This work goes on a Project of Innovation in Education at the University of Cádiz, linked to the ETCS experiences. We are planning different work tools in the subject’s programs of Spanish Language and Theory of Literature and Comparative Literature.

We develop the e-learning through a Virtual Classroom at the University of Cadiz, which takes its basis on the Moodle platform and finds its reason of being in the methodological change resulting from the introduction of ETCS.

We use the new technologies having a support in a virtual classroom that helps the pupil to learn to work and to communicate with his companions. We think that the justification of using new Technologies are: in to diversify the supports through which the pupil accedes to the information; to foment the critical capacity before different types of speech and different supports of expression and presentation, to make the pupil learn by himself, to foment the communication and the cooperative work between the pupils.

1. COURSES INVOLVED IN THE EXPERIENCE

**Spanish Language**
- *History of the Spanish Language*. Hispanic Philology. Main. 4º course
- *Spanish Morphology*. Hispanic Philology. Main. 2º course
- *Hispanic Dialectology*. Hispanic Philology. Obligatory. 5º course
- *Spanish in America*. Hispanic Philology. Obligatory. 5º course
- *Problems and methods in the syntax of the Spanish*. Hispanic Philology. Elective
- *Spanish Sociolingüistics*. Hispanic Philology. Elective
2. DIFFERENT ASPECTS IMPROVED IN TEACHING OF THEORY OF LITERATURE AND RESULTS.

Programming of the Subject (Times and Content) in Theory of Literature.

This year we have programmed different activities in individual work and in work into the groups. We have only 2 hours to week in presencial classroom in Theory of Literature (with 9 credits that the pupil must make along the year) and only 3 hours to week in presencial classroom in Contemporary Theory of Literature (with 6 credits that the pupil must make in a quarterly period). Then we have some activities in semi presencial and no presencial classroom. Most of them are based in a Virtual space, with the Moodle System.

VIRTUAL SPACE: The Moodle platform has been in many times the backbone of the course while providing a forum for direct communication with the student and allows interactivity between members of the course. The virtual space offers numerous benefits of easy access to specific files containing general information of interest-programs, books, thematic scripts, articles, reviews, evaluation criteria, websites of interest… etc. We focused on the following tools, especially agile to complement and support teaching:

Glossary
Tasks
Discussion forums

2.1. Glossary

This tool allows up a basis of specific terms specific to each topic of the course. This provides a common resource for all students in which they seek different definitions, noting on many occasions how the same concept can be approached from different perspectives. This tool covers three main objectives: first, encourages collaboration among students, then as the list of terms is more complete, they get more specific information quickly; secondly, it helps to develop the work of pupils with bibliography and other sources. The requirement to include after each word the complete reference source provides the location, avoiding duplication and ensures consultation of certain relevant manuals to the course; finally, it serves as a starting
point for further analysis brought to the forum in case of different definitions sometimes complementary, others less so, to analyze the approach.

2.2. Tasks

They are exercises and practical activities that the student must make and send online: sometimes it is an exercise that supplements the one done in class. These tasks allow planning activities, so that the student works item by itself and can resolve doubts that arise from the issue explained in the classroom by the teacher.

Finally, it allows tracking of the student in the subject, especially thanks to the kind of exercise that requires the student to perform the tasks on the dates indicated in the virtual classroom. We get students to follow the course every day, and avoid the student can overcome the course studying all subjects at the end of course.

Examples of tasks:

1. To collect information about one of the following topics – Literature, Literary Canon, Literary Criticism, Reading literary text, Mimesis, Fiction, Literary language, etc. -(at the forum, in the glossary, in the bibliography, on the web) and the preparation of a brief commentary that specifies: a) his definition b) the fundamental concepts that must be taken into account in her study, c) a brief history-if it is applicable; d) two pages relevant to their study, e) two manuals relevant to the study. These last two paragraphs have to be justified.

2. To make a comment text, chosen between the texts proposed by the teacher, taking into account the concepts it raises and its relationship to the fact literary (and / or) theories in which it is based.

3. To develop a review on any of the articles or texts provided in the course (texts are available on the website of the course).

4. To search on Internet the issues raised in a thematic line in order to conduct a brief study of the main characteristic ideas of the theory studied (ie. maximum 5 pages).

5. To develop a comment from an article (available on the website of the course). The correction of the commentary will be done in class attendance next week.

