

Realia with writing: motivation and metalinguistic reflection on L1 in teacher training

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Abstract

This research explores the pedagogical and motivational potential of writing *realia*, real-life objects that incorporates language samples. Its general purpose is to investigate the effectiveness of its application in the field of Spanish language and literature. From them, the design of dynamics and activities is motivated to promote not only the prescriptive metalinguistic process on the mother tongue, but the creative design of dynamics for the classroom. It has the advantage of learning, from a meaningful and experiential approach, with everyday objects that integrate written samples of the L1. It becomes a strategic opportunity to especially address transversal and epistemological aspects of the language. It follows the principles of the practicality of the e-a process and the learning-by-doing approach. Its scope of application is a University Postgraduate in Teacher Training and the results obtained in a universe of 29 graduate students show the didactic opportunity of this methodology.

Keywords

Realia with writing. Teaching motivation. Teacher training. Metalinguistic reflection.

Realia con escritura: motivación y reflexión metalingüística sobre la L1 en la formación del profesorado

Resumen

Esta investigación explora el potencial pedagógico y motivacional de los *realia* con escritura, objetos de la vida real que incorporan muestras lingüísticas. Su propósito general es indagar la efectividad de su aplicación en la materia de Lengua Castellana y Literatura. A partir de ello, se motiva el diseño de dinámicas y actividades para propiciar no solo el prescriptivo proceso metalingüístico sobre la lengua materna, sino el diseño creativo de dinámicas para el aula. Suma la ventaja de aprender, desde un enfoque significativo y experiencial, con objetos cotidianos que integran muestras escritas de la lengua materna. Se convierte en una ocasión estratégica para abordar especialmente aspectos transversales y epistemológicos del idioma. Sigue los principios de la practicidad del proceso de enseñanza-aprendizaje y del enfoque del aprender haciendo. Su ámbito de aplicación es un posgrado universitario de formación del Profesorado, y los

resultados obtidos em un universo de 29 estudantes graduados evidenciam a oportunidade didáctica de esta metodologia.

Palabras clave

Realia con escritura. Motivación docente. Formación del profesorado. Reflexión metalingüística.

***Realia com a escrita: motivação e reflexão metalingüística
em L1 na formação de professores***

Resumo

Esta pesquisa explora o potencial pedagógico e motivacional dos *realia* com a escrita, objetos da vida real que incorporam amostras linguísticas. Seu objetivo geral é investigar a eficácia de sua aplicação em matéria de Língua e Literatura Espanhola. A partir disso, o desenho de dinâmicas e atividades é motivado a promover não só o processo metalingüístico prescritivo na língua materna, mas também o desenho criativo de dinâmicas para a sala de aula. Acrescenta a vantagem de aprender, a partir de uma abordagem significativa e experiencial, com objetos do cotidiano que integram amostras escritas da língua materna. Torna-se uma ocasião estratégica para abordar aspectos especialmente transversais e epistemológicos da linguagem. Segue os princípios da praticidade do processo de ensino-aprendizagem e da abordagem do aprender fazendo. Seu escopo de aplicação é uma pós-graduação universitária em formação de professores, e os resultados obtidos em um universo de 29 alunos de pós-graduação mostram a oportunidade didática dessa metodologia.

Palavras-chave

Realia com a escrita. Ensinar motivação. Treinamento de professor. Reflexão metalingüística.

1 Introduction

The concept *Realia* (real objects) in much of the scientific literature of the last three decades (ÁLVAREZ, 2011; BERWARLD, 1987; CANCELAS, 1998; CARRASCO, 2016; CAZORLA, 2013; FERNÁNDEZ, 2000; GEBHARD, 1996; GELABERT, 2002; HERNÁNDEZ, 2017; MOCHÓN, 2005; RICHARDS; PLATT; PLATT, 1992) has been characterised by a certain flexibility in the very interpretation of what it implies: in its generality, the use of "real" materials as a pedagogical support for the improvement of language learning. They are characterised by the fact that they are natural objects or materials, and therefore lack any intervention or manipulation by the teacher. This brings them closer to their extended label of authentic materials, which the learner is able to identify and recognise in a natural or extra-academic context but which have

undoubtedly not been born with an a priori didactic or formative intention. In the case of the first group of pupils, the teacher will have to take into account the fact that the pupils will be able to learn the language in a natural or extra-academic context, but that they will certainly not have been born with an a priori didactic or educational intention.

The *realia* methodology has a tradition of use in the teaching-learning of second languages as it is based on the communicative approach and subsequent oral interactions, which are encouraged by reactions to the "inspirational" objects used. It is therefore a methodology that promotes an instrumental vision of the target language by using it in a "real" way, through the continuous and constant oral communication generated by the discussions and interactions around the objects.

The research we present, framed in a university experience of a professionalizing Postgraduate¹ course, explores, however, a variant (Table 1) and it is the didactic potential of what we have called *realia with writing*. In this way, we refer to real-life objects that are "domestic" in nature and that also incorporate text, that is, samples of living language. In this research we have therefore excluded both *realia* proper and authentic materials (previously mentioned); we have focused on the use of objects close to the learner, which include samples of language in use, and with which the learner (in this case, the future teacher) can establish a more natural and spontaneous personal connection. The pedagogical principle that also encourages this proposal is the ultimate aim that motivates it: to be a didactic project to teach future teachers how to stimulate reflection on their own mother tongue from the use of samples of language inserted into the close reality of the student, through a motivating and specific bank of objects. In this way, the different dimensions (or sub-competences) that make up communicative competence (MCERL, 2002) are reinforced in unison, from linguistics (at phonological, lexical-semantic, grammatical levels, etc.), to sociolinguistics (politeness, registers...) and pragmatics (discursive, functional, organisational...).

