



Universitat de Lleida

DEGREE CURRICULUM  
**METHODOLOGY OF CATALAN  
TEACHING**

Coordination: RIBES AMOROS, MARIA SALOME

Academic year 2022-23

Subject's general information

<b>Subject name</b>	METHODOLOGY OF CATALAN TEACHING			
<b>Code</b>	101481			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Catalan Philology and Occitan Studies	4	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in Catalan Philology and and Bachelor's degree in Applied Languages and Translation	4	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	RIBES AMOROS, MARIA SALOME			
<b>Department</b>	CATALAN STUDIES AND COMMUNICATION			
<b>Teaching load distribution between lectures and independent student work</b>	Classroom hours 60h Independent student work 90h TOTAL 150h			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan with some readings in Spanish and English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RIBES AMOROS, MARIA SALOME	salome.ribes@udl.cat	6	

## Learning objectives

O1 Facilitate students to acquire knowledge and develop the necessary skills and attitudes to be a good Catalan language teacher, both for initial levels and advanced levels.

O2 Recognize and understand the concepts related to the teaching and learning of languages (specifically, of the Catalan language) from various learning methodologies of L1 and L2.

O3 Know the necessary strategies to select, organize and apply knowledge of Catalan language, literature and culture at the time of facilitating student learning.

O4 Understand the communicative approach proposed in the CEFR, the skills that the language learner / user must acquire and the evaluation criteria.

O5 Know the existing materials for teaching Catalan and design new ones.

O6 Know ways to teach Catalan at a distance, as well as all kinds of online resources to facilitate student learning.

## Competences

CB1 Possessing and understanding knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of your field of study.

CB2 Applying their knowledge to their work or vocation in a professional way and possessing the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their study area.

CB3 Ability to gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 Be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audience.

CG6 Implementing the capacity for autonomous learning.

CG8 Implementing the capacity for oral and written communication in Catalan and Spanish (with experts and non-experts).

CG10 Implementing knowledge and the ability to use ICT in relation to the corresponding field of study.

CG11 Searching and properly managing information, based on diverse documentary sources and typologies.

CG12 Properly use the terminology and techniques of the disciplinary or professional field.

CE15 Applying the practical domain of teaching the Catalan and Occitan language and / or literature for native or foreign students.

CT1 Acquiring an adequate oral and written comprehension and expression of Catalan and Spanish.

CT3 Acquiring training in the use of new technologies and information and communication technologies.

CT4 Acquiring basic knowledge of entrepreneurship and professional environments.

CT5 Acquiring essential notions of scientific thought.

CT6 Applying the gender perspective to the functions of the professional field.

## Subject contents

- Teaching and learning languages from various learning methodologies of L1 and L2.
- The Common European Framework of Reference (CEFR) and language acquisition. Methods and strategies.
- Cognitive and sociocultural factors in language acquisition. The sociolinguistic and cultural framework of the Catalan language.
- The language of the apprentice (influence of the substrate, simplification processes and internal interlanguage changes).
- Language skills from the perspective of teaching-learning in both L1 and L2.
- Aspects of the grammar of Catalan relevant to teaching such as L2 (morphology, syntax, phonology / phonetics, lexicon, pragmatics and variation).
- Materials and resources for teaching the Catalan language: beginner, initial levels and higher levels. Observation and analysis of models.
- Learning and teaching areas of Catalan in person and virtual.
- Planning of teaching units or sequences for initial and higher levels and their fit into the programming:
  - Recipients (context, characteristics, needs)
  - Objectives and tasks
  - Competences
  - Selection of contents and activities (type and criteria for selection, adaptation and creation)
  - Distribution in sessions and timing
  - Specific resources and materials
  - Evaluation

## Methodology

The subject is taught according to the **following schedule**:

HP (classroom hours): 60h

HNP (e-learning): 90h

Activity	CODIFICATION / Description / Typology TPD	HP*	HNPa
Magister class (M)	M	10	---
Practices (P)	P1- Readings and discussion on some theoretical and practical aspects of teaching / learning	7,5	20
	P2- Analysis of teaching units	15	25
	P3- Elaboration of short didactic sequences	20	25
	P4- Problem solving in the classroom and as independent student work	7,5	20
Others (A)			

TOTAL		60	90
-------	--	----	----

## Methodology:

- Master classes
- Written work
- Problem solving
- Practices

## Development plan

### Weeks 1-3

- Teaching and learning languages from various learning methodologies of L1 and L2
- The Common European Framework of Reference (CEFR) and language acquisition. Methods and strategies
- Readings on some theoretical and practical aspects of teaching / learning

