

Degree programme	Type	Course
Catalan Philology: Literary Studies and Linguistics	OP	4
English and Catalan Studies	OP	3
English and Catalan Studies	OP	4

Contact lecturer

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Teaching staff

Gemma Repiso Puigdelliura

Group languages

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

Prerequisites

The course requires an initial level of Catalan C2-Proficiency of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

The contents of the language courses of the first two years are supposed.

Objectives

The goals of the course are:

- to know the difference mechanisms of language acquisition of L1 and L2;
- to know the methodologies of foreign language teaching and how to use them;
- to know the existing resources to teach Catalan as a foreign language.

Learning outcomes

1. Write text commentaries from a critical standpoint.
2. Produce normatively correct written and oral texts.
3. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
4. Interpret texts in depth and provide standpoints from which to analyse them critically.

5. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
6. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
7. Work self-sufficiently on the synchronic and diachronic study of Catalan language and literature.
8. Plan, organise and carry out work in a team.
9. Competently use the fundamental digital and bibliographic tools for studying philology.
10. Distinguish between grammatical gender and natural gender.
11. Interpret sociolinguistic data obtained using quantitative or qualitative methods.
12. Use available resources for studying Catalan as a foreign language.
13. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
14. Construct a written text that is grammatically and lexically correct.
15. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
16. Work independently in the synchronic and diachronic study of Catalan language and literature.
17. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
18. Locate specialised and academic information and select this according to its relevance.
19. Producing a written text that is grammatically and lexically correct.
20. Identify and understand distinct theories of first-, second- and third-language acquisition.
21. Analyse, interpret and evaluate theories of first-, second- and third-language acquisition in distinct contexts of acquisition.
22. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

Contents

2. Acquisition of Catalan as an L1 and as a FL.
4. Linguistic typology and the Catalan language. Catalan and other Romance languages, Indo-European languages, and typologically more distant languages.
6. Linguistic theories of second language acquisition.
8. Acquisition of the morphosyntax of Catalan as a second language.
10. Acquisition of the phonetic-phonological aspects of Catalan as a second language.
12. Acquisition of the pragmatics of Catalan as a second language.
14. Methodologies in language learning and workshop on the creation of resources and intervention proposals.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Creation of a didactic unit	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Critical analysis and debate on theoretical proposals and pedagogical resources	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Lerning	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

The teacher's lectures will be combined with a problem solving methodology and the general methodology will be based on:

- a. Theoretical presentations of the topics and classroom discussions;
- b. Practical analysis of situations.
- c. Debates and written presentations about methodological questions;
- d. Solving problems;
- e. Study of the literature on the topic;
- f. Creation of a teaching unit.

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	Weight	Hours	ECTS	Learning outcomes
Final exam	30%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Oral presentation	10%	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Final paper: research proposal	40%	6	0.24	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Learning portfolio	10%	6	0.24	2, 3, 7, 8, 11, 12, 13, 14, 16, 20, 21
Active participation	10%	6	0.24	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

Assessment

Continuous assessment

This course is assessed through participation in teaching and research activities (10%), a final exam (30%), oral presentations (20%), and a written assignment (40%).

The dates of each of the assessment items will be provided at the beginning of the course and published in *Moodle*. Any changes will also be announced in *Moodle*.

An exercise not handed in and an exam not done will count as a zero, unless it is duly justified.

Students will obtain a Not assessed course mark unless they have submitted more than 30% of the assessment items.

Erasmus and exchange students who request to advance an exam must present a document from their home university justifying their request

Procedure for reviewing grades awarded

On carrying out each evaluation activity, lecturers will inform students (on *Moodle*) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Reassessment

Reassessment for this subject requires a content-synthesis exam, for which the following conditions are applicable:

Only students who have a 3,5 (o higher) in final average mark will be allowed to sit the reassessment exam, and who be evaluated in a 2/3 of the evaluable activities.

The reassessment exam will cover all the course contents.

Evaluation activities excluded from reassessment

Exercises.

Not continuous assessment

This subject is assessed by means of a final exam (40%), a set of exercises and homework (40%) and an oral exam (20%), that students must do and submit on the same day.

Reassessment

In order to be eligible for reassessment, students must have submitted all the activities listed in the non-continuous assessment model. The same assessment method as continuous assessment will be used.

VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Written and oral correction is required.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty and will result in the activity being graded with a zero, without the possibility of reassessment, or in more serious sanctions in cases of greater severity.

Bibliography

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- Consell d'Europa (2003): *Marc europeu comú de referència per a les llengües: aprendre, ensenyar, avaluar*.
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- Cuenca, Maria Josep (1992): *Teories gramaticals i ensenyament de llengües*. València, Tàndem.
- Doughty, Catherine; Long, Michael H. (eds.) (2003): *The handbook of second language acquisition*. Malden, Blackwell.
- Guasti, Maria Teresa (2002): *Language acquisition: The growth of grammar*. Cambridge (Mass.), The MIT Press.
- Licerias, Juana M. (2009): *La adquisición de lenguas extranjeras II: A la búsqueda de los principios y mecanismos que regulan la adquisición del lenguaje no nativo*. Madrid, Visor.
- Ortega, Lourdes (2009): *Understanding second language acquisition*. London, Routledge.
- Payrató, Lluís (1985): *La interferència lingüística*. Barcelona, Curial.
- Saville-Troike, Muriel; Barto, Karen (2017, 3a ed.): *Introducing second language acquisition*. Cambridge, Cambridge University Press..

Software

No specific software is needed.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed