

Languages and Contexts II

Code: 103700
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Sònia Prats Carreras
Email: Sonia.Prats@uab.cat

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

Other comments on languages

De llengua anglesa, es necessita un nivell de coneixements pròxim al B1 del Marc Europeu Comú de Referència

Teachers

Sònia Prats Carreras
Cecilio Garriga Escribano
Joseph García Rodríguez
Jennifer Bascuñana Torres
Àngel Barranqueras Martinez
Giuseppe Simone
Marta Prat Sabater

Prerequisites

You are strongly advised to carefully read the regulations for Spanish (the equivalents to level C2 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 in spoken and written English (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.

Competences

- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
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. Communicate using language that is not sexist or discriminatory.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Critically understand multicultural and multilingual contexts.
8. Demonstrate fluency and appropriateness in the use of a foreign language.
9. Develop a critical attitude towards uniformist versions of language.
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. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
14. Identifying the main mechanisms of lexical creation.
15. Know and use the main resources and tools of inquiry for a foreign language.
16. Know and use the main resources and tools of inquiry for ones language.
17. Knowing how to apply grammatical knowledge to the analysis of oral and written productions.
18. Knowing how to perform an expressive reading of literary texts.
19. Producing texts suited to different levels of formality.
20. Propose projects and actions that incorporate the gender perspective.
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. 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	Learning results
Large attendance-based class	5	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.	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	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.	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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar	40	1.6	1, 7, 15, 8, 9, 10, 22, 14, 19, 21, 17, 3
Teacher-based	5	0.2	1, 23, 9, 10, 22, 14, 19, 21, 17

Type: Supervised

Supervised	24.75	0.99	1, 8, 11, 19, 21, 17, 3, 25, 24
Type: Autonomous			
Independent work	76	3.04	1, 2, 23, 5, 7, 15, 8, 9, 10, 22, 11, 14, 13, 19, 20, 21, 17, 3, 25, 24, 6

Assessment

Assessment will take place throughout the whole academic year by the assignments set. In general, the evaluation follows the criteria established in "Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació", passed by the COA on 28th May 2015 and modified by la Junta de Facultat on 6th April 2017, as shown in:

<http://www.uab.cat/web/estudiar/masters-i-postgraus/informacio-academica/avaluacio/normativa-134574407230>

The final grade of Llenguatges i Contextos II consists of adding the corresponding percentages of Spanish (60%) and English (40%) respectively.

So as to pass the subject our students have to obtain 5 (minimum mark) per language. Otherwise, it will count as fail. Likewise, all the activities carried out will have to obtain 5 to pass the subject.

Attendance is compulsory: 80% attendance per language or it will count as *no evaluable*. Presenting a document to justify non attendance does not eliminate the absence as it only counts to explain the reason.

In general, the main criteria that will be applied in the assessment of the evaluating items per language are: 1) informative rigour and conceptual correctness, 2) clarity and expository coherence (both oral and written, and 3) linguistic adequacy and correctness.

In Spanish language, every spelling, lexical or syntactical mistake will be penalized 0,25 over the final mark of each assessment item; competences will be taken into account both in the contents and in the written expression when evaluating all the assignments/tests. In English language, in order to pass the subject students from group 71 have to show that they have met the goals set by B2 descriptors (B2.2) from the Common European Framework of Reference . Groups 21, 31 and 41 have to prove a B1 level.

Fail occurs when students do not carry out all the assignments or fail one. On the other hand, when a teacher finds students copying a task or in an exam they will be automatically penalized with Fail in all the subject, in other words, students will not be entitled to re-assess anything and Degree Coordinators will be informed accordingly.

Repeaters are entitled to re-assess their marks by sitting for a global exam per language. Students interested in such a test have to ask the corresponding lecturers before 15th October (a written request)

Results will be published within 7 to 40 days after the assessment task. Each lecturer will indicate the corresponding revision for the tasks set.

Re-assessment of failed activities (exam, exercises, tasks) will take place when lecturers indicate it and, preferably, once tuition in that language is over. To re-assess any of the two languages students must have carried out one of the activities scheduled. Re-assessment will be in written and/or oral form (as indicated by the lecturer)

All evaluation tests are individual.