¹ Developed in the subject *Learning and Teaching in the speciality of Spanish Language and Literature*, in the Postgraduate Univ. Master in Teacher Training of Compulsory Secondary Education and Bachillerato, Vocational Training and Language Teaching by the ULL and the ULPGC.

Table 1 – Typology of materials

	No	No	Yes
Research objects used in our Project	<i>Realia or real objects (no writing added)</i> ↓ dolls, coins, plastic fruits...	Authentic materials (with information of strong cultural input) ↓ maps, catalogues, travel brochures...	<i>Realia with writing ("things" with language samples in use)</i> ↓ napkins, yogurt glasses, bags, labels, shoe boxes...

Source: Own elaboration (2020).

Our research therefore seeks to highlight the pedagogical strength of everyday, domestic objects that contain writing and that thus allow an approach, from the joint motivational (1) and metalinguistic (2) perspective, to a reflection based on the teaching speciality of Spanish language and literature.

The emphasis on motivation in learning (1) is a natural part of our project. In the case of the students who are the subject of this research, it must be clarified that they are also future teachers, and therefore they are already attributed an intrinsic motivation for wanting to learn more in order to teach better. We thus identify in them an intrinsic motivation based on internal factors (self-determination, curiosity, challenge, effort) and we presuppose a desire and a personal taste (derived from their academic status as imminent teachers) to investigate new methodologies. We agree with Ryan and Deci (2000) that starting from a high intrinsic motivation is, without a doubt, starting from an ideal learning context.

In the face of this, it is necessary to promote extrinsic motivation, that is to say, that our way (as teachers and instructors) of providing new knowledge, resources and didactic strategies is up to their expectations, encourages them to progress academically (reward), involves them in the teaching-learning process (significant learning) and serves as an inspiring model (due to its innovative nature) in their future teaching task.

The metalinguistic dimension (2), for its part, is linked to the exercise of enquiry and introspection that the student can make about his own language, and especially manifests itself when he activates or shows his ability to verbalize it (PERALES, 2004). This is especially true when they activate or show their ability to verbalize it (PERALES, 2004). Metalinguistic actions are usually evident when we ask for clarification and reformulate our discourse (especially in colloquial speech), when we revise or when we self-correct our own interventions “[...] en todo proceso de aprendizaje de lenguas; porque

uno de los modos en que aprendemos consiste en hablar de cómo se habla, reflexionar sobre la lengua, darles nombre a formas y funciones [...]” (PASTOR, 2004, p. 639).

In order to develop the realia methodology with writing, the objects chosen must obviously take care of both dimensions (the motivational and the metalinguistic).

Based on these premises, the selection of materials takes into account two fundamental criteria: firstly, the choice of a tool bank (Table 2) that responds to the characteristics of a visual object, and secondly, the choice of the material that will be used, “tridimensional y tangible” (ÁLVAREZ, 2011, p. 14), identifiable and recognisable, if possible, in the natural, personal and social context of the student or learner. We are even talking about a certain affective and pragmatic identity of the object and, of course, its practically zero cost and immediate discovery. It is a sine qua non requirement to contain significant samples of the living language; depending on the level of the learners, samples of a second language may also be useful. The latter is guaranteed given the textual typology (fundamentally advertising and literary) contained in the chosen objects.

Table 2 - Realia sample with writing distributed to students

(continues)



Table 2 - Realia sample with writing distributed to students

(conclusion)



Source: Own elaboration (2020).

The second criterion that organises the selection is the anticipation that the student may notice (Table 3), in the messages incorporated in the objects, the identification of "possible" contents of the speciality of Spanish Language and Literature.

Table 3 - Taxonomy of recognisable content

Contents of an epistemological-conceptual nature, linked to the different components of a language system: phonetic-phonological, lexical-semantic, morphosyntactic component

Content of a harmful or instrumental nature: so-called "knowledge" (knowing how to infer, knowing how to establish a hierarchy or make an outline, knowing how to develop a chronological axis, knowing how to define, knowing how to write, knowing how to express an opinion, knowing how to recognise different textual typologies...)

Contents of a socio-cultural, artistic and aesthetic nature. Here we include both texts that can be used for the transversal perspective of the subject (values or transversal axes) as well as stylistic and literary contents, aesthetic-cultural references, norms, guidelines and routines, etc.

Source: Own elaboration (2020).

As a demonstration activity or dynamic (MERRILL, 2002) some examples are discussed in the classroom (Table 4).

Table 4 - Example of content diagnosis

Realia with writing (Post Office bag)	Contents		
	Epistemological or conceptual	Non-functionals/ Instruments	Socio-cultural, artistic, aesthetic
	<ul style="list-style-type: none"> -Use of the double rr in Spanish -Hiato (<i>post office</i>) and diptongo (<i>holidays</i>) -Tilde in sharp words -The nouns <i>pluralia tantum</i> (holidays) -Spanish language loans (post office, portuguesism) -Grades of the adjective -The possessive adjective -Prepositions in Spanish -Composite verbs -Substantive subordinates of subject ("<i>It</i>" is in your hands) 	<ul style="list-style-type: none"> -know how to write a postcard (Practice with textual typologies) 	<ul style="list-style-type: none"> -Identification of the dilogy <i>is in your hands</i> (a) it is up to you (b)the postcard is handwritten -Style and tone of an advertising slogan -Wink to the colours of the Spanish flag on the Correos bag (Spanish state-owned company)

Source: Own elaboration (2020).

