

Degree	Type	Year
Primary Education	OB	1

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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). It is advised that students who have passed the PAU (pre-university exams) with a score lower than 6, and especially those who have not studied English in previous years, should take the necessary steps to ensure the required level before enrolling.

## 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 texts in English related to the world of teaching and education and to express, in oral and written form, opinions on the topics discussed.

## 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 one's 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.
7. English in the world.
8. Methodologies, strategies and learning English as a foreign language.

## Activities and Methodology

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

Activity	Hours	Methodology	Laerning 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

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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
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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.

## Assessment

### Continuous Assessment Activities

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

The assessment of the course will be conducted throughout the academic year through the activities indicated.

The final grade for Languages and Contexts II is obtained from the sum of the marks corresponding to the percentage assigned to each language, Spanish Language and English Language, in a proportion of 60% and 40% respectively.

In order to pass the course, students must obtain a minimum of 5 out of 10 in each of the languages; likewise, all the assessed activities within each language must also be passed with a minimum of 5. Otherwise, the course will be considered as not passed.

Class attendance is compulsory: students must attend at least 80% of classes in each language; otherwise, they will be considered a fail. Presenting a formal justification document does not, in any case, excuse students from meeting the overall attendance requirements.

Generally, the main criteria that is applied in the grading of the various assessment activities for each language are the following: 1) informational rigor and conceptual accuracy; 2) clarity and coherence of exposition (oral and written); and 3) linguistic adequacy and correctness. Competence in both content and expression will be taken into account when assessing the different tests. In Spanish Language, each spelling, lexical, and syntactic mistake will be penalized with 0.25 points off the final grade of each assessment activity. For English, to pass the course students in group 71 must demonstrate having achieved the objectives identified by the B2 (B2.2) descriptors of the Common European Framework of Reference, especially in oral and written expression and interaction; for the other groups (21, 31, and 41), the overall level of English required is equivalent to having attained a B1 level in written and spoken English, especially in oral and written expression and interaction.

The subject will be graded as failed if not all assessment activities have been completed or at least one has been failed.

If the faculty detects blatant plagiarism in any work or exam, the student will be automatically penalized with a fail for the entire course, which cannot be re-assessed; the degree coordination will be informed.

Students re-enrolled in the course who request it may take a comprehensive test for each of the two languages of the course. Students who wish to take this test must request it in writing to the faculty of each language before October 16.

The results of the assessment will be made public within a period not exceeding 20 working days after the completion or submission of the activity. Each lecturer will indicate at the appropriate time how the review of the different tests will be conducted.

There will be a retake for the activities not passed (exam, practices, projects, etc.). To access the retake of either of the two languages, students must have participated in at least 66% of the evaluation (continuous or single) and have obtained a minimum average grade of 3.5. The retake will be in the format -oral and/or written- that the lecturer decides.

All assessment tests are individual. It is not allowed to use GenAI tools during the tests. In this course, the use of Artificial Intelligence (AI) technologies is not allowed in any of

its tests or evaluation tasks. Any work that includes fragments generated by AI will be considered an academic dishonesty violation and may result in partial or total penalties on the activity grade or more severe sanctions in cases of greater severity.

The evaluation and retake dates are indicated in the schedule for each group. The Spanish language tests are conducted after each of the blocks and the paper has to be handed in at the beginning of the second term. The oral test for the English language is conducted after the first 5 or 6 classes, and the final test is conducted after the last seminar.

If a student commits any irregularity that may significantly alter the grade of an assessment act<span class="NormalTextRun SCXW96860633 BCX2">, that assessment act will be graded with 0, regardless of any disciplinary process that may be undertaken. If several irregularities occur in <span class="NormalTextRun SpellingErrorV2Themed SCXW96860633 BCX2">the assessment acts of the same course, the final grade for that course will be 0 and the Degree Coordination will be informed.

## SINGLE ASSESSMENT

GRUP 21: LiC I, 19/05/2026. Retake 2/06/2026. LiC II, 26/05/2026. Retake 16/06/2026.

GRUP 41: LiC I, 26/05/2026. Retake 2/06/2026. LiC II 2/06/2026. Retake 16/06/2026.

GRUP 31: LiC I, 21/05/2026. Retake 4/06/2026. LiC II 28/05/2026. Retake 18/06/2026.

Grup 71: LiC I, 28/05/2026. Retake 18/06/2026. LiC II 21/05/2026. Retake 4/06/2026.

### Spanish Language:

Written exam on the content of the syllabus (50%)

Submission of the course project (50%)

Retake: the same retake system as for continuous assessment will apply. It is on the same day as the retake for continuous assessment.

Final gradereview: the same procedure as for continuous assessment will apply.

### English Language:

Oral exam (50%) and written exam (50%) based on the content of the syllabus.

Retake: the same retake system as for continuous assessment will apply. It is on the same day as the retake for continuous assessment.

Final grade review: the same procedure as for continuous assessment will apply.

## Bibliography

## Spanish

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

ALEZA Izquierdo, M. & Enguita Utrilla, J. M.ª (coords.) (2010). *La lengua española en América: normas y usos actuales*. Universitat de València, 95-132. <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.

BATTANER Arias, P. & López Ferrero, C. (2019). *Introducción al léxico, componente transversal de la lengua*. Cátedra.

DOMÍNGUEZ VÁZQUEZ, M.ª J. & Sanmarco Bande, M.ª T. (eds.) (2017). *Lexicografía y didáctica. Diccionarios y otros recursos lexicográficos en el aula*. Peter Lang.

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

GÓMEZ TORREGO, L. (2011). *Hablar y escribir correctamente: gramática normativa del español*, 2 vols, 4.ª ed. actualizada. Arco/Libros. It has a digital edition.

HIDALDO NAVARRO, A. & QUILIS MERÍN, M. (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. Available online.

PENNY, R. (2004). *Variación y cambio en español*. Gredos.

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.  
<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. It has a digital edition.

## 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 & O'Dell, F. (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

Each teacher will determine whether the use of screens in class (mobile phones, laptops, etc.) is allowed.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Spanish	annual	morning-mixed
(SEM) Seminars	212	Spanish	annual	morning-mixed
(SEM) Seminars	213	Spanish	annual	morning-mixed
(SEM) Seminars	311	Spanish	annual	morning-mixed
(SEM) Seminars	312	Spanish	annual	morning-mixed
(SEM) Seminars	313	Spanish	annual	morning-mixed
(SEM) Seminars	411	Spanish	annual	afternoon
(SEM) Seminars	412	Spanish	annual	afternoon
(SEM) Seminars	413	Spanish	annual	afternoon
(SEM) Seminars	711	Spanish	annual	afternoon
(SEM) Seminars	712	Spanish	annual	afternoon
(SEM) Seminars	713	Spanish	annual	afternoon
(TE) Theory	21	Spanish	annual	morning-mixed
(TE) Theory	31	Spanish	annual	morning-mixed
(TE) Theory	41	Spanish	annual	afternoon
(TE) Theory	71	Spanish	annual	afternoon