6. To develop of a topic on one of these subjects: History of Literature, Comparative Literature, Theory of Literature, Literary Criticism (3 pages maximum), which define, describe and explain the chosen discipline indicating the methodology, main goals and how that discipline is complementary to the other. This short paper must be supported in the bibliography of the course, and must indicate the material used for processing at the end (including Web pages).

2.3. Discussion forums

On the different topics that develop in the subject, the students will take part in forums of discussion in the space of a Virtual classroom. This activity must be orientated by the teacher, who will direct the forum to the questions that he considers they have to appear. The accessibility through Internet allows to the pupil to accede in a space and more flexible time for him, beside stimulating his attention on having been already accustomed to this tool in his daily
life. This activity favours the communicability among the pupils and between teacher and pupil. This activity foments besides the critical attitude and the pupil’s initiative to generating ideas and questions, and to looking for information to be able to solve the doubts that appear.

**Activities:**

**First activity: reading and commentary of an essay.** (Made with students of French Philology and English Philology-2 grade).

The starting point is the reading of a common text for all students. It has chosen a text of a Spanish poet, belongs to the Generation of 27 Pedro Salinas, which reflects on the value of poetry and reading. After reading the student has to write down the relevant ideas of the text. Subsequently, he has to comment any of these ideas in relation to the subject studied. Both the initial response as the second undertaken by each student can be seen by other classmates.

In the first question, students answered satisfactorily, then presented schematic form the ideas they saw in the text, trying, as they were called, did not draw verbatim phrases from the text. With this first exercise we can see the degree of understanding that students have the text. The text does not offer great difficulty and scoring reveal that all students agree on similar ideas. The second question requires them to work assimilation of ideas and thinking about them. They had to choose between the ideas of the text one that called him the most attention and comment. Curiously, all of them have attracted more attention the same image.

All students spoke of the escape we seek in the literature, that occurs before reading a novel or a poem, and also spoke of the identification occurs with the feelings of the poet. And all of them liked very much the metaphor used by the Salinas round trip. Beyond what they are asked, students looking at the comments of his colleagues were encouraged to show their opinion. This will rise to a debate in which students, from the reading of a text, were reflecting on the value of poetry.

With this exercise we have achieved that the student understands one of the key ideas explored in this issue from a theoretical point of view. We see how he assimilates this idea and explained from his own experience as a reader. In this way we have ensured that students participate actively in their own learning. While the professor continues to play an important role in this teaching, goes beyond its role as a source of information. Following the theoretical explanation given to the students, they have worked individually on this theory, resulting in a group activity where they continue to learn through dialogue with the other comrades. They exchange their views and opinions with respect to each other. In this way, they learn to appreciate the contributions of their peers, because they understand that through this intercommunication have learned much more than if they had done the exercise in isolation.

**Second activity: reading and commentary of a hyperfictional text.** (Made with students of Classical Philology, French Philology and English Philology-2 grade).

Again in the Virtual Classroom space, it provides a link to the website where students can access the reading of literary hyperfictional texts:

http://www.unav.es/digilab/ric/textos/lccion.html

I ask them to freely choose a text on which to make a single reading. After reading that
the task they have to send is to make a brief comment on the reading of the text, taking into account that it is constructed in a different way through hypertext. I leave some questions Guide to comment what they have found: Did you like interesting, attractive? Why? Is it built okay? Were you surprised at some point? As a reader, do you find collaborative work enjoyable that the text require?

With this exercise we want that the student knows a new form of literary creation and value it on the basis of their knowledge of the literature. Mainly, because we are in the initial topics of the course, was asked to comment only very general aspects on external form of the text. In addition, he shares the new work that literature requires the reader, their participation and their cooperation in reading. The reader in the new contemporary literature is no longer a passive recipient to become a receiver active.

Results: With this exercise we achieve primarily to motivate students and make them feel involved in the subject. It is a goal that the teacher should aim at the beginning of the course, because in this way the students feel interest in participating actively in the activities that you are proposing along the course. The work done is a simple task and does not pose difficulties for the student. As a result, the student can feel frustrated by being unable to resolve the puzzle of the exercise. The content of the students’s responses is not relevant at this time. They often give answers very simple and almost no critical foundation. But we guide them in a kind of exercise to be undertaken successfully by the end of the course. Gradually, the questions will be more complicated, as the students advance in knowledge of the area studied. It is a continuous learning in which the student is aware of the need for acquiring the knowledge required of him to be able to perform the exercises.