The use of the materials *realia* with writing as an update of the didactic resources with which we work, is aligned with the curricular discourse (RD 83/2016) that insists on the importance of a more reflexive and contextualized communicative practice. Specifically, in the curriculum of the area of Spanish Language and Literature (from now on, SLL) we are reminded that

[...] aprender lengua significa avanzar en el conocimiento implícito y explícito que un hablante posee sobre su propio idioma, durante el proceso de su desempeño comunicativo, cuando habla, conversa, escucha, lee o escribe, en un contexto de uso social o cultural determinado. (p. 878).

And it promotes the necessary reflection on a teaching action that is an accomplice and promoter of more effective teaching (MURILLO; MARTÍNEZ-GARRIDO; HERNÁNDEZ-CASTILLA, 2011) from the moment that it tends to the use of resources, in this case alternatives, with which the learner can establish a different and motivating formative dialogue, which goes beyond mere theoretical learning. The principles of the practicality of the e-learning process (DEWEY, 2007) and those of the *Learning by Doing approach* (SCHANK, 2005) are present, which also respond to one of the specific competences of the postgraduate course in which this research is contextualised: "To favour verbal communication in the classroom and to value the contributions of students". The connection is also closer if we take into account the very nature, mostly advertising and sometimes literary, of the messages contained in these objects, and particularly in those we have selected. We can therefore see their pedagogical benefit as materials that establish a strong relationship with the learners' social environment, as we said earlier, with regard to their visual and pragmatic nature. *Realia* with writing would thus add to the potential of objects or artefacts that can be worked on from the perspective of multimodal semiotics (JEWITT, 2008; KRESS; VAN LEEUWEN, 1996; LÓPEZ, 2020) as they are communicative supports that display multiple possibilities for meaning and learning with them (KRESS, 2010).

The proposal also develops the creation, in its final phase, of classroom activities aimed at students in the secondary education stage. This completes the training of the future teacher in the actions that he or she will have to carry out in their next professional practice. And this procedure is therefore aligned with the need to revitalise the training space for future teachers by strengthening, on the one hand, the reflective attitude on their

own knowledge (LIMA; ANDRADE; COSTA, 2020), and on the other, by encouraging the permanent revision of the continuous training of teachers (JUNGES; KETZER; OLIVEIRA, 2018).

2 Methodology

This research was carried out within the teaching framework of a university postgraduate course, specifically in the subject of *Learning and Teaching of the speciality of Spanish Language and Literature*, belonging to the University Master's Degree in Teacher Training for Compulsory Secondary Education and Bachillerato, Vocational Training and Language Teaching by the ULL and the ULPGC

It initially starts from a qualitative research approach, from an interactionist perspective (BAELO; HAZ, 2019) motivated by the teaching relationship with the participating group. It has been developed with different techniques and tools or qualitative instruments for collecting information; the addition of the quantitative technique of the survey, through a semi-structured questionnaire, to determine the participants' perception of the experience, makes it a mixed research. For the monitoring and performance, evaluation and co-evaluation of the final result, a (written) section of its own design was generated and to respond to the technique of self-observation, oral group reflection was used.

2.1 Objectives

As befits applied research interested in improving education, it sets out a main or general objective and derivatives that help to shape it.

The general objective (O1) has been to develop a well-founded reflection and at the same time a vindication of the pedagogical strength of the Realia with writing in the academic field. From this objective we have broken down a total of 7 sub-objectives or goals:

(O2) To instruct in the need for "practical" language learning.

(O3) To design a research project applied to a group of teachers in training.

(O4) To identify the contents of the SLL speciality in the set of objects (realia with writing) given to each participating cooperative subgroup and to create activities for Secondary School with these objects.

(O5) To diagnose the participants' experiential process with the use of realia with writing, their satisfaction and prospects, by means of a specific or ad hoc questionnaire.

(O6) To evaluate the creativity and versatility of the use of this resource in the classroom through the repertoire of didactic proposals designed by each participating subgroup.

(O7) To check, by means of the co-evaluation, the communicative and persuasive skills of the participants in the endorsement or not of the use of the realia with writing for the classroom.

2.2 Participants

The research has been carried out with the entire group of master's students in the SLL speciality. There are a total of 29 graduate students -which is why we consider them to be professors in training-, 23 women and 6 men, with regular attendance at the Master's Degree in Teacher Training for Compulsory Secondary Education and Bachillerato, Vocational Training and Language Teaching face-to-face sessions during the 2019-2020 academic year. Teaching has been implemented with a complementary educational resource: the Learning and Teaching edublo².

2.3 Research techniques and instruments

Methodologically speaking, we start from the approach of significant and action-oriented learning that seeks to address both the motivational variable (learning from what we already know, involvement, interest, self-efficacy and competence goals) and the metalinguistic reflection on the mother tongue itself (L1), a basic circumstance in the immediate practice of these master's degree courses.

Different research techniques have been employed with their respective instruments (Table 4) during the course of the Project. Firstly, the discussion was

² Available at: <http://solotuaprendizaje.blogspot.com>

activated based on the technique of **the discussion group or focus group (O1, O2 and O3)**. The versatility of the methodological technique of the focus groups (BAELO AND HAZ, 2019) allows its use at different moments of the research, and this was the case in our case. As a previous element to the debate, it was exemplified (and also based on the students' own experiences and knowledge), with an improvised diagnosis of contents extracted from some objects, thus developing consecutively what Merrill (2002) identifies as dynamics or activation and demonstration activities. After this "sample", the guideline-protocol (annex 1) of the Project was distributed and the debate itself was activated in the focal group.

