



Universitat de Lleida

DEGREE CURRICULUM  
**TEACHING OF GRAMMATICAL  
AND PRAGMATIC CATALAN  
COMPETENCE**

Coordination: RIBES AMOROS, MARIA SALOME

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	TEACHING OF GRAMMATICAL AND PRAGMATIC CATALAN COMPETENCE			
<b>Code</b>	14121			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Teaching Spanish/Catalan to Immigrants	1	OPTIONAL	Semipresencial / Virtual
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	<b>PRAULA</b>	<b>TEORIA</b>	
	<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>	<p>For students in part-time mode  Classroom hours (HP) 28 HP  E-learning 119 HNPa (autonomous)  Tutorials 3 HNP</p> <p>For students in virtual mode  Online classes 4 HNPs (synchronous)  146 HNPa (autonomous work, tutoring, chats, consultations...)</p>			
<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
RIBES AMOROS, MARIA SALOME	salome.ribes@udl.cat	6	

## Learning objectives

- Properly practice language teaching in pedagogical contexts in which Catalan is a second language or a foreign language.
- Plan and evaluate the teaching / learning process of the Catalan language in the short, medium and long term, in a manner consistent with the teaching context and the curriculum, and with different objectives and methodologies.
- Design and develop teaching materials for the teaching of Catalan as a foreign language, especially for the learning of immigrants.
- Research in the teaching of a second language and its culture, as well as in linguistic and cultural mediation.
- Respond autonomously to the demands that arise in the social and educational context, and assume different responsibilities as a teacher and as a member of a teaching team.

## Competences

CB2. Know how to apply the acquired knowledge and solve problems in new or little known environments within broader (or multidisciplinary) contexts related to the teaching / learning of Catalan as a foreign language.

CB3. Be able to integrate knowledge and deal with the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.

CB4. Know how to communicate the conclusions - and the ultimate knowledge and reasons that support them - to specialized and non-specialized audiences in a clear and unambiguous way.

CB5. Acquire the learning skills that allow you to continue studying independently.

CG1. Achieve correction in oral and written expression.

CG2. Master ICT.

CG4. Acquire the pedagogical tools and techniques for the planning and development of the teaching activity in the ELE / CLE class at all language levels (phonetics, grammar, lexicon and phraseology) and in the different communicative situations.

CG5. Learn to design, develop, edit and implement ELE / CLE teaching material.

CE1. Identify the most difficult aspects of phonetics, grammar, pragmatic uses and lexicon of the Spanish/Catalan language and develop mechanisms for its acquisition by students who have another mother tongue.

## Subject contents

1. Grammar in a context of foreign language acquisition.
2. Methodology of teaching grammar: schools and methods.
3. Analysis of difficulties in the teaching-learning of the Catalan language.
4. Problem detection and design of intervention strategies.

## Methodology

The teaching / learning methodology of this subject changes depending on whether it is students in blended learning and students in virtual learning. Regarding the blended modality, there are 28 teaching hours assigned that will be taught in four-hour sessions, with a half-hour break, according to the following distribution:

In-person classes schedule		
month	day	time
March	Friday 10	17.00 - 21.30
	Saturday 11	09.00 - 13.30
	Friday 31	17.00 - 21.30
April	Saturday 1	09.00 - 13.30
	Friday 28	17.00 - 21.30
	Saturday 29	09.00 - 13.30
May	Friday 19	17.00 - 21.30

The face-to-face sessions will serve to explain theoretical and methodological questions as well as to solve the difficulties that have been identified during the development of the activities set by the teaching staff. They will be theoretical and practical in nature and will use different dynamics of work in the classroom.

As for teaching in online mode, you will also have, at least, four virtual sessions, according to the following calendar, in which students can resolve any doubts that may have occurred in the course development:

Online lessons
March, 13
March, 29
May, 2
May, 17

### Class attendance

- Blended students who cannot attend a face-to-face session must do an additional activity to achieve the content worked on in that session.
- Students in virtual mode must do the activities marked as virtual teaching in addition to those common to the rest of the students.

## Development plan

Based on what has been explained in the face-to-face sessions, the compulsory readings and the material provided by the teachers and posted on the virtual campus (SAKAI platform), a total of 3 activities are established for all students and three more complementary activities for students in virtual mode:

Calendar of activities for students in part-time mode		
activity	description	delivery date
1	Synthesis of readings	March, 20
2	Analysis of grammatical aspects of the Catalan language in contrast to other languages	April, 24
3	Design of teaching materials aimed at acquiring elements and grammatical structures of the Catalan language	May, 29

Calendar of activities for students in virtual mode		
activity	description	delivery date
1	Synthesis of readings	March, 20
2	Complementary activities 1	March, 27
3	Analysis of grammatical aspects of the Catalan language in contrast to other languages	April, 24
4	Complementary activities 2	April, 29
5	Design of teaching materials aimed at acquiring elements and grammatical structures of the Catalan language	May, 29
6	Complementary activities 3	May, 29

Students will identify, on the one hand, the potentially difficult grammatical elements for a given group of learners of Catalan as a foreign language and will analyze its treatment in teaching manuals and other teaching materials. On the other hand, they will select different common communicative situations in the verbal and social interaction of the Catalan-speaking community, determine the linguistic exponents of this interaction and elaborate a set of activities or materials to work on aspects of Catalan grammar needed to achieve a successful communication.

