



Universitat de Lleida

DEGREE CURRICULUM  
**TEACHING LANGUAGE AND  
CULTURE TO IMMIGRANT  
GROUPS**

Coordination: LAPRESTA REY, CECILIO

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	TEACHING LANGUAGE AND CULTURE TO IMMIGRANT GROUPS			
<b>Code</b>	14118			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Teaching Spanish/Catalan to Immigrants	1	COMPULSORY	Semipresencial / Virtual
<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>	LAPRESTA REY, CECILIO			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GOMEZ DEVIS, MARIA BEGOÑA	m.begona.gomez@uv.es	2	
LAPRESTA REY, CECILIO	cecilio.lapresta@udl.cat	4	

## Learning objectives

Knowing the general characteristics of the immigrant community and how these influence their condition as language learners.

Knowing the most appropriate methods, strategies and resources for teaching / learning linguistic, sociolinguistic and communicative competence based on the specific needs of the population of immigrant origin.

Knowing how the teaching of Spanish as a 2nd language and Catalan as a 2nd language is approached in the Spanish education system and in the Autonomous Communities with transfer of educational competences.

Analyzing the adequacy of existing materials for teaching Spanish or Catalan to the immigrant population.

Responding appropriately to the linguistic and communication needs of the immigrant community in its internal diversity

## Competences

### Basic

CB2 Knowing how to apply the knowledge acquired and having the ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the teaching of Spanish and Catalan as foreign languages.

CB5 Possessing the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

### General

CG1 Achieving correction in oral and written expression.

CG2 Mastering ICT.

CG3 Respecting the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and of democratic values.

### Specific

CE3 Knowing the potential and difficulties that contact between cultures has in the teaching / learning of Spanish as a foreign language / Catalan as a foreign language and developing training and acquisition strategies to facilitate intercultural communication and integration.

CE5 Knowing the tools and resources and developing strategies for the teaching / learning of Spanish as a foreign language / Catalan as a foreign language in specific groups (according to the age and gender of the students, according to their cultural origin, according to their immigrant status or not).

CE8 Reflecting on the specific situation of immigrant women in the teaching / learning process of Spanish as a foreign language / Catalan as a foreign language and cultural integration, and developing mechanisms to facilitate said process.

## Subject contents

Unit 1. Migrations today. Causes and consequences of human movement

Unit 2. Migrations in the Spanish State and Catalonia: sociological, sociodemographic and sociolinguistic features

Unit 3. Knowledge of Catalan and Spanish in migrants. Programs and state of affairs

Unit 4, Psychosocial processes and language learning: attitudes, identity and linguistic acculturation profiles

Unit 5, Methodology and didactics of Spanish and Catalan as L2 and LE

Unit 6. Oral language teaching and literacy

Unit 7. Analysis of resources and materials for teaching of Spanish and Catalan to immigrant communities

## Methodology

The methodology used in the subject includes different activities:

1. Presentations by teachers and students
2. Reading and analysis of documents
3. Material analysis
4. Information search
5. Preparation of papers
6. Use of virtual tolos

## Tutorials

The professors will have some hours dedicated to of face-to-face tutorials with the students. These will be established at the beginning of the course.

Students who don't live in Lleida may do tutorials by telephone during the hours of face-to-face tutorials or using the spaces "Videoconference" and Chat on the Virtual Campus.

## Development plan

## Development plan

TIMETABLE FOR FACE-TO-FACE SESSIONS		
MONTH	DAY	TIME
October	Saturday 21	9h. – 13:30h.
November	Friday 10	17h. – 21:30h.
November	Saturday 11	9h. – 13:30h.

December	Friday 1	17h. – 21:30h.
December	Saturday 2	9h. – 13:30h.
January 2024	Friday 12	17h. – 21:30h.
January 2024	Saturday 13	9h. – 13:30h.

The delivery dates of the activities for assessment will be set in the first face-to-face session and will be communicated to all students in the virtual space of the subject

9h. – 13:30h.

## Evaluation

### Evaluation criteria

The subjects of the Official Masters are evaluated in a single call. If the students fails de subject, they will have to enroll again the following year. As it is a subject of the first semester, it is evaluated in the month of January

The evaluation of the subject is distributed as follows:

ACTIVITIES FOR ASSESSMENT (semi-presential students)		
TIPOLOGY OF THE TASK	STUDENT WORK HOURS	FINAL GRADE PERCENTAGE
FACE-TO-FACE SESSIONS	28	--
Activity 1. Attendance and participation	22	20%
Activity 2. Reflection and Research paper on the sociolinguistic reality of Catalonia or Spain. Repercussions on language learning.	50	40%
Activity 3. Analysis of Materials / manuals	50	40%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

ACTIVITIES FOR ASSESSMENT (virtual students)		
TIPOLOGY OF THE TASK	STUDENT WORK HOURS	FINAL GRADE PERCENTAGE
Basic readings. Critical review	28	--
Activity 1. Virtual Test	22	20%
Activity 2. Reflection and Research paper on the sociolinguistic reality of Catalonia or Spain. Repercussions on language learning.	50	40%

Activity 3. Analysis of Materials / manuals	50	40%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

According to article 1.2, point 2d of the Regulation of Evaluation and Qualification of the Teaching of Degrees and Masters of the University of Lleida approved by the Governing Council of February 26, 2014), students have the right to a second-chance assessment for any assessable activity that has a value equal to or greater than 30% of the final grade for the subject.

Failed or non-presented activities with a value greater than 30% (activities 2 and 3) may be presented again during the second-chance period. The maximum grade of the activities delivered during this period will be a 5

### Other assessment criteria

- In order to receive a grade, students must have delivered 100% of the assessable elements.
- Activities delivered late will be penalized.
- If the delay is more than 10 days, they will not be accepted, and must be delivered in the evaluation period.
- To pass, an average of 5 must be obtained in the set of activities carried out.
- If plagiarised material 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'.

Therefore, the activity cannot contain fragments copied literally from published or disseminated works, both in paper and electronic format, unless they take the form of citation and the exact reference of the source from which they have been taken is given.

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*.

## Bibliography

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