UAB
Universitat Autònoma de Barcelona

2022/2023

Languages and Contexts I

Code: 103699
ECTS Credits: 6

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 Campa Guillem

Salvador Comelles Garcia

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

Competences

- 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.

- 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. Apply the knowledge gained to the selection, reading and interpretation of texts from different scientific and cultural domains.
4. Being able to use different strategies in order to understand texts in a foreign language.
5. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
6. Communicate using language that is not sexist or discriminatory.
7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Critically understand multicultural and multilingual contexts.
9. Develop a critical attitude towards uniformist versions of language.
10. Distinguish genres of speech.
11. Distinguish standards and variations in any linguistic production.
12. Establish work teams to develop activities independently.
13. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identifying the main mechanisms of lexical creation.
16. Know and use the main resources and tools of inquiry for one's language.
17. Knowing how to apply grammatical knowledge to the analysis of oral and written productions.
18. Knowing how to perfom 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. Propose projects and actions that incorporate the gender perspective.
22. Recognize the basic grammatical elements in the form of an argument.
23. Understand languages as a set of linguistic varieties that are all equally respectable.
24. Understand the linguistic effects of contact with language.
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 EP4.1, EP4.2, EP4.3 TF3.1, TF3.7, TF9.1, TF9.2 G1.3, G1.6, 61.7 MP44.1, MP44.2, MP44.3 MP47.1, MP47.2, MP47.3, MP47.4 MP49.1, MP49.3

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			
Catalan. Bloc III: Stories	5	0.2	3, 16, 10, 19, 20
Catalan. Part II: written language	15	0.6	22, 17
Catalan: Part I: Oral Language	15	0.6	11, 19, 25
French	10	0.4	3, 10, 12, 22, 17, 4, 26, 25
Type: Autonomous			
Catalan: Part I Part II Part III	74.5	2.98	1, 3, 16, 9, 11, 23, 19, 22, 17, 25
French	23	0.92	3, 5, 13, 10, 12, 22, 17, 4, 26, 25

Assessment

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. Students who are repeating may request to take a global test for each of subject's two languages. Student

wishing to take this test must confirm their request in writing to the lecturer responsible for each language before 15 november.

Students who can acredit level C2 in Catalan are exempt from the test and dictation ("proves de normativa") and will be awarded a 5.

The French language assessment consists of two parts:

1. A Portfolio of written comprehension activities consisting of a selection of class activities. At the beginning of the course, teachers will determine and make public in moodle the activities that will be part of the portfolio. These activities will always be done in asynchronous online mode using moodle questionnaires and must be completed within the periods and times set by teachers.

2. A written comprehension exam based on reading an article in the field of education. This activity will be done online in synchronous mode and must be done in person or in person depending on the health needs caused by the pandemic.

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.

Although at the end of the academic year the block of rules (Catalan) is suspended by only one of the parties (dictation or rules test), the grade of the approved part will not be saved and the entire block will have to be repeated the following year.

lass attendance is mandatory: the student must attendaminimum 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 30 school 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 intutorial 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 thecase.

A revaluation (recovery) of failed activities (examination, practices, work ...), as once the class period ended (optionally, the teacher can program the revaluation of a block of matter in advance of the period mentioned) .

The Portfolio of Comprehension Activities is excluded from the reassessment (French Language)

The maximummark that will be able to obtain in the revaluation of the examination of rule is of 5. (Catalan Language)

The Reavaluation 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 levelC1 of the Common European Framework of Reference for Languages.

Teachers will ensure the inclusive use of language in the various assessment tasks of students.

If the teachers detects a flagrant copy / translation in an exam, the student will be penalized with a failing and will not be able to access the re-evaluation

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Catalan. Exam Block I	18	1	0.04	3, 5, 13, 8, 9, 10, 11, 19, 20, 17, 18
Catalan. Exam content Block II	22,5	1	0.04	1, 16, 10, 23, 15, 19, 20, 17
Catalan. Exam of linguistic grammar rules	18,75	1	0.04	22
Catalan. Reading loud voice (individual activity)	4,5	1	0.04	3, 9, 23, 18
Catalan. Stories (Activity in pairs)	11,25	1	0.04	2, 3, 6, 10, 23, 14, 21, 18, 7
French. Exam	18	1	0.04	12, 22, 17, 4, 26, 25
French. Portfolio of comprehension activities (individual activity)	7	1.5	0.06	2, 24, 6, 8, 23, 14, 20, 21, 4, 7

Bibliography

Catalan

I. WEB RESOURCES

Dictionaries

- http://dlc.iec.cat/
- http://www.enciclopedia.cat/
- http://multilingue.cat
- http://www.paraulari.net

Phonetic, pronunciation and elocution

http://www.ub.edu/sonscatala/

University websites of Language and books online

http://www.uoc.edu/serveilinguistic/home/index.html

http://www.spluv.es/PDFS/gramatica_zero.pdf

II.Books

1. Regulation of catalan language

phonetich:

Castellanos, J.A. (1997). *Manual de pronunciació (criteris i exercicis d'elocució).* Vic: Eumo

grammar

Castellanos, J.A. (1989). *Quadern. Normativa bàsica de la llengua catalana.* Bellaterra: Servei de Publicacions de la UAB

2. Regulations and description of the language:

Badia, J. (1997). *El llibre de la llengua catalana.* Barcelona: Castellnou

2. Books about specific topics

- Direcció General de Política Lingüística. (1989). *Majúscules i minúscules.* Barcelona: Generalitat de Catalunya, Departament de Cultura
- Direcció General de Política Lingüística.(1997). *Abreviacions.* Barcelona: Generalitat deCatalunya, Departament de Cultura
- Solà, J., Pujol, J.M. (1989) *Tractat de puntuació.* Barcelona: Columna
- Gabinet de Llengua Catalana. (1992). *Les majúscules i les minúscules.* Bellaterra: UAB
- Gabinet de Llengua Catalana. (1993). *Els signes de puntuació.* Bellaterra: UAB
- Gabinet de Llengua Catalana. (1994). *Les referències i les citacions bibliogràfiques, les notes i els índexs.* Bellaterra: UAB

<u>FRENCH</u>

Dictionary online: http://www.larousse.fr/dictionnaires/espagnol-francais

Websites where to find reading documents: http://www.momes.net

Websites where to find educational articles: https://www.icem-pedagogie-freinet.org/

Callamand, M. (1991), *Grammaire vivante du français.* Paris: Clé International

Moirand, S. (1979), *Situations d'écrit.* Paris: Clé International

Murphy, R. (1994) *La grammaire expliquée du français.* Paris: Clé International

Software

If it's necessary