The second technique used was **direct observation or participant (O1, O2 and O3)** in our capacity as participating teacher-mediator with active listening. The elements that have led to this qualitative research technique have been: a regular group context (practical sessions in the IT classroom), opportunities to attend the reflections (formal and non-formal) developed in these practical sessions and a basic recording system or instrument consisting of the students' contributions to a series of specific blog entries, some with aspects tangential to the topic of the research³ (specifically entries numbers 138, 143, 145 and 151). At this point in the research, the spontaneous interactions (above all oral) generated by the reflections proposed in the aforementioned entries have undoubtedly provided us with valuable data on the topic of our research (acceptance/rejection, suitability for the classroom, findings...) that otherwise would not have been possible to record with at least as much certainty of authenticity. Following Merrill (2002), the activities generated here correspond to the application and demonstration.

On the other hand, and in order to collect the perceptions of the experiential process with the use of written *realia* (their satisfaction and prospective) corresponding to **objective 5**, the survey technique (quantitative technique) was used through the **questionnaire** instrument.

A specific (ad hoc) online questionnaire was designed using free software (Google Forms). The questionnaire proves to be a useful instrument for collecting

³ Particularly interesting were the verbal opinions regarding the opportunity for the *realia* with writing to work on alternative text typologies. This is reflected in the *practicality* of the language and specifically in the concept of language in use as opposed to *language as a system*.

information in a systematic and orderly manner. Its use in research processes is already in demand by, among others, Martín (2004), Alvira (2011) and Icart y Pulpón (2012). For our descriptive study, we developed a semi-structured questionnaire with very specific statements that sought to highlight students' perceptions when using the realia with writing. It had a block I or previous questions of demographic profile and a block II or specific. In this last block, a total of eight items were distributed: from 01 to 05, with closed questions with four options or categories of short answers (Little/Regular/Big/High); item 06 with five excluding options although more elaborated in its formulation; item 07 that gave option to an open answer and finally item 08 of mixed question (it offers guided options and the possibility of adding other personal ones). The questionnaire implies an implementation activity (MERRILL, 2002).

Finally, in order to verify the monitoring and progress (evaluation and co-evaluation), to check the capacity to identify the contents of the speciality in the objects received by each subgroup, to design activities based on this diagnosis and to expose to the large group the project carried out (**O4, O6 and O7**), on the one hand, the technique of monitoring/performance materialised in a **heading** (written) of its own design (annex 2) and on the other hand, the technique of **self-observation** (oral) manifested in the face-to-face group reflection (CHURCHES; GALICIA, 2018) which also took place in the last teaching session.

The actions linked to these objectives are translated, following Merrill (2002), into implementation and mainstreaming activities.

Table 5 - Relationship of the techniques with their instruments and the objectives of the research

Discussion or focus group technique	Debate	O1, O2, O3
T. of direct or participant observation	Annotations/Country notebook/Entries Blog	O1, O2, O3
T. of the Probe	Questionnaire (free software Google Forms)	O5
T. of Follow-up/performance	Heading (written)	O4, O6, O7
T. of Self-observation	Group reflection (oral) in person	O4, O6, O7

Source: Own elaboration (2020).

3 Results

In order to delimit the **results**, it is appropriate to express the phases followed in the investigation. We paraphrase Vallés (1999) who distinguishes the following:

Phase 1 or reflection phase where the research problem and its state of affairs are identified. In our case, it corresponds to the concreteness of the topics: the possible didactic use of realia materials with writing, because it is understood that it benefits the emotional dimension of the learners, and the reinforcement of the metacognitive reflection on their own mother tongue. Interaction with the focus or discussion group. It is linked to O1 and O2.

Phase 2 or planning phase in which the design of the process to be followed takes place, with the concretion by our part of the research project (*The language of things: reading the objects. Use of Realia with writing*) which is presented and discussed before the focus group (Annex 1). Linked to O3.

Phase 3 or entry phase in which the recipients of the research process are already identified. The six sub-working groups are specified in the focus group, illustrated with samples or examples of the procedure and the objects are "distributed". The participating sub-groups then work together on their "purchase" of *realia* with writing. Linked with O2 and O3.

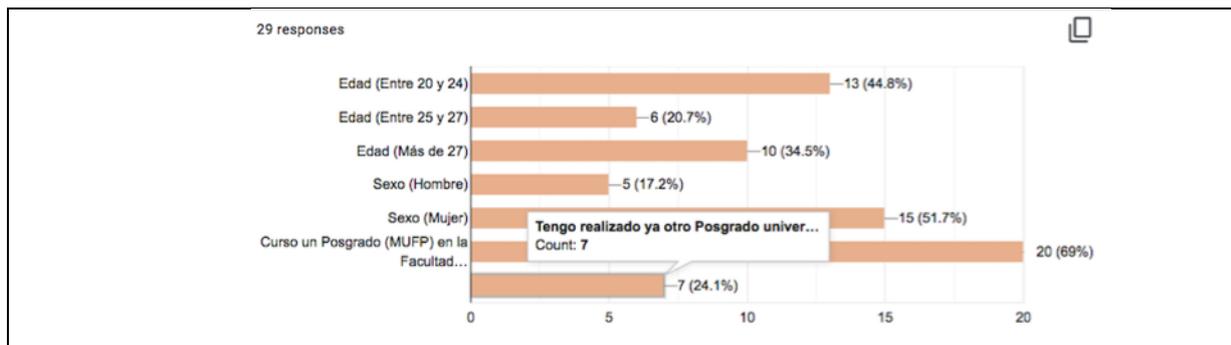
Phase 4 or data collection and preliminary analysis in which the analysis is initiated from the collection instruments created for the research. This is where the result of the survey is analysed in the form of an *ad hoc* questionnaire. Linked to O4 and O5.

