



Universitat de Lleida

DEGREE CURRICULUM **METHODOLOGY OF CATALAN TEACHING**

Coordination: RIBES AMOROS, MARIA SALOME

Academic year 2023-24

Subject's general information

Subject name	METHODOLOGY OF CATALAN TEACHING			
Code	101481			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	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
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	RIBES AMOROS, MARIA SALOME			
Department	PHILOLOGY AND COMMUNICATION			
Teaching load distribution between lectures and independent student work	Classroom hours 60h Independent student work 90h TOTAL 150h			
Important information on data processing	Consult this link for more information.			
Language	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
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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	(+)
Block 1	Concept map of some theoretical and practical aspects of teaching / learning	P1	10
Block 2	Analysis of teaching units	P2	35
Block 3	Elaboration of a teaching unit	P2, P3	45
Block 4	Problem solving in the classroom	P4	10
TOTAL			100

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.

If **academic fraud or spontaneous copying** is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Students who want to ask for **alternative assessment** must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

Alternative assessment

Evaluation mechanisms	Codification / Description-criteria / Typology TPD	Activity	%
Block 1	Readings of some theoretical and practical aspects of teaching / learning	P1	20
Block 2	Analysis of teaching units	P2	35
Block 3	Elaboration of a teaching unit	P2, P3	45
TOTAL			100

Bibliography

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