Spanish

ACTIVITIES

Please describe briefly the activities (e.g. who is doing what and when, timetable etc.)

DURCHFÜHRUNG

Bitte geben Sie kurz den tatsächlichen Ablauf / Aktivitäten / Umsetzungsschritte Ihres Beispiels von "good practice" an. (Z.B. wer macht was wann, Zeitablauf etc.?)

For all the groups, there were offered three sessions of an hour each per week, within a period of about two months.

A)

1. Oral presentation of the first questionnaire . Dialog about its meaning.
2. The students fill in the questionnaire. They write personal conclusions and formulate their objectives for the period.
3. Team-work on the conclusions and objectives. Changes in the former ones.
4. Classroom conclusions: mental and conceptual maps.

B)

5. The same process for the second questionnaire.

C)

6. Presentation of the outline for the research of the new artistic and literary movements from the beginning of the 20th century. The toolkit of the polysystem theory. Diagrams and mental/conceptual maps. Textual selections.
7. Individual planning and work. Writings.
8. Team discussion and final elaboration.
9. Evaluation.

METHODOLOGY

Please give a description of the methods you use. Indicate the tools/instruments including visual aids, questionnaires, handouts, teacher-developed materials etc.

METHODIK

Bitte beschreiben Sie Ihre Unterrichtsmethoden. Geben Sie die verwendeten Unterrichtsmaterialien wie Folien, Fragebögen, Arbeitspapiere und andere Unterlagen an.

The methodology combines interactions in the classroom in teams (four / five students a team) and individual work.

The centre is the verbal text: reading and writing, analysis, study of coherence / cohesion mechanisms, typologies, intertextuality, adequacy, relations with external systems such as historical and social series and others.

Cultural semiotics and polysystem theory provide the main conceptual background.

Questionnaires; graphical aids such as diagrams, mental/conceptual maps and others; bibliographic documentation; linguistic and educational software and Internet are regularly used.

EXAMPLES

Please list up to 3 examples of the material you have developed and bring them along for display at the workshop.

ANSCHAUUNGSMATERIAL

Bitte nennen Sie maximal drei Beispiele für Materialien, die Sie entwickelt haben und die Sie zum Workshop mitbringen.

1. Self-evaluation of Spanish Language competences (questionnaire)
2. Self-perception as a learner: motivations and goals, previous experience, conditions, expectations, resources, methods and habits (questionnaire)

Example of a comparative, polysystemic and text-based strategy of learning: an outline for the study of revolutionary style in art and literature during the last century.

OUTCOMES

Please describe the results of your good practice

ARBEITSERGEBNISSE

Bitte beschreiben Sie die Ergebnisse Ihrer "good practice"

The use of questionnaires improves self-awareness and motivation in all groups. The results are best in the group of Access to the University and, generally, in elder students. The outlines for individual work and for team work promotes progress in strengthening autonomy, but not without conflict in some cases. Foreign students have got good results, without significant differences with regard to their Spanish classmates.

CONSTRAINTS

Please describe the difficulties (if any) in the implementation phase.

"STOLPERSTEINE"

Bitte beschreiben Sie eventuelle Schwierigkeiten in der Durchführung.

Institutional limitations: the curricula for the Access and the dates are fixed by the universities. Several students have got jobs and do not have enough time for their studies. So they don't attend the lectures regularly and several of them drop out.
iThe Access programme in the CEPA Agustina de Aragón is at its very beginning (it has been run only for two years)! There is a need for improvement.

If possible, please specify how your good practice relates to the aims of CHAGAL (please see Appendix 2)

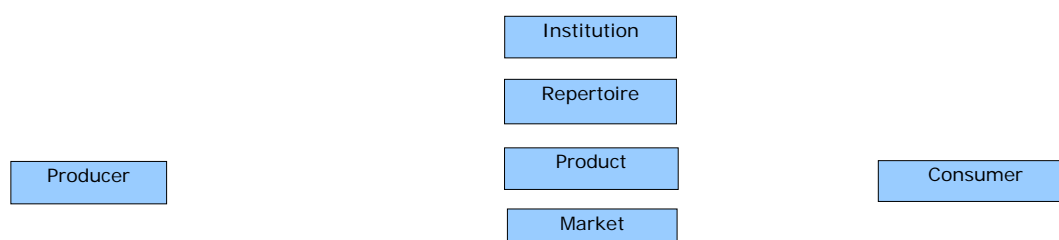
Bitte beschreiben Sie, sofern möglich, inwieweit Ihre Beispiele von "good practice" mit den Zielen von CHAGAL korrespondieren (Siehe Anhang 2).

.Learner centred methodology.
.Intercultural and inclusive context.