Phase 5 or field trip and analysis in which all the data is completed. It coincides with the staging of the designs of the sub-groups which thus show the result of the experience by presenting their designs (see a sample in Annex 3) and solving both the heading (written co-evaluation exercise, Annex 2) and the self-observation (oral). Linked to O6 and O7.

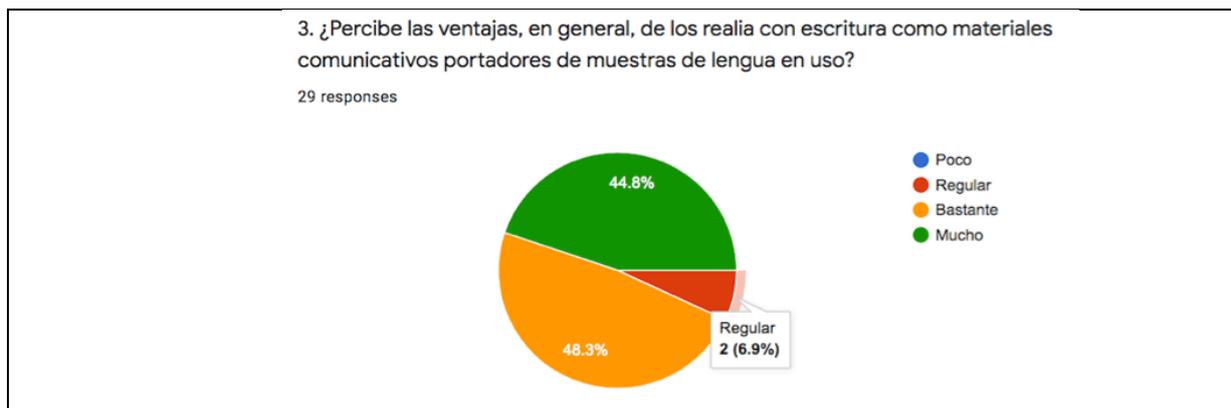
Phase 6 or writing the report or article.

For reasons of space, we focus below on presenting the results of the quantitative tool used (Phase 4, O4 and O5), that is to say, the specific questionnaire designed for this purpose and which gives an account of the students' perceptions of their experiential process.

From its Block I (demographic data), we found it interesting to investigate the students' complementary training (at another postgraduate level):

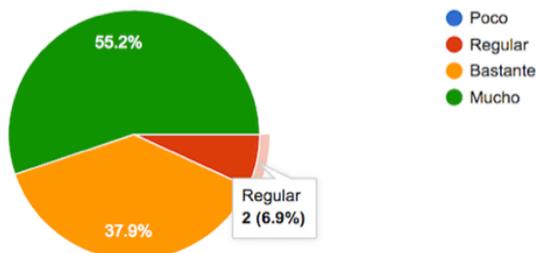


Items 01 to 05 show closed-ended questions with four options or categories of short answer (Little/Regular/Much/High), all considered valid (100%).



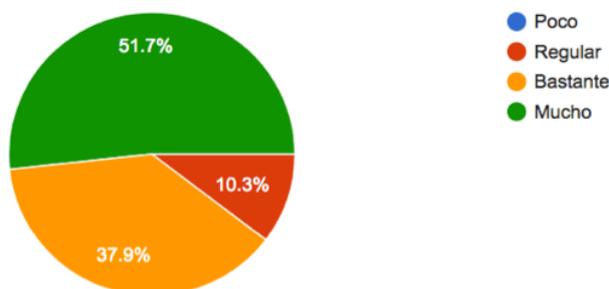
4. ¿Encuentra útil la práctica con realia con escritura para la reflexión sobre la propia lengua materna o L1 (proceso metalingüístico)?

29 responses



5. ¿Percibe que los realia con escritura pueden dar pie a trabajar diferentes tipos de contenidos epistemológicos de la Especialidad?

29 responses



Item 06 proposes in its (closed) responses five exclusionary options although with more elaborated response statements than the five previous items. Twenty-nine valid responses are generated again (100%).

6. ¿Dónde identifica las (mayores) dificultades encontradas al aplicar el Proyecto de uso de los realia con escritura?

29 responses



The questionnaire is closed with items 07 and 08. Item 07 gives the option of an open answer (without guided statements) as opposed to 08 which is a mixed question (offers guided options and the possibility of adding other personal ones).

Due to their diversity, all the literal answers obtained are provided by both of them.

7. ¿Emplearía los realia con escritura en algún momento en sus clases?

29 responses

The answer is 10 positive "Yes" statements with no added comment (34.5%). 19 students (65.5%) give an extended response in the following terms: 17 with confirmation/reinforcement of the affirmative response (58.6%) and 2 (in bold) with certain doubts or reticence (6.9%). All considered valid (29 answers, 100%).