Third activity: reading of a literary hyperfiction and commentary implementing practical approach as a theoretical concept explained in the classroom and on which the students have expanded their knowledge with the reading of specific literature. (Made with students of Classical Philology, French Philology and English Philology-2 grade).


After the explanation given theoretical classroom training, we see how the student has to consider now how to use this concept as a practical approach to analysis.

The completion of this exercise through a discussion forum in the Virtual Classroom allowed everyone to share their responses. Each student made his exercise of an individual - reading and commentary on the text. There is a risk that a student when he sees the responses of his fellow, copy their ideas. In this case, we can identify which students lack of interest and we will give solution to this problem since the beginning of the course. Most of the students performed the task on their own, without copying ideas from their peers. The possibility of seeing responses from all allowed them to compare their comments to those of others. In this way, they also exercise auto-correction. They themselves can appreciate the wisdom in its response and think how they can improve it.
The full exercise, which is composed of lecture classes, and no presence, has served to bring understanding and assimilation of a theoretical concept, encouraging the involvement of students in the course who actively participates.

2.4. Conclusions

The various tasks carried out using the tool of the Forum discussion in the Virtual Classroom have served to put the achievement of the objectives set out in the course:
- We intend that the student is not merely a passive receiver of knowledge to be transmitted.
- We aim to motivate students, so that he will always feel the need to want to learn.
- We intend to train the student's attitude, so that he becomes capable of learning and of valuing teamwork.
- We intend to change the process of the dynamics of class, so that students do not encourage competitiveness among them, but to assist each other, obtaining benefits of their interpersonal relationships.
- We intend to produce a good interaction between teacher and students.

The communication, the dialogue in both directions pupil-teacher and pupil is very positive motivation for learning of the student.

The teacher is no longer the only source of knowledge to pass to participate in the process of learning and teaching of students, as a facilitator of information sources. And students, rather than taxpayers for information, participate in a responsible and active in their own learning.

The student is interested in learning various strategies to study and not only to adopt an examination. They learn also to evaluate teamwork, helping their peers and they are responsible for a task. We note that there is a higher performance in these students than in those who remain subject to traditional classes scheme (where the teacher is the only source of information). We see how the students feel more motivated when studying the subject. There has been very active participation of the student.

3. DIFFERENT ASPECTS IMPROVED IN TEACHING OF SPANISH LANGUAGE AND RESULTS.

3.1. DEGREE IN WHICH THE DIFFERENT ASPECTS RELATED TO TEACHING HAVE IMPROVED WHICH THEY WERE TRIED.

The project persecuted the improvement in the programming of the different implied subjects, with an analysis of the contents, as much theoretical as practical, and of the educational methods that favour their assimilation. Of particular way, the incorporation of the tools that it provides the Virtual Campus was anticipated like one more a more effective way to facilitate to the student the access to the practices of each subject, with the added value to foment its implication in the learning process, from a greater participation and self-sufficiency in the same one. In this sense, the members of the group understand that the goals pursued have been improved in an important degree, although the profits have not been similar in all the cases, and depend on several factors such as the present situation of each subject with respect
to their official adaptation to the European model, or the particular characteristics of the different groups from students (number of participants, degree of cohesion of the same one, etc.). Also they have been important factors for the attainment of these objectives as much the process of reflection made from the educational experience as the received formation in the different dedicated courses from the use of the TIC’s.

3.2. VALUE OF THE RELATED INDICATORS TO MEASURE THE IMPROVEMENT

The project contemplated the use of the following indicators:

a) Survey between the pupils on aspects related to teaching of the implied subjects: degree of coordination between the subjects (contained, volume of work).

b) Survey between the pupils on the use of the resources, degree of satisfaction and disadvantages.

c) Results of the student’s work, numbers and statistics provided by the Virtual Campus.

d) Evaluation by the professor of the degree of student’s implication and participation in the different proposed activities.

In general, the pointed values have served as trustworthy way the measurement of the results of the project and present/display the advantage to do contributor to both agents implied in the learning process, with an important presence of the pupils (values a, b, c), whose participation, in spite of the numerous surveys and valuations which is put under, has been very high.