### Weeks 4-6

- Cognitive and sociocultural factors in language acquisition. The sociolinguistic and cultural framework of the Catalan language
- The language of the apprentice (influence of the substrate, simplification processes and internal interlanguage changes)
- Language skills from the perspective of teaching-learning in both L1 and L2
- Analysis of teaching units I

### Weeks 7-9

- Aspects of the grammar of Catalan relevant to teaching such as L2 (morphology, syntax, phonology / phonetics, lexicon, pragmatics and variation)
- Materials and resources for teaching the Catalan language: beginner, initial levels and higher levels. Observation and analysis of models
- Learning and teaching areas of Catalan in person and virtual
- Analysis of teaching units II

### Weeks 10-15

- Planning of teaching units or sequences for initial and higher levels and their fit into the programming:
  - Recipients (context, characteristics, needs)
  - Objectives and tasks
  - Competences
  - Selection of contents and activities (type and criteria for selection, adaptation and creation)
  - Distribution in sessions and timing
  - Specific resources and materials
  - Evaluation
- Elaboration of short didactic sequences

## Evaluation

Evaluation mechanisms	Codification / Description-criteria / Typology TPD	Activity	%

Attendance and participation (As)	Interest and active participation in problem solving will be positively evaluated	Active participation	(+)
Inform (In) / Works (T)	T1- Concept map of some theoretical and practical aspects of teaching / learning	P1	10
	T2- Analysis of teaching units	P2	35
	T3- Elaboration of a teaching unit	P2, P3	45
Others (A)	A1- Problem solving in the classroom	P4	10
<b>TOTAL</b>			<b>100</b>

## OBSERVATIONS:

If the teacher considers that the spelling, the expression or the formal presentation are neglected, he may consider not correcting the activity and suspending it for this reason.

In the event of plagiarism, the provisions of the 'Regulations for the evaluation and qualification of teaching in degrees and master's degrees at the UdL' will be applied.

Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

## Bibliography

BADIA, D. VILÀ, M. (2009): *Jocs d'expressió oral i escrita. Com organitzar la participació a l'aula*. Barcelona: EUMO.

CAMPS, A. (coord.) (2003). *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó (Biblioteca Articles, 134).

CASAMAYOR, G. (coord.) (2007), *Els trucs del formador*. Barcelona: Graó.

DÖRNYEI, Z. (2001). *Teaching and researching motivation*. Nova York: Longman. Traduït al català: *Estratègies de motivació a l'aula de llengües*. Barcelona: UOC, 2008. Traducció de Yannick Garcia Porres.

ESTAIRE, S.; ZANÓN, J. (1994) *Planning classwork*. Oxford: Heinemann.

ESTORS SASTRE, L. (2014): "Les actituds lingüístiques segons l'origen dels aprenents de català com a llengua d'acollida". *Treballs de sociolingüística catalana*, 14. <http://www.raco.cat/index.php/TSC/article/view/293772>.

GUASCH, O. (2001): *L'escriptura en segones llengües*. Barcelona: Graó.

MARTÍN PERIS, E. (1991): "La didáctica de la comprensión auditiva". *Cable*, 8

MARTIN, E (2001). "Què vol dir treballar a classe amb tasques comunicatives?", *Llengua i ús*, 21 i 22. Secretaria de Política Lingüística.

MAS, M.; MELCION, J. (1999) *Nivell llindar per a la llengua catalana*. Barcelona: Departament de Cultura.

MIQUEL, L. (2005): "Reflexions sobre la metodologia d'ensenyament de llengua a immigrants". *Llengua i ús*, 34 p. 60-66. Secretaria de Política Lingüística.

NUNAN, D. (1989) *Designing tasks for the communicative classroom*. Cambridge: CUP.

[Traducció a l'espanyol de María González Davies: *El diseño de tareas para la clase comunicativa*]

RIBAS, T. (coord.) (1997). *L'avaluació formativa en l'àrea de llengua*. Barcelona: Graó.

SANZ PINYOL, G. (2005) *Comunicació efectiva a l'aula*. Barcelona: Graó.

VILÀ, M. (coord.)(2005): *El discurso oral formal. Contenidos de aprendizaje y secuencias didácticas*. Barcelona: Graó.

VILÀ, M. (2004): "Actividad oral e interacción didáctica en las aulas". Glosas didácticas. *Revista Internacional*. ([www.um.es/glosasdidacticas/doc-es/.../08vila.pdf](http://www.um.es/glosasdidacticas/doc-es/.../08vila.pdf))

VILLALBA, F.; HERNÁNDEZ, M. T. (2000). "¿Se puede aprender una segunda lengua sin saber leer? Alfabetización y aprendizaje de una L2". *Carabela*, 48, Madrid, SGEL, p. 85-110.