DEVELOPMENT OF AUTONOMY IN A POLYSYSTEMIC APPROACH TO A PREPARATORY CURRICULUM IN HUMANITIES

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1. Polysystem Theory (EVEN-ZOHAR, 1990) is a recent formulation of the dynamic functionalism, a perspective in the interpretation of literature and culture. Its origin can be found in proposals of the Russian Formalism (Schklovski, Tinianov, Eijembaum) in the twenties and goes up to the Semiotics of Culture (Tartu-Moscou School; LOTMAN, 1996). The well known Jakobson's communication scheme is reformulated in the following way to highlight the systemic interaction among the factors taking part in cultural processes:



2. The notion of **repertoire** is specially relevant because it refers to a set of models, rules, elements and so on that are selected by producers / consumers to build the interchanged products. In the cultural interaction the decisive instance is not, therefore, the products themselves (texts, etc.), but the interplay of repertoires with phenomena of agreement, conflict, intersection, translation, transformation, etc. **Producers** and **consumers** deal with repertoires and texts, but in an active / passive way respectively at a particular cultural event. **Institution** is a system of control, a conservative –generally speaking–instance that takes the function of regulation of repertoires/models and their uses. All these systemic factors have an almost immediate application (impact) to the educational processes: educational institutions, curricula as repertoires, teachers and students as producers and consumers, the performance in the classroom as a product... Thus, the polysystemic viewpoint becomes a powerful meta-cognitive tool to get insight into the socio-semiotic interaction of which teaching/learning activities consist.

3. The C.E.P.A. Agustina de Aragón is a public centre of adult education that currently depends on the Council of Education of the Community of Madrid. It is a big centre: about 40 teachers and, at the beginning of the academic year, nearly 2.500 students. The core of its activities is the Basic Education for Adult People, which leads to the certificate of Secondary (compulsory) Education. The Centre also has an important programme of Spanish for Foreigners (A1 to B2/C1), with six groups of students from several countries of Asia, Africa and Europe. During the last two years the Centre has started with a preparatory programme for access to university / higher education –in fact, to prepare students for free access exam for adults older than 25 that universities offer twice a year. This programme is open for students from three main origins:

3. those with the Secondary certificate from the Centre (Spanish, principally)
4. those with a certificate of advanced levels of Spanish for Foreigners from the Centre
5. those with direct access, both for Spanish and for foreigners

The preparatory course is limited to the Humanities. Subjects are the Spanish Language, Spanish Literature, English Language, History and History of Arts.

4. Such an institutional situation can be considered representative of many other groups seeking access to universities in several hundreds of centres for adult education in Spain. The curricula are developed by the teaching staff taking closely into account the official syllabi published by the universities. These are the institutional constraints, which show a certain degree of *repertoires* in conflict: the university education traditionally is a subject-teacher-centred one, while the adult education traditionally is, or at least should be a learner-centred one.

5. In my own practice of teaching the Spanish Language and Literature, both in secondary education and in access programmes to university I normally rely on a *repertoire* of four basic attitudes to keep and improve self-awareness and motivation of the students –and of the teachers, of course!- and to re-establish them at the centre of their own learning processes:

INSTITUTION (CONTEXT)

1. Identity

2. Inclusion

1. Cooperation

Autonomy

Identity, inclusion and cooperation are the background for a productive interaction in the classroom. Autonomy is a dynamic affective process supporting the individual student's endeavour to fulfil the curricular tasks / the achievement of the objectives. It is a matter of attitude which goes beyond the institutional regulation level and enables the student's development (cognitive, mentally), which is a precondition for mastering daily life and all the more is a precondition / necessary in order to succeed in higher education.

6. The specific work on autonomy is performed by means of self-assessment questionnaires in teamwork and in classroom discussion. At the beginning, after a realistic evaluation of his previous experience, attitudes, knowledge, capacities, resources and conditions of learning, the student is encouraged to assume the responsibility of his/her own learning process; he/she reformulates and modifies the objectives and contents offered by the syllabus and is asked to determine which areas of competence in a) Spanish Language and b) as a learner should receive special attention by the group and by the teachers. During the course, parts of the questionnaires and the initial objectives are revisited to evaluate the progress and re-define the new tasks. Thus, the student/*consumer* strengthens his/her autonomy and is enabled to manage and adapt the proposed *repertoire* according to his/her own needs and points of view.

7. Another field for applying (implementing) the polysystemic perspective is the organization of the curriculum. Traditional curriculum strongly splits the subjects up according to their internal abstract and conceptual structures (intra-systemic relationships), neglecting the closely related, open and dynamic forms which we face in real life / reality. Polysystem theory focuses on dynamic (inter-systemic) relationships and thus promotes an interdisciplinary and intercultural approach to socio-semiotics events. In Linguistics and Literature this point of view provokes (triggers) comparative research. In teaching, it exposes the student to an open panorama that involves him in divergent thinking processes and unveils new objects of knowledge. An example: the study of avant-garde movements in literature and arts, an European –and universal- phenomenon, can be conceived as emerging *repertoires*, with intersections and differences, from the dominant *repertoires* of the Nineteen Century with their intellectual, scientific, cultural, social and political crisis. Thus, a Spanish literary movement, the 'Generation of 27', appears as the successful creation of a new poetic *repertoire* from the Spanish classic poetry (Gongora), the Spanish popular poetry and the avant-garde movements (surrealism, cubism, creationism, ultraism, etc.) ones. We can find models and linguistic elements of these repertoires in the texts of the respective poets (Federico García Lorca, Rafael Alberti, Juan Larrea, Gerardo Diego, etc.). Social adscription, reception, minorities' art... can also be studied. In order to conclude this text by mentioning the role of literature in modern society we continue with a small research about similar cultural processes in recent years.

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