3.3. DEGREE IN WHICH THE INITIALLY PRE-SELECTED TARGETS HAVE BEEN OBTAINED

The general missions of the project, centred in the improvement of the programming and the creation of material for their virtual processing take shape in three specific objectives:

a) Reelaboration of the programmings of each subject and adjustment of the educational resources to the practices.

b) Facilitate the access of the students to the practical contents of the subject.

c) Foment the participation of the students in the different activities.

In relation to objective a), in spite of some disadvantages, the results have been satisfactory. The students value the communication and the coordination which exist between the different professors from the project and emphasize the detailed sequence more of each programming, that allows a better pursuit them of the contents, as well as the diversification of
the educational techniques, that supposes to count on different elements from evaluation, which they value aspects of the learning trims in the acquired competitions. They indicate, also, other improvements like the continuous work, that allow them to observe the advances made in the subject and alleviate the weight of the final examination, and the number of hours of study that can dedicate to each subject, in accordance with the reduction of the traditional classes based on the skillful lesson.

The objective b), centred in the virtual processing of the subjects, has supposed to count on the tools of the Virtual Campus of the UCA for the adaptation of the different designed activities to the new technologies. In this sense, the resources more used and, therefore, susceptible to value, have been those that follow:
1. Self-assessment questionnaires:

The initial objectives of conceptual direction, assimilation of the matter nonworked in class, fundamentally complementary readings of the contents, and their feedback, has been fulfilled. These exercises present, in addition, a temporary and space flexibility that affect the greater autonomy and responsibility of the student in their process of learning.
2. Glossaries:
The glossaries elaborated in different subjects emphasize the cooperative work of the students, familiarize them with the terminology of each discipline and develop their critical capacity and its written expression, adapted to the scientific language. In general, the participation has been enough discharge and has caused the accomplishment of other oriented activities to improve the different aspects from the glossary, as the creation of listings of key words for the matter or the revision of the norms of bibliographical appointments.

3. Text commentaries and didactic teaching of audio-visual material:

With the intention of facilitating the access to the practical contents of the subjects, the didactic teaching of audio-visual material has supposed an improvement in the understanding of certain aspects of the set of topics, from real samples that makes concrete the different studied aspects. The members of the group do not doubt in indicating this resource as one of most profitable and effective of the project and assume the advantages that the new technologies provide to the educational practice.
4. **El cambio fonológico**

- **Fonologización**: creación de un nuevo fonema. Las variantes de un fonema se constituyen en elementos diferenciados: /k/ o /k/ (velar), /k/ y /k/ (dental) > /g/.
  - Ejemplos: CUPA → cuba, COLORE → color, ARCU → arco
    - CIPPU → cepo, VECINU → vecino
- **Desfonologización**: pérdida de fonemas: /b/-/v/; /l/-/y/ (yeismo).
- **Transfonologización**: reorganización del sistema /s/ (palatal) / opuesto a palatal africado, /x/ (velar) / opuesto a velar /h/.
- **Coalescencia**: surgimiento de un nuevo fonema sin que se alteren ni desaparezcan los que los originan: CT > cl (noche / noctambulo).

2.1.1. **Pueblos aborígenes e inmigraciones**

*Toponimia de origen celta (1/3)*

- Ciudades fundadas por los celtas con nombres guerreros, compuestos con **briga** ‘fortaleza’ o **sego, segi** ‘victoria’:
  - Conimbriga > Coimbra, Mirobriga (Ciudad Rodrigo), Brigantium (Betanzos); Segontia > Sigüenza, Segovia > Segovia, Sigueya

- Nombres con **dunum** ‘fortaleza’ en el Pirineo central y oriental son Navadhín, Berdín, Bisulduum > Besalú

- **Uxama** > **Osma**, superlativo celta equivalente a ‘muy alta’

4. Controls of readings:
Used in order that the student gave account of forced readings of diverse origin: brief book articles, reviews, chapters, voices in dictionaries, etc., have turned out to be an instrument of individual work that, with the test questionnaire format, has been very well accepted.