- (1)-I'm sure I would use them.
- (2)-I would love to be able to do this in my imminent internship at the centre.
- (3)-Of course.
- (4)-Probably yes, I would bring texts such as posters, written texts of everyday life (instructions, communications that may be in the corridors of the centre where I am working, etc.) so that they understand the importance of knowing certain theoretical elements about their own language.
- (5)-Yes, I consider this to be a significant methodology.
- (6)-I will probably use realias in the first courses and in small groups. I find it interesting to use realias related to communicative areas of daily life.
- (7)-I hope to be able to do this in the future.
- (8)-Punctually, yes, but I am sceptical about students showing interest in grammar or other epistemological content in everyday objects.**
- (9)-Yes, because they allow pupils to be shown that language is a tool present in everyday life.
- (10)-I am sure I would use them.
- (11)-Yes, I find it a very interesting resource and one which I will try to include in my classes.
- (12)-Yes, as they are easily accessible and very diverse for teaching language or literature.
- (13)-You can always introduce this technique in some way, the good thing is that you can work with almost all the subjects you work on in the classroom.
- (14)-Yes, as long as there are no students with NEAE in the group, since it would complicate the design of activities that could be adapted to them.**
- (15)-Yes, it would certainly do so.
- (16)-Without a doubt, we should not forget that language is at the service of human beings and allows them to understand and build the reality that surrounds them. The "realia" is a great method for students to learn about the various planes of reality in a meaningful and even playful way.
- (17)-Yes, to highlight the use of the language in students' daily lives so that they do not see the aspects that are seen in class as something alien to them.
- (18)-Yes, of course, they are a great resource.
- (19)-No doubt about it.

And finally, item 08 which presents an invalid answer (3.4%) against 28 valid ones (96.6%).

8. Podría comentar para qué tipo de contenidos le parecen más aprovechables los realia con escritura. Si para (1) los conceptuales (léxico-semánticos, morfológicos...); si para los (2) nociofuncionales o instrumentales (saber hacer un resumen, etc.); si para (3) los literarios; si para (4) los socioculturales, transversales...

29 responses

(1)-jh

(2)-For all

(3)-For all types depending on the specific material. They are very usable.

(4)-I think it is very useful and creative for literary people.

(5)-For (3) the literary ones and (4) the socio-cultural/transversal ones

(6)-I consider the realisations to be very useful for generating the application of concepts and in turn the understanding of the language.

(7)-4.

(8)-For contents (1) and (4).

(9)-I think that both for literary content and for semantic lexicon it is very interesting to give a new twist to everyday objects and to learn through them. We will use the everyday as an excuse to open debates and deal with many different subjects with our students.

(10)-(3) literary ones, because the creative component is easier to exploit with coditian objects

(11)-I find the realia with writing more useful for socio-cultural and literary content, the latter especially if the texts are related to the field of advertising.

(12)-I think that students will consider more significant that learning that they understand as functional or socio-cultural, since, in the end, what they are always looking for is the "usefulness" of what they give in the classroom, they seek to be able to apply what they learn inside in the outside world, and the classroom should never be disconnected from the real needs of daily life. This does not mean that some epistemological concepts cannot be given through the realia, but it does seem more like a pretext to which it is difficult for a student to see the function unless it is very well justified with the intentionality of the message of what is being presented with text. In the end, what is important is that students are able to understand why something is being done and what it is for.

(13)-I think that the use of realia can be used to work on socio-cultural and transversal concepts.

(14)-In our group work on REALIA, we have been able to see that there are many activities, both for conceptual, grammatical and literary content, etc., so I think that working on realia with writing is useful for all the content of our subject.

(15)-I think they are especially interesting from a socio-cultural point of view, but I think they can also be useful for conceptual and instrumental content.

- (16)-They can be used, to the same degree of importance, for any content. It all depends on the subject you want to teach in class.
- (17)-(1) which I think is the most complicated thing to teach and for students to learn.
- (18)-With the sole exception of the conceptual content, I think that the rest of the content is perfectly compatible in order to make the most of the realia with writing, since, after this experience, it is very difficult to create activities that allow you to work on linguistic content.
- (19)-1: conceptual content
- (20)-Perhaps more for (1) and (4)
- (21)-the conceptual ones (lexical-semantic, morphological...)
- (22)-It is clear that the "realia" are very useful in all the cases mentioned. However, if I must highlight one over the rest, I consider them to be especially attractive for working on socio-cultural and transversal contents.
- (23)-1
- (24)-The realia with writing could be used to tackle all the contents mentioned, as the students, through these written objects, would learn a lot and would find it more dynamic and motivating.
- (25)-Conceptual content, harmful or instrumental content and socio-cultural content.
- (26)-3 y 4.
- (27)-Non-functional, socio-cultural and conceptual
- (28)-Depends on the material used, but mainly socio-cultural and conceptual.
- (29)-For all types of content.

4 Discussion

The observation of the different phases of this research and the reflection on its results show the great interest of the participants in active methodologies and, in general, a new look at the didactics of the SLL speciality. From the very beginning, the project aimed to involve the participants, teachers in training, who are seriously committed to their imminent teaching performance and eager to develop more effective ways of communicating the rudiments of the contents of their speciality.

The participating group had to organise, once the sub-working groups had been set up, the development and fulfilment of their task outside the face-to-face teaching sessions, with the exception of the practical sessions (two hours out of the 8 weekly totals) held in the computer room, where they could devote time to the Project. In fact, 20.7% of the participants (6 students) found (item 06) the greatest difficulties in their organisational phase with their work team.