Students will be informed of assessment and re-assessment dates by the teachers.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
English language, final exam	20%	1	0.04	1, 23, 7, 15, 16, 8, 11, 19, 21, 17, 3, 25, 24
English, oral assessment	20%	0.25	0.01	1, 23, 15, 8, 11, 19, 21, 17, 3, 25, 24
Spanish Language, assessment 3	20%	1	0.04	1, 2, 5, 7, 9, 10, 22, 11, 14, 13, 19, 21, 17, 25, 24, 6
Spanish language, assessment 1	20%	1	0.04	1, 2, 23, 5, 12, 7, 9, 10, 22, 11, 14, 13, 19, 20, 21, 17, 18, 25, 24, 6
Spanish language, assessment 2	20%	1	0.04	1, 4, 7, 9, 10, 22, 11, 14, 19, 21, 17, 25, 24

Bibliography

Spanish

ALCOBA, S. (2000). *La expresion oral*. Editorial Ariel.

ALEZA, M. (coord.) (2010). *Normas y usos correctos del español actual*. Tirant lo Blanch.

ALEZA Izquierdo, M. y J. M.^a Enguita Utrilla (coords.) (2010). *La lengua española en América: normas y usos actuales*. Universitat de València, 95-132. [Disponible en línea: <http://www.uv.es/aleza/esp.am.pdf>]

ALMELA PÉREZ, R. (2018). *Manual de buenas prácticas ortográficas*. Editum.

ARANDA AGUILAR, J. C. (2010). *Manual de ortografía y redacción*. Berenice.

BATTAMER Arias, P. y C. López Ferrero (2019). *Introducción al léxico, componente transversal de la lengua*. Cátedra (Colección: Lingüística).

CLAVE: Maldonado, C. (dir.) (2006). *Diccionario de uso del español actual*. Ediciones SM.
<http://clave.smdiccionarios.com>

DOMÍNGUEZ VÁZQUEZ, M.^a J., M.^a T. Sanmarco Bande (eds.) (2017). *Lexicografía y didáctica. Diccionarios y otros recursos lexicográficos en el aula*. Peter Lang (Colección: Studien zur romanischen Sprachwissenschaft und interkulturellen Kommunikation, 115).

GARCÍA MOUTON, P. (1994). *Lenguas y dialectos de España*. Arco/Libros (Cuadernos de Lengua Española).

GÓMEZ TORREGO, L. (2011). *Hablar y escribir correctamente: gramática normativa del español*, 2 vols. Arco/Libros.

HIDALDO NAVARRO, A. y M. QUILIS MERÍN (2012). *La voz del lenguaje: fonética y fonología del español*. Tirant Humanidades.

JIMÉNEZ-YÁÑEZ, R. M. (2020). *Comunicar en la Universidad y en la vida profesional*. EUNSA.

MORENO FERNÁNDEZ, F. (2020). *Variedades de la lengua española*. Routledge.

PENNY, R. (2004). *Variación y cambio en español*. Gredos (BRH: Estudios y Ensayos, 438).

REAL ACADEMIA ESPAÑOLA (2014). *Diccionario de la lengua española* (23.^a ed.), <http://dle.rae.es>

REAL ACADEMIA ESPAÑOLA (2010). *Ortografía de la lengua española*. Espasa Calpe. [Disponible en línea: <http://aplica.rae.es/orweb/cgi-bin/buscar.cgi>]

REYES, Graciela (2017). *Cómo escribir bien en español: manual de redacción*, 9.ª ed. Arco/Libros

English

HADDON, M. (2003). *The Curious Incident of the Dog in the Night-Time*.

[Any unabridged edition in English, for example: Vintage (1st edition: 2004).]

McCARTHY, M and F. O'Dell (2017). *English Vocabulary in Use. Upper-intermediate* (4th Edition). Cambridge University Press.

MURPHY, R. (2019). *English Grammar in Use* (5th edition). Cambridge University Press.

Additional references:

BBC. "Learning English" (<http://www.bbc.co.uk/worldservice/learningenglish>)

BRITISH COUNCIL. "General English" (<https://learnenglish.britishcouncil.org/general-english>)

COUNCIL OF EUROPE (2001). "Common European Framework of Reference for Languages" (<https://www.common-european-framework.org>)

And other texts or material that the teachers may recommend in class or through Moodle (Campus Virtual)

Software

It is necessary to have a computer with camera, microphone and headphones so as to be able to connect to class and to tutorials.