The exact activities and instructions on what each activity consists of and how it will have to be carried out will be given in the face-to-face sessions and will be posted on the virtual campus, in the ACTIVITIES section, through which students will also must send the activities done to the teacher.

Tasks must be submitted no later than the date set out in this program. If they are not done properly, the teacher may request the repetition or performance of a compensatory activity or activities to ensure the achievement of the competencies set out in this subject. In this case, the teacher will establish the schedule for the delivery of the tasks to be repeated and the compensatory activities.

## Evaluation

The evaluation of the subject is distributed as follows:

### For students in part-time mode

Typology of tasks	Student work hours	Evaluation criteria
Classroom lessons	28 h	
Tutorials	3 h	
Activity 1	24 h	25 %
Activity 2	41 h	35 %
Activity 3	54 h	40 %
<b>TOTAL</b>	<b>150 h</b>	<b>100%</b>
Participation and involvement in the subject		+10%

#### For students in virtual mode

Typology of tasks	Student work hours	Evaluation criteria
Complementary activities	28 h	
Tutorials	3 h	
Activity 1	24 h	25 %
Activity 2	41 h	35 %
Activity 3	54 h	40 %
<b>TOTAL</b>	<b>150 h</b>	<b>100%</b>
Participation and involvement in the subject		+10%

#### Aspects to consider in the evaluation:

Not all tasks are evaluable, although they are mandatory. Specifically, the complementary activities have a dedication of 28 hours, which is the corresponding to the face-to-face sessions that students must attend in part-time mode. Although they are not evaluated, they must be well done, as they are indispensable for evaluating the rest of the activities. In addition, they serve to assess the interest and involvement of students.

In order to be able to evaluate the subject, the students must have delivered 100% of the evaluable elements and the complementary activities (in case of the virtual follow-up). To pass, you must obtain an average of 5 in the set of activities performed. Suspended or undelivered activities with a value greater than 30% (activities 2 and 3) may be re-delivered during the recovery period, in accordance with article 1.2, point 2d of the Regulations for the Evaluation and Qualification of the Teaching in Degrees and Masters at the University of Lleida (approved by the Governing Council on 26 February 2014). This regulation specifically states:

"Students have the right to retake any assessment activity equal to or greater than 30% of the final grade in a subject or subject, except for the internship of the subject, if applicable."

The maximum grade for the activities delivered during this period will be 5. The subjects of the official master's degrees are evaluated in a single call. If not passed, the student must re-enroll the following year. This subject, when taught in the second semester, is evaluated in June.

**IMPORTANT:** Any activity that has more than 4 misspellings or morphosyntactic errors will be automatically suspended, taking into account that any grammatical error will negatively affect the qualification of the activity.

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.

The regulations for the evaluation and qualification of teaching in the degrees and master's degrees of the UdL can be consulted at:

[http://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio\\_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-UdL-CG-25-10-2016.pdf](http://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-UdL-CG-25-10-2016.pdf)

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### TEXTBOOKS

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## GRAMMARS

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## ONLINE GRAMMARS

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Optimot, consultes lingüístiques: <http://aplicacions.llengua.gencat.cat/llc/AppJava/index.html>

## ONLINE DICTIONARIES

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*DIEC2*: <http://dlc.iec.cat/>



*Diccionari normatiu valencià*, [Diccionari normatiu valencià \(gva.es\)](http://gva.es)

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Jané, Albert, *Diccionari de sinònims*, <https://sinonims.iec.cat/>

TERMCAT, Centre de Terminologia de la Llengua Catalana, <http://www.termcat.cat/>

## **ONLINE TRANSLATORS**

<http://www.softcatala.org/traductor>

<http://traductor.gencat.cat/>

<https://translate.google.com/?hl=ca>

## **CATALA CERTIFICATES**

Generalitat de Catalunya: [http://llengua.gencat.cat/ca/serveis/acreditacio\\_coneixements/certificats\\_de\\_catala/](http://llengua.gencat.cat/ca/serveis/acreditacio_coneixements/certificats_de_catala/)

Intercat: <http://www.intercat.cat/es/info/certificats-oficials-catala.jsp>

Certificats i diplomes de llengua catalana dels Serveis Lingüístics: <http://www.cifalc.cat/certificats-de-catala/>