48.3% of the participants (14 students) assessed with the highest category ("Very much") the motivational advantages of writing realia (item 01) followed by 13 (44.8%) who indicated "Quite a lot". 44.8% (13 students) with the same maximum value of "Very much" identified the alignment of this methodology with significant learning (item 02) and 12 (41.4%) chose "Quite a lot". In the same positive percentage of 44.8% (13 students) perceive the advantages of writing as texts that carry a sample of the language in use (item 03) and 14 indicate "Quite a lot" (48.3%). A higher percentage (55.2%, 16 students) find this methodology useful for activating metalinguistic reflection in their mother tongue, thus qualifying it with its maximum value (item 04) together with 11 (37.9%) who indicate "Quite a lot", thus giving this item a total positive balance of 27 students betting on its strength for better knowledge of the L1. Also more than half of the group (51.7%, 15 students) identified with the maximum value the opportunities of the realia with writing to deal with epistemological contents (item 05) followed by 37.9% (11 students) who indicated "Quite a lot". All of them state their predisposition to use them in their future teaching practice (item 07) and only two of them note a certain reticence (they believe there will be a lack of interest in linking them to grammar; they foresee difficulty with Specific Educational Support Needs students). Finally, item 08 includes the following diversity of opinions: votes that indicate the suitability of the realia with writing to deal with all the contents (6 votes); for the Epistemological or conceptual (12 votes); for the Nociofunctional or instrumental (5 votes); for the Literary (7 votes); for the socio-cultural or transversal (14 votes).

5 Final considerations

This project is an invitation to the need to look for alternative teaching methods to encourage teacher motivation. It especially warns about the potential of the application of writing realia in the approach of socio-cultural or transversal contents and in the epistemological or conceptual ones of the subject of Spanish Language and Literature. Ultimately, it calls for the practice of all kinds of text typologies, especially those closest to the real communicative needs of speakers who are aware that knowing a language is also mastering how to resolve the world with it.

The criteria for selecting the set of objects may vary; in our case they have been very personal and linked to our own teaching performance as well as to previous academic reflections and research directed by us (CARRASCO, 2016; CAZORLA, 2013; HERNÁNDEZ, 2017).

Apostilling Mochón (2005, p. 3), “Los *realia* [con escritura] rompen con la monotonía y, a veces, con el tedio que supone saber que mañana veremos la página 34 porque hoy ya hemos finalizado la 33”.

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Annex 1 – Closure project, research

ULPGC – FCEDU

2019-2020

Máster universitario en Formación del Profesorado de Educación Secundaria obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas por las Universidades de La Laguna y Las Palmas de Gran Canaria
Aprendizaje y Enseñanza de la Lengua castellana y la Literatura (Dimensión lingüística)
<http://solotuaaprendizaje.blogspot.com>

Proyecto de cierre La lengua de las cosas: leer los objetos. Uso de los *Realia* con escritura

Con este Proyecto, planteado como cierre de la materia, se pretende una reflexión y al tiempo una investigación (en grupos cooperativos) sobre el aprovechamiento de los *Realia con escritura* en el ámbito académico. Persigue evidenciar la fortaleza pedagógica de los objetos cotidianos, domésticos que contengan escritura y que permitan una aproximación, desde la perspectiva conjunta motivacional y epistemológica, a contenidos de la especialidad.

Encierra una fase (a) de selección de materiales, a partir de una oferta proporcionada por la profesora para determinar, acto seguido, los potenciales contenidos útiles para el aula. A continuación se diseñará (y presentará oralmente) su explotación didáctica con una breve ficha o itinerario que muestre el aprovechamiento de los objetos seleccionados.

La clave está en delimitar la variedad de contenidos susceptibles de encontrarse en los objetos. Así: a) contenidos epistemológicos de la especialidad (conceptuales lingüísticos: fonético-fonológicos, léxico-semánticos, morfológicos, gramaticales) y literarios.

b) contenidos nociofuncionales (“saberes instrumentales”).

c) contenidos socioculturales (transversales, estilísticos...).

Se pensará en un hipotético contexto (grupo destinatario, breve contexto académico, objetivos) de aplicación para valorar la adecuación de las actividades a ese nivel/marco elegido.

Metodológicamente hablando partimos del enfoque del aprendizaje significativo que busca atender tanto la variable motivacional (aprender a partir de lo que ya sabemos, involucrarnos, interés, autoeficacia y meta competencial) como la propia reflexión metalingüística sobre la L1, básica en la inmediata praxis de los masterandos.

Resumiendo:

-Cada equipo de trabajo se lleva su “compra”. Reparto, reflexión individual y puesta en común.

-Diagnóstico: ¿para qué contenidos podrían ser adecuados los objetos de mi compra?

-Elección de un brevísimo perfil de aula (nivel, grupo, algunas características...).

-Acomodo de hasta tres objetivos específicos o concretos.

-Descripción de varias actividades/dinámicas que justifiquen el aprovechamiento didáctico de la “compra”.

Se valorará la integración de contenidos, la perspectiva interdisciplinar y transversal y el sentido motivacional, lúdico y creativo.

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Lectura motivadora sobre la estética de los objetos, el diseño y el “consuelo” del lujo, las marcas, etc.