5. Forums of debate:

Of general way, the forums have allowed the flowed interchange of information between the participants of the course. As specific way, this social tool of communication has served fundamentally to manage the different phases from the works in group (methodology, definition of objectives and plan of work, etc.), in such a way that their participants have become protagonists of their own learning, from the negotiation with its companions. Without a doubt, this resource has been helpful to the student, as they themselves emphasize.
6. Virtual tutorials:

The virtual tutorials have favoured positively the communication between the professor and the student. The number of consultations made through the campus surpasses the made ones fully actually and reflect the preference of the students by this means, motivated by the immediacy and the interactivity of the consultation, that does not need the personal presence of student and professor.
With respect to objective c), in spite of the initial reluctance before novelty, the own participants
consider that the management of the subjects through the Virtual Campus makes the course more attractive and that the different proposed activities imply more the student in the learning process.

3.4. DESCRIPTION OF THE DEVELOPED EXPERIENCE

The first stage of the project, made specific in objective a), has been centred in the lines of work that next are detailed, as directed measures to obtain the improvement:

a) Gradual and cross-sectional establishment of the contents: considering that all the subjects that participate in the project share a same profile of analysis of the system and the varieties of the Spanish language, it has been come to a revision of the different programs, with the intention of determining his adjustment to the different courses and cycles, and their degree of sequence and complementariness, with respect to the remaining compatible subjects. This analysis has raised the necessity to fix objectives, expressed in competitions, for each one of them, but also requirements (or recommendations) that serves as guide to the student in their progressive knowledge of the matter. The greater difficulty, in this sense, has been in the optative subjects, in which the students come from different levels, according to the course in which they are, which ends at the formation of heterogenous groups, with different degree from competition in the matter.

b) Elaboration of programmings adapted to the new European Space, which has supposed, on the one hand, the creation of calendars that contemplated a detailed temporal sequence of each subject and, by another one, the assumption of new educational methods, adapted to the new technologies.

In the first case, as we have indicated, the students value positively this more specific programming of the subject, although, this always is holds to the changes that, by different reasons, can occur in the course. In the second case, it has been tried to diversify the educational techniques, with a smaller presence of the skillful class and one more active participation of the students. The activities that have been put in practice are the collective tutorials, controls of readings, individual and in groups works, exhibitions and debates. The virtual classroom has made possible, in this sense, the tutorial roll of the professor, from the different tools from communication (forums, dialogues, etc.) and it has alleviated considerably the exhibition of the theoretical and practical contents in class, from the creation of materials (class notes) that have been hung in the network. The deviations in this case are derived from the particular situation in which are some subjects that still do not belong to plans pilot of implantation of European credit and which, therefore, they do not have counted with reduction of actual hours (situation that has been corrected for the next course, from the request to the department of this hour reduction). In these cases, the overload in the work, as much of the student as of the professor, has been a negative value that is conditional the march of the work of the group, more slowed down and with less participation in those activities that did not comprise objective of the evaluation. In this same context, has been problematic the necessity to conjugate the new systems of evaluation, with a greater number of valuable criteria and elements, and the traditional final examination in which the students can take refuge officially.

The second phase of the project, centred in the planning and elaboration of activities for
its virtual processing, and gathered in objectives b) and c), has been centred, as we have said, in the putting in practice of the following resources: evaluation questionnaires, text glossaries, commentaries and didactic teaching of audio-visual material, and forums of debates. The elaboration of these resources and materials has required the attendance of the members of the group to different courses from formation. Also, the design and the management of the activities from the tools of the virtual classroom have been favoured by the interchange of experiences of the members of the group, that could have been outlining the most suitable options in each case and solving the disadvantages detected in the course of the project. However, the participants of the project recognize their limitations in the handling of other resources like the creation of designs multimedia, helpful in the text commentary.

3.5. POSSIBILITIES OF IMPLEMENTING THE RESULTS IN OTHER SUBJECTS, TITLES, ETC.

The necessary adaptation of teaching to the new European Space of High Education demands a revision and renovation of the educational methodology, so there is no doubt that the results of the project, in their more general aspects, are applicable to other subjects from the degrees of Philology. Very specially, the philologic models of text analysis and practices can serve as base the subjects of the various degrees of Philology with practical character.

3.6. MATERIAL ELABORATED AND WITH POSSIBILITIES OF USING BY OTHER GROUPS

The materials elaborated within the framework of the project fundamentally talk about to the creation of notes and texts for the commentary, presentations in “Power Point”, questionnaires, among others, incorporated to the virtual classroom. The specific character of these materials does not allow its use by other groups, but they can suppose, as we have pointed out, a base for the elaboration of compatible materials referred to other matters.