



DEGREE CURRICULUM
**TEACHING AND LEARNING OF
LANGUAGES IV**

Coordination: TURULL RUBINAT, ALBERT

Academic year 2020-21

Subject's general information

Subject name	TEACHING AND LEARNING OF LANGUAGES IV			
Code	100817			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	COMPULSORY	Attendance-based
Course number of credits (ECTS)	7			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2.1	4.9	
	Number of groups	3	3	
Coordination	TURULL RUBINAT, ALBERT			
Department	CATALAN STUDIES AND COMMUNICATION			
Teaching load distribution between lectures and independent student work	20% face-to-face classes (approx.) * 80% virtual classes and autonomous work (approx.) *			
Important information on data processing	* This distribution may be altered depending on the decisions of the UdL and the FEPTS on face-to-face, semi-face-to-face and virtuality of teaching due to restrictions arising from health measures to combat the covid-19 pandemic or others.			
Language	Consult this link for more information.			
Distribution of credits	Catalan / Spanish (Unit 1) Catalan (Unit 2)			
Distribution of credits	Each group receives 7 teaching credits, 3 of which correspond to Unit 1, about Didactics of language and literature, and the remaining 4 correspond to Unit 2, about Catalan language and variation.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MILLERA GRACIA, PAU	pau.millera@udl.cat	3	
RODRÍGUEZ CABRERA, JOSE MARIA	josepmaria.rodriguez@udl.cat	3	
SELFA SASTRE, MOISES	moises.selfa@udl.cat	3	
TURULL RUBINAT, ALBERT	albert.turull@udl.cat	12	

Subject's extra information

This fourth course culminates the route followed by the students of these degrees in primary education from his first year with the previous three subjects (one each year) dedicated to Catalan, Spanish and English, and didactics of his teaching.

Learning objectives

1. To have a good knowledge about the Catalan language and the others languages, the most used in society and in the country's school.
2. To have the necessary knowledge for teaching of these languages, and of literature, in Primary Education.
3. To know the school curriculum of Primary Education and its application in teaching of languages and literature.
4. To know didactic resources and evaluation systems related to teaching of languages.

Competences

- To know the application of the school curriculum of Primary Education of languages and literature.
- To know the process of learning oral and written language and its teaching.
- To develop and evaluate contents of the curriculum by appropriate didactic resources and to promote the corresponding competences to the students.
- To speak, read and write correctly and adequately the main languages used at social and school level.
- To know and be able to apply technological resources in the field of the subject.

Subject contents

UNIT 1: LANGUAGE TEACHING (3 credits)

1. Poetry

- 1.1. Rhythm, rhyme and the formal structure. characteristics
- 1.2. Oral and body expression: poetry as a language acquisition tool
- 1.3. Poetry for children: poetic models. Riddles in anthologies
- 1.4. Some didactic sequences to analyze poetry in the classroom

2. Theater

- 2.1. Features of the theatrical text. Propp's actantial functions
- 2.2. Children's theater: models
- 2.3. Some didactic sequences to analyze the theatrical text and its representation

3. The didactics of orthography

- 3.1. Orthographic models and language teaching at the present time
- 3.2. Some contributions of orthographic models for teaching grammar
- 3.3. Basic characteristics of a pedagogical orthography
- 3.4. Orthography teaching methodologies: traditional, structuralist-based and use-focused
- 3.5. Some didactic sequences to work on orthography at school

UNIT 2: CATALAN LANGUAGE (4 credits)

1. Linguistic variation

- 1.1. Language and variation. Standard and adequacy concepts

- 1.2. Origin, diffusion and function of linguistic diversity
- 1.3. The world of languages and the position of Catalan in Western Europe

2. Catalan language and variation

- 2.1. Historical or diachronic variation: history and internal evolution of the language
- 2.2. Stylistic and functional variation: registers and the standard language
- 2.3. Dialect or diatopic variation: eastern dialects and western dialects of Catalan

3. Language, dialect and school

- 3.1. Standard Catalan and Western Catalan: a language model for school
- 3.2. Language policies and educational policies
- 3.3. Onomastics, paremiology and popular literature at school

Methodology

The course will use a methodology appropriate to the semi-presencial classes determined by COVID-19. 4 hours of class: 2 virtual hours and 2 face-to-face hours.

In face-to-face classes, we will work about the skills related to the actual practice of the classroom of the textual typologies determined in the subject contents are worked on.

In online hours, we will work about theoretical concepts of the subject are worked on, using methodologies such as the Flipped classroom and other methodologies more expository methodologies.

If the subject was totally face-to-face, we would use the following methodology:

In this subject, master classes, group and individual tutoring, practical practices and group work are combined in face-to-face classes; in reading texts and in individual and group outings, in non-contact sessions.

Following the percentages designed for this subject, and taking into account that 7 ECTS equals 175 hours of work for a total work, they can be divided as follows:

70 face-to-face hours (40% of the subject):

- 15% master classes: 26,25 hours
- 10% tutoring: 17,5 hours
- 15% practices: 26,25 hours

105 non-presencials hours (60% of the subject):

- 45% individual study: 78,75 hours
- 15% group study: 26,25 hours

About distribution of the sessions, the same professor is responsible for sessions of the large group and the small group, if there are any. Small groups cannot be simultaneous.