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Annex 2 – Heading, written co-evaluation exercise

ULPGC – FCEDU - MUFF

EXPO PROYECTO DE CIERRE

**La lengua de las cosas: leer los objetos.
 Uso de los *Realia* con escritura**

Ficha de Co-evaluación/valoración (cualitativa) de las propuestas presentadas

10/03/2020 Grupos	Orden Sesión	a) Intervención equilibrada de los diferentes integrantes del grupo (Indicar nombres de los integrantes) b) "Calidad" comunicativa (eficacia, persuasión, corrección, cortesía, nivel de formalidad adecuado...)	Rentabilidad para práctica de contenidos a) Epistemológicos (conceptuales) b) Instrumentales nociofuncionales (saber hacer...) c) Socioculturales (transversales) d) Interdisciplinarios	a) Creatividad y originalidad de las actividades y dinámicas presentadas b) Capacidad para motivar al que escucha con tareas/juegos para el "público"	a) Acomodo (adecuación) al destinatario indicado (perfil, curso/nivel propuesto...) b) Otras observaciones de interés...
Grupo 1.	1ª				
Grupo 2.	2ª				
Grupo 3.	3ª				
Grupo 4.	4ª				
Grupo 5.	5ª				
Grupo 6.	6ª				

Annex 3 – Examples of participants' designs

<h4>Cartones de yogures Light&Free</h4> <p>• Creación y diseño por grupos de un nuevo cartón pensado para yogures que sí tengan azúcar, edulcorantes u otros añadidos artificiales haciendo uso de versos, figuras o rasgos de la poesía modernista, lo que va conlleva una pequeña labor investigadora y la comprensión de este tipo de literatura.</p>	
	<h4>Bote de limpiamáquinas</h4> <ol style="list-style-type: none">Identificar las palabras que conforman el campo semántico de la limpieza e indicar el hiperónimo y el hipónimo.Reconocer las tipologías textuales. Crear textos instructivos y advertencias para otro objeto de la vida cotidiana siguiendo el modelo del bote.Crear un cartel promocionando el mismo producto, pero mejorando y embelleciendo el lenguaje.Explicar los portuguesismos a partir de los textos en portugués del bote.
<h4>Caja de zapatos</h4> <p>Digulendo la idea del nombre de la marca Wonders, animaremos a los alumnos a imaginar con este material. Construiremos un buzón de mensajes románticos para hacer partícipes a los alumnos en una festividad como puede ser San Valentín.</p> <p>Los alumnos y alumnas agrupados en grupos de expertos introducirán mensajes románticos en el buzón haciendo uso de poesía o novela romántica española.</p>	



Actividad elegida: Reflexión individual.
 Redacción: ¿Qué diferencias aprecias entre estar perfecta/o en cualquier estación y soy perfecta/o tal como soy?

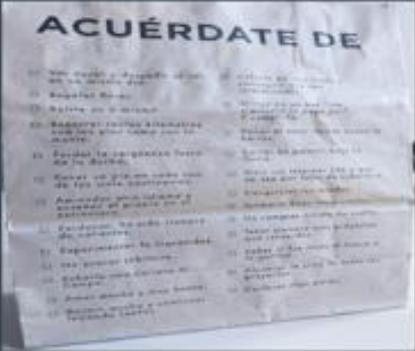
- Buscar de forma individual tres objetos en casa y crear un eslogan para cada uno que contenga un ejemplo de diálogos.

- Escribir de forma individual un relato con la frase del envase como leitmotiv.

- Crear en gran grupo sustantivos nuevos a partir del proceso de la composición. Para ello, se utilizará un dado como este:

3.5. Bolsa de Natura

Pueden elaborar una historia mediante la elección de diez oraciones de la bolsa. Deben atenerse a la siguiente premisa: al protagonista le quedan 48 horas de vida.



3.3. Cucurucho de la Quinta cumbre

Este elemento puede servir de excusa para repasar los determinantes, entre ellos, los numerales. También se puede trabajar la concordancia entre sustantivos y adjetivos. Por último, relacionar la palabra *Cuevbe* con puntos importantes de la isla para elaborar, por grupos, un tríptico sobre algún punto turístico de Gran Canaria.



2. Realicen un trabajo de investigación por parejas sobre la verdadera historia que encierran los cuentos infantiles, al mismo tiempo que reflexionan sobre la tradición oral. Tras la búsqueda de información, deberán presentarla en diez breves enunciados bajo el título *¿Cuánto sabes realmente sobre el cuento de (título)?* en un cartulina que se colocará por los pasillos del instituto.



4. Diseña un lema similar al siguiente que promocione tu libro de referencia.



Servilletas de Paris:

Los alumnos deberán diseñar sus propias servilletas, incluyendo una frase o palabra típica del dialecto canario y añadir dibujos relacionados.

Esta actividad podemos realizarla junto a la asignatura de plástica.

Contenidos: socioculturales e interdisciplinares.



7. Bolsa con mapa:

Después de que los alumnos pongan en común qué tipos de novela conocen, dividiremos la clase en parejas con el fin de inventar el mapa de una pequeña población. Tendrán que añadir los principales edificios de una ciudad y podrán inspirarse en una tipología de novela concreta para inventar el nombre de sus calles. Cuando terminen, jugarán a adivinar en qué lugar del mapa se encuentra el compañero, siguiendo sus indicaciones de manera oral.

Contenidos: nociofuncionales y socioculturales.



3. Cajita oso:

Los alumnos, por pequeños grupos, deberán escribir un microrrelato, partiendo de la imagen que se muestra en la caja.

En algún momento de la historia deberán incluir la palabra "celestial" que aparece en la imagen.

Contenidos : epistemológicos.



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