

| Degree | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500798 Primary Education | OB | 1 | A |

Contact

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Use of languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Sònia Prats Carreras
Sonia Oliver del Olmo
Marta Prat Sabater

Prerequisites

You are strongly advised to carefully read the regulations for Spanish (the equivalents to level C1 of the Common European Framework of Reference for Languages/CEFR) as well as those concerning knowledge of English, which must be equivalent to CEFR level B1 (or CEFR level B2 for Group 71).

Objectives and Contextualisation

This is one of the first subjects taken by students within "Ensenyament i aprenentatge de les llengües" (Language Teaching and Learning), and provides an understanding of the ambit that will serve as a basis for all the other subjects.

Objectives:

- To provide a broad-ranging perspective of the knowledge required for the use and learning of Spanish and English.
- To encourage collaboration among teachers of both languages in attaining their language-training objectives.
- To help develop strategies for ongoing independent learning outside the classroom.
- To understand the English-language texts within the Primary Education curriculum.

Skills

- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language
- Foster reading and encourage writing.

- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Community.
- Understand the basic principles of the sciences of language and communication.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Adapt the use of language to social contexts and communication situations.
2. Being able to use different strategies in order to understand texts in a foreign language.
3. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
4. Critically understand multicultural and multilingual contexts.
5. Demonstrate academic knowledge of different languages being used.
6. Demonstrate fluency and appropriateness in the use of a foreign language.
7. Develop a critical attitude towards uniformist versions of language.
8. Develop assays or expositions that reflect the creation of ones own independent and well informed thinking through different sources of knowledge.
9. Distinguish standards and variations in any linguistic production.
10. Establish work teams to develop activities independently.
11. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
12. Identifying the main mechanisms of lexical creation.
13. Know and use the main resources and tools of inquiry for a foreign language.
14. Know and use the main resources and tools of inquiry for ones language.
15. Knowing how to apply grammatical knowledge to the analysis of oral and written productions.
16. Knowing how to express ideas and knowledge audio-visually and in writing with sufficient theoretical and argumentative foundation.
17. Knowing how to express ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
18. Knowing how to perform an expressive reading of literary texts.
19. Producing texts suited to different levels of formality.
20. Recognize the basic grammatical elements in the form of an argument.
21. Understand languages as a set of linguistic varieties that are all equally respectable.
22. Understand the linguistic effects of contact with language.
23. Understand the social and cognitive dimensions of written language, know about the different dynamics of orality to master the use of different expression techniques and adequately express oneself orally and in writing.
24. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
25. Using ICTs in developing and drawing up practical work.

Content

1. Strategies for independent language learning. Resources and tools (print and internet formats).
2. Language contact. Language interference.
3. Analysis of spoken Spanish. Oral production and expression. Phonetics, prosody and elocution.
4. Language variation and varieties of Spanish. The bases of the standard language.
5. Strategies for text comprehension. Textual structures: analysis and production.
6. Lexical units and lexical creation in Spanish: "heritage words", lexical formation, innovations and loanwords.

Methodology

| Activity | Hours | Methodology | Laerning results |
|----------|-------|-------------|------------------|
|----------|-------|-------------|------------------|

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|------------------------------|----|--|--|
| Large attendance-based class | 5 | <p>Presentations of basic topics. This is carried out with the entire class group and allows for the presentation of content through the open and active participation of students.</p> | EP3.2, EP3.3, EP3.4; G1.3, G1.6, G1.7; MP44.1, MP44.2, MP44.3; MP47.1, MP47.2, MP47.3; MP49.1 |
| Seminars | 40 | <p>Most class-based teaching is carried out in seminars, small-group work spaces (1/3 of the group) lead by the teacher, in which the subject content is worked on. In the seminars, basic concepts are analysed, study topics and related reading materials are discussed, doubts are resolved and text analysis is practiced. In these sessions, reading and speaking activities (individual and group-based) are organised.</p> | EP3.1, EP3.2, EP3.3; TF3.1, TF3.7, TF9.1, TF9.2; G1.3, G1.6, G1.7; MP44.1, MP44.2, MP44.3; MP47.1, MP47.2, MP47.3, MP47.4; MP49.1 MP49.3, MP52.1, MP52.2 |

Activities

| Title | Hours | ECTS | Learning outcomes |
|-------------------------|-------|------|---|
| Type: Directed | | | |
| Seminar | 40 | 1.6 | 1, 4, 13, 6, 8, 7, 9, 21, 12, 19, 20, 15, 16, 2 |
| Teacher-based | 5 | 0.2 | 1, 22, 8, 7, 9, 21, 12, 19, 20, 15, 16 |
| Type: Supervised | | | |
| Supervised | 24.85 | 0.99 | 1, 6, 8, 10, 19, 20, 15, 16, 2, 25, 24 |
| Type: Autonomous | | | |
| Autonomous | 75 | 3 | 1, 22, 4, 13, 6, 8, 7, 9, 21, 10, 12, 19, 20, 15, 16, 2, 25, 24 |

Evaluation

Evaluation for this subject is carried out throughout the entire academic year through the activities indicated. The final grade is obtained as the sum of the grades corresponding to the percentages assigned to each language.

