

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Javier Fernandez Sanchez

Prerequisites

No prerequisites are required to take this course.

Objectives and Contextualisation

Goals

- Delving into and acquiring linguistic concepts which constitute the basis for teaching at the level of Primary Education.
- Boosting critical thinking about linguistic concepts and language in general.
- Strengthening the oral and written skills of prospective teachers by means of teaching-related activities.

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.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Assessing the value of correction, adaptation and acceptability in oral and written productions.
2. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.

3. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
4. Demonstrate knowledge of the use and academic register of the two official languages.
5. Identifying and using language inter-comprehension techniques.
6. Identifying the linguistic interferences that occur as a result of contact between languages.
7. Manage teamwork and know how to analyse the aspects and difficulties of interest.

Content

CATALAN PHILOLOGY

1. "What is a sentence?"

The grammatical concepts we use

1.1. Linguistic description

1.2. Analytical trends

1.3. Concepts and linguistic analysis

1.4. Grammars and Catalan language dictionaries

2. "I don't think this is correct"

Prescriptive grammar and norm.

2.1. On "correctness" according to different communicative scenarios

2.2. Social norm and its relation to prescriptive grammar

3.3. System adaptation. Language interference.

3. "Why do we use I-I?"

Foundations of orthographic coding.

3.1. Alphabetic written systems

3.2. Key factors in orthographic coding setting.

3.3. Rules

4. "Why are you saying that again?"

Cohesion mechanisms in oral and written language

4.1. Oral syntax and written syntax

4.2. Coherence and cohesion

4.3. Cohesion mechanisms in Catalan

5. "I never use semicolons"

5.1. Functions of punctuation

5.2. Punctuation settings

5.3. Conventions

6. "I used Catalan in class"

Standardisation and language shift

6.1. Standardisation

6.2. Language shift

6.3. Key issues in language preservation and language shift.

SPANISH PHILOLOGY

1. Labels and grammar

1.1. Lexical categories

1.2. Functional categories

1.2. The sentence: towards a definition

2. The limits of linguistic variation

2.1. Language acquisition

2.2. Language learning

2.3. Introspective thinking: on grammaticality.

2.4. Limiting variation: multilingual contexts

3. The argumentative essay

3.1. Good arguments

3.2. Bad arguments: fallacies

3.3. Structure and properties of an argumentative essay.

Methodology

See Activities

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures	45	1.8	3, 4, 5, 6, 2, 1
Type: Supervised			
Tutoring	30	1.2	3, 4, 7, 5, 6, 2, 1
Type: Autonomous			
Individual study	49	1.96	3, 4, 7, 5, 6, 2, 1

Evaluation

Students assessment will be conducted in accordance with the activities and their corresponding percentages listed in the grid below. A final mark higher than 5 is necessary to pass the course.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, that they have superior communicative skills and an excellent command of Catalan and Spanish.

Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts.

Qualifications will be posted for review between 7 and 40 days after submission.

Students can revise their exams during the 15 days following the results publication date. The procedure and place of the exam revision will also be announced. For those students who have obtained a degree lower than 5 in the assessment, there will be a possibility to resit the failed activities after the lectures period.

Attendance is mandatory: students must attend a minimum of 80% of lectures; otherwise, they will be deemed as "absent". An absence justification does not invalidate unattendance.

In accordance with UAB regulations, plagiarism will be penalised with a mark of 0, without any possibility to resit. If the teaching staff has reasons to believe that a student is trying to cheat or if non-authorised document or device is spotted during the completion of an in-class activity, the student will obtain a mark of 0, without any possibility to resit.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Essay (spanish)	30%	12	0.48	1
Exam Catalan	70%	2	0.08	1
Exam (Spanish)	70%	2	0.08	1

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