Development plan

UNIT 1. DIDACTICS OF THE LANGUAGE

Professor: Moisés Selfa / Pau Millera / Josep M. Rodríguez (according to the group)

Calendar:

SESSION	MODALITY	DESCRIPTION	OBJECTIVES	SESSION	MODALITY	DESCRIPTION	OBJECTIVES
1.(2h)	P GG	Subject's presentation	Know correctly all about the subject's development Resolve doubts.	8.(2h)	P GG	Didactic sequences to work on the theatrical text and its representation. Analysis of a theatrical text	Apply didactic sequences to analyze the theatrical text in classroom. Know textual characteristics of the play.
2.(2h)	P GG	Rhythm, rhyme and the formal structure. Characteristics	Know the characteristics of poetic text and its typology.	9.(2h)	P GG	Some didactic sequences to work on orthography at school. Show models of teaching orthography	Show models of teaching orthography.
3.(2h)	P GG	Oral and body expression: poetry as a language acquisition tool.	Use poetic text as a source to work literary resources.	10.(2h)	P GG	Basic characteristics of a pedagogical orthography. Orthographic teaching methodologies: traditional methodologies, structuralist based methodologies and methodologies focused on use.	How to teach orthography in today's school.

4.(2h)	P GG	Poetic models for children	To know the treatment that poetic text receives in the publishing and school world.	11.(2h)	P GG	Grammatical and syntactic models and language teaching today. Some contributions of grammatical and syntactic models relevant to teaching grammar.	Show the perspectives on teaching grammar and syntax and reflect on these perspectives.
		Didactic sequences to analyze poetry in classroom	Apply didactic sequences to analyze poetic text in classroom.	12.(2h)	P GG	Grammar and syntactic teaching methodologies: traditional methodologies, structuralist-based methodologies and methodologies focused on use	How to teach grammar and syntax in today's school.
5.(2h)	P GG	Poetic reading	Know the techniques of representation of a poetic text.				
		Analysis of a poetic anthology	Know the textual characteristics of poetry.				
6.(2h)	P GG	Features and analysis of theatrical text Dramatic expression as a game	Know the characteristics of the theatrical text and its typology.				
			Know how to use theatrical text as a tool to develop language, body and social skills in children.				
7.(2h)	P GG	Theatrical models for children	To know the treatment that theatrical text receives by publishers and in the school world.				

UNIT 2. CATALAN LANGUAGE

Professor: Albert Turull Rubinat

Calendar:

SESSION	DESCRIPTION	OBJECTIVES
1		
2	Linguistic variation. Language and variation	Theoretical reflection on principles that govern language
3		
4		
5		
6	Historical or diachronic variation in Catalan	Practice of knowledge acquired through texts and various documentation
7		
8		
9		
10		Theoretical reflection on linguistic diversity and its role in cultural ecology
11	Functional and stylistic variation	Practice of knowledge acquired through texts and various documentation
12		
13		
14		
15		Theoretical reflection on scientific nomenclature and ideological problems that derive from it
16	Dialectal variation of Catalan language	Practice of knowledge acquired through texts and various documentation
17		
18		
19		
20		Theoretical reflection on scientific nomenclature and ideological problems that derive from it
21	A language model for school	Practice of knowledge acquired through texts and
22		
23		
24		
25		
26		

27		various documentation
28		
29		
30		Theoretical reflection on the relationship, not always well understood, between both concepts
31		
32	Language policies and educational policies	
33		Practice of knowledge acquired through texts and various documentation
34		
35		
36		
37		Direct application to Catalan and school model of the concepts discussed
38		
39	Onomastics, paremiology and popular literature at school	
40		Practice of knowledge acquired through texts and various documentation

PROFESSOR'S TASKS	STUDENT'S TASKS
Plan, develop and evaluate the session. Prepare appropriate resources for the objectives, contents, methodology, activities, timing and evaluation. Evaluate the attention, participation and interest of the students in the subject. Explain the contents. Guide the learning process. Solve doubts. Evaluate the teaching task.	Attend class. Attend explanations. Take notes. Ask questions. Relate previous knowledge to new. Consult and expand the bibliography. Study and carry out tasks prepared by the professors. Evaluate the learning process and take the appropriate decisions to improve it.

Evaluation

Each unit of this subject will have a **different percentage** of evaluation, and this percentage will be proportional to its presence in number of credits and therefore of class hours.

Evaluation of Unit 1 (Didactics): 40% of the final grade

In order to evaluate the students, the following instruments will be used and the percentages shown will be applied:

- Dramatization of poems (30%) and justification of it
- Theatrical texts writing (20%) and justification of it
- Reflection on teaching of orthography (20%)
- Written exam (30%).

The realization of the programmed practices and the reading guide of one of the two planned reading works will be included within a document called "Learning Notebook". This notebook will be presented virtually.

Evaluation of Unit 2 (Language): 60% of the final grade

- Written test (final exam): 40%
- Report (review): 30%
- Practices and exercises: 20%
- Attendance, attitude, participation and critical spirit: 10%

For each unit, different test (written and oral), specified in the schedule of the subject, will do.

The final grade of this subject results from the partial grades with their corresponding percentage. The cut mark to pass the final evaluation is 5, although **each of the two parts or Units must be approved**. In case of obtaining a lower grade and having passed any of partial tests, the partial marks will be saved for the next course, so only the unsuccessful tests will have to be repeated.

This subject does **not have a global recovery**, only written tests or course assignments that alone exceed 30% of the grade of one of the Units, in accordance with the general evaluation regulations of the University.

Each practice and the written test must have a good level of language correction. In order to pass each practice and the written test, no more than 5 spelling or normative errors may be committed.

NOTE: Students who combine their studies with a full-time job have the right, according to current regulations, to request an alternative evaluation within 5 days from the beginning of the semester. Please contact with Faculty Secretary for more information.

Bibliography

Classroom readings (Unit 1)

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Bibliography of Unit 1:

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Bibliography of Unit 2:

Basic bibliography

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INSTITUT D'ESTUDIS CATALANS (2019). *Gramàtica bàsica i d'ús de la llengua catalana*. Barcelona: Institut d'Estudis Catalans.

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Complementary bibliography

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