To pass this subject, students must have obtained at least a **5** in each of the languages. Failure to reach this grade will result in a Fail for the subject. Additionally, all the evaluable activities in each one of the languages must also be passed, that is, with a minimum grade of **5**.

Class attendance is obligatory: students must attend a minimum of 80% of the classes for each language; failure to do so will in the grade of "Not Evaluable". Presenting a certificate or other document that justifies non-attendance cannot be used to excuse attendance requirements; they simply serve to explain students' absence.

In general, the main criteria applied in grading each of the languages are: 1) rigour in presenting and handling information, and conceptual accuracy; 2) clarity and coherence of expression (spoken and written), and 3) language suitability and correctness. In Spanish, each orthographic, lexical and syntactic error will be penalised by the reduction of 0.25 marks with respect to the final grade for each one of the evaluation activities; the competences relating both to content and written expression will be taken into account when grading the various tests. In order to pass English, students in Group 71 must demonstrate that they have attained the objectives identified by the descriptors established for CEFR level B2 (B2.2); for the remaining groups, the overall level of English required will be equivalent to B1.

Students will be awarded a fail grade if they do not complete all the evaluation activities or if they have failed at least one of these. Furthermore, if the teacher detects flagrant copying either in an examination or in a written assignment, the student or students concerned will be automatically awarded the grade of fail for the entire subject, with no right to re-evaluation. Additionally, the degree coordinator will be duly informed.

Results corresponding to the evaluation activities will be published not less than 7 days and not more than 40 days after the activity has been taken or after submission of the related work. Each teacher will inform their students of the specific review process relating to the various tests.

Re-evaluation (recuperation) of those activities that have not been passed (such as exams, practicums or assignments) will be arranged at a time when the teaching staff consider this necessary, ideally once the classes for that language have finished. Re-evaluation criteria are common for both Units (Spanish Studies and English & German Studies), which jointly teach this 6-credit subject in the proportion of 60% and 40%, respectively. To be eligible for re-evaluation, in Spanish and/or English, students must have been present at at least one of the three evaluation activities programmed for the language in question. Re-evaluation is attendance-based and in the format (oral and/or written) that the teacher determines.

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|-----------------------------|-----------|-------|------|---|
| English, final exam | 16% | 1 | 0.04 | 1, 4, 8, 7, 9, 21, 10, 12, 19, 20, 15, 16, 25, 24 |
| English, oral assessment | 12% | 0.15 | 0.01 | 1, 22, 13, 6, 5, 23, 8, 10, 19, 20, 15, 17, 2, 25, 24 |
| English, written assessment | 12% | 1 | 0.04 | 1, 22, 4, 11, 8, 7, 9, 21, 10, 12, 19, 20, 15, 18, 25, 24 |
| Spanish assessment test 1 | 20% | 1 | 0.04 | 1, 4, 3, 8, 7, 9, 21, 10, 12, 19, 20, 15, 16, 25, 24 |
| Spanish assessment test 2 | 20% | 1 | 0.04 | 1, 22, 14, 13, 6, 8, 10, 19, 20, 15, 2, 25, 24 |
| Spanish assessment test 3 | 20% | 1 | 0.04 | 1, 22, 13, 6, 8, 10, 19, 20, 15, 2, 25, 24 |

Bibliography

Spanish

- ALEZA, M. (coord.) (2010), Normas y usos correctos del español actual. Valencia: lo Blanch.
- CALSAMIGLIA, H. i A. Tuson (2007), Las cosas del decir: manual de análisis del discurso, 2^a ed. Barcelona: Ariel Lingüística.
- GARCÍA MOUTON, P. (1994), Lenguas y dialectos de España. Madrid: Arco/Libros (Cuadernos de Lengua Española)
- PENNY, R. (2004), Variación y cambio en español. Madrid: Gredos (BRH: Estudios de Ensayos, 438).
- CLAVE: Maldonado, Concepción (dir.), Diccionario de uso del español actual, <http://clave.librosvivos.net>
- REAL ACADEMIA ESPAÑOLA, <http://www.rae.es>
- TRANSCRIPCIÓN FONÉTICA: <http://showroom.daedalus.es/es/tecnologias-de-la-lengua/phonictrans/phonictrans.html>

English

- English Grammar in Use, Cambridge: Cambridge University Press. Murphy, R.
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- Common European Framework of Reference for Languages, Council of Europe
- <http://learnenglish.britishcouncil.org/en/>

And also other sources indicated in class or through Campus Virtual.
