

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

## Contact

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## Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

## Teachers

Àngels Campà Guillem

Ramon Panyella Ferreres

## Prerequisites

It is advisable to review the rules of the Catalan language (equivalent to the European level C1del Common Framework Reference for Languages). It is advisable to have basic knowledge of French.

## Objectives and Contextualisation

This course is the first to find students on the subject "Teaching and learning of languages" and provides knowledge that will serve as the foundation for other subjects.

Objectives:

- Offering a broad perspective of the knowledge involved in the use and learning of languages
- Encouraging collaboration of teachers of all languages in achieving the objectives of language training
- Help develop strategies to continue to learn independently outside the classroom
- Understand texts curriculum of primary education in French
- Analyze literary texts as a basis for the expressive possibilities of language

## 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.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- 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. Apply the knowledge gained to the selection, reading and interpretation of texts from different scientific and cultural domains.
3. Being able to use different strategies in order to understand texts in a foreign language.
4. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
5. Critically understand multicultural and multilingual contexts.
6. Demonstrate academic knowledge of different languages being used.
7. Develop a critical attitude towards uniformist versions of language.
8. Develop essays or expositions that reflect the creation of ones own independent and well informed thinking through different sources of knowledge.
9. Distinguish genres of speech.
10. Distinguish standards and variations in any linguistic production.
11. Establish work teams to develop activities independently.
12. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
13. Identifying the main mechanisms of lexical creation.
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. Perceiving the possibilities of the significance of oral and written discourse.
20. Producing texts suited to different levels of formality.
21. Recognize the basic grammatical elements in the form of an argument.
22. Understand languages as a set of linguistic varieties that are all equally respectable.
23. Understand the linguistic effects of contact with language.
24. 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.
25. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
26. Using ICTs in developing and drawing up practical work.

## Content

1. Strategies for autonomous language learning. Resources and query tools (paper and online).
2. The language contact. Linguistic interference.
3. Analysis of the oral tongue. Production and oral expression. Phonetics, prosody and diction.
4. Strategies for reading comprehension. Textual structures: analysis and production.
5. Literary texts: tales and stories (children and adults). Significance levels and contexts of production. Understanding and interpretation.
6. The teaching grammar and grammatical argument. The grammatical analysis of oral and written texts.
7. Comparative Grammar: common structures and particular structures.

## Methodology

| Actividad         | Horas | Metodología   |  |
|-------------------|-------|---|--|
| Facel large group | 2     | Exhibitions of basic issues. It is made with whole group and allows exposure of content through an open and active participation by students.   | EP3.2, EP3.3, EP3.4  |
| Seminars          | 43    | Most of the classroom learning is done through seminars, work spaces in small groups (group 1/3) led by Professor, where the contents of the subject is working. In the seminars the basics are analyzed, the study topics and readings are discussed, doubts are clarified and text analysis is performed. In esyas sessions are organized individual activities and group oral and written. | EP3.1, EP3.2, EP3.3<br>EP4.1, EP4.2, EP4.3<br>TF3.1, TF3.7, TF9.1, TF9.2<br>G1.3, G1.6, 61.7<br>MP44.1, MP44.2, MP44.3<br>MP47.1, MP47.2, MP47.3, MP47.4<br>MP49.1, MP49.3 |

## Activities

| Title                              | Hours | ECTS | Learning outcomes                         |
|------------------------------------|-------|------|---|
| <b>Type: Directed</b>              |       |      |   |
| Catalan: Part I: Oral Language     | 15    | 0.6  | 10, 19, 25                                |
| Catalan. Part II: written language | 19    | 0.76 | 21, 15                                    |
| French                             | 11    | 0.44 | 2, 8, 9, 11, 21, 15, 3, 26, 25            |
| <b>Type: Autonomous</b>            |       |      |   |
| Catalan: Part I, Part II           | 76    | 3.04 | 1, 2, 14, 8, 7, 10, 22, 19, 21, 15, 25    |
| French                             | 24    | 0.96 | 2, 12, 4, 8, 9, 11, 21, 15, 16, 3, 26, 25 |

## Evaluation

The evaluation of the subject will be made throughout the academic year through the activities listed. The final grade is obtained from the sum of the notes corresponding to the percentage allocated to each language.

In order to pass the subject, it is necessary that the student has obtained at least 5 in each of the languages. Otherwise, it shall be deemed suspended. Also, all activities to be evaluated within each of the languages must also pass at least a 5.

lass attendance is mandatory: the student must attend a minimum of 80% of classes of each language, otherwise it will be deemed not filed. The presentation of proof does not negate in any case a lack of assistance, but only serves to explain his absence

Generally, the main criteria to be applied in the classification of the different assessment activities of each of the languages are: 1) conceptual rigor and correction information; 2) clarity and consistency exhibition (oral and written), and 3) adequacy and linguistic correctness. In Catalan, every misspelling, syntactic lexicon i will be penalized with a reduction of 0.125 points in the final grade of each assessment activities

It qualifies as suspend the student who has not done all evaluation activities.

The results of the evaluations will be made public within a period of not less than 7 days a week and no more than 40 days after the completion or delivery of the activity. The student who wants to consult and / or review its evaluation exercise you can do, at most, within 10 days after publication in tutorial hours that the teacher has set for this subject and contained in the program and also, if necessary, in the days and hours that teachers determine the case.

A reevaluation (recovery) of failed activities (examination, practices, work ...), as once the class period ended (optionally, the teacher can program the reevaluation of a block of matter in advance of the period mentioned) . The Reevaluation will face and format-oral and / or desk that the teacher decides. You can only re-evaluate the activities that have obtained less than 5 rating.

To pass this subject is necessary for the student show, using the Catalan language both orally and in writing, that has a level of linguistic competence equivalent to that required by the level C1 of the Common European Framework of Reference for Languages.

## Evaluation activities

| Title   | Weighting | Hours | ECTS | Learning outcomes                         |
|---|-----------|-------|------|---|
| Catalan: oral test content                              | 26,25     | 1     | 0.04 | 2, 5, 24, 8, 7, 9, 10, 19, 20, 15, 17, 18 |
| Catalan. Proof of linguistic rules                      | 15        | 1     | 0.04 | 6, 21                                     |
| Catalan: Test content written language                  | 26,25     | 1     | 0.04 | 1, 14, 8, 9, 22, 13, 19, 20, 15, 17       |
| French. Oral presentation of the educational programs   | 6,2       | 0.5   | 0.02 | 23, 12, 4, 8, 11, 16, 3, 26, 25           |
| French. review documents Momes.net                      | 6,3       | 0.5   | 0.02 | 8, 11, 21, 15, 3, 26, 25                  |
| French. Review from an article in the educational world | 12,5      | 1     | 0.04 | 5, 8, 20                                  |

## Bibliography

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- Cicurel, F. (1991), Lectures interactives, Paris: Col. Autoformations, Hachette.

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