



DEGREE CURRICULUM

# **TEACHING PHONETIC AND LEXICAL CORRECTION IN CATALAN**

Coordination: CARRERA BAIGET, AITOR

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	TEACHING PHONETIC AND LEXICAL CORRECTION IN CATALAN			
<b>Code</b>	14122			
<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	OPTIONAL	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>	CARRERA BAIGET, AITOR			
<b>Department</b>	CATALAN STUDIES AND COMMUNICATION			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CARRERA BAIGET, AITOR	aitor.carrera@udl.cat	6	

## Subject's extra information

In this subject, the different strategies to facilitate the learning of orthology and the lexical and phraseological wealth of the Catalan language at the different levels of the framework of reference will be studied, based on current second language teaching / learning theories.

## Learning objectives

- Start the student in the knowledge of the phonetics and vocabulary of a second language as a field of study and as a space for teaching practice.
- Study the potentially problematic linguistic facts for the acquisition of the phonetics and the lexicon of the Catalan language based on the typological differences and inventory of the linguistic varieties that serve as the starting point.
- Develop techniques aimed at solving hypothetical linguistically conflictive situations that affect phonetics and lexicon.
- Facilitate teaching tools that can be used to improve qualitatively the teaching of phonetics and the lexicon of the Catalan language, especially if it is aimed at people with another mother tongue.

## Competences

### Basics

CB2 Know how to apply the knowledge acquired and have the ability to solve problems in new or unfamiliar settings within broader (or multidisciplinary) contexts.

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

### General

CG1 Achieve correction in oral and written expression.

CG2 Mastering ICT.

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

CG5 Learn to design, prepare, edit and implement ELE / CLE didactic material.

### Specific

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

## Subject contents

### 1. Phonetics and phonology in the learning of the Catalan language

1.1 Characterization of the sounds of the Catalan language (I). Affinities and differences in languages genetically related to Catalan. Potential conflicting points applied to the teaching of the Catalan language based on these varieties: identification of difficulties in the acquisition of correct pronunciation and prosody and contrasting analyzes.

1.2 Characterization of the sounds of the Catalan language (II). Affinities and differences with some of the main languages genetically unrelated to Catalan spoken at the moment in the linguistic domain. Potential conflicting points applied to the teaching of the Catalan language based on these varieties: identification of difficulties in the acquisition of correct pronunciation and prosody and contrasting analyzes.

1.3 Orthology. Diatopic phonetic variation. Standard and phonetic variation.

### 2. Lexical and learning of the Catalan language as a second language

2.1 Dictionaries of the Catalan language: description. Applications and pedagogical aptitudes. Bibliographical resources and electronic resources.

2.2 The role of lexicon in the teaching of a second language. Lemmatization and interpretation in the learning of a second language

2.3 Strategies for lexical learning. Identification of difficulties in the lexical acquisition of a second language. Differences in the structure of the cosmopolitanism of linguistic varieties. Strategies of formal rapprochement between genetically related linguistic varieties, and the detection of false friends and divergent lexical elaborations.

## Methodology

### 1. Face-to-face sessions

These sessions serve to present theoretical and methodological questions, as well as to solve the difficulties identified in the development of the activities established by the teaching staff. Attendance to face-to-face sessions is not mandatory.

### 2. Activities

Based on what will be exposed in the first session (to which contents will also be accessed through the virtual campus), virtual tasks and discussions will be established. It will be accessed virtually in support documents, and through this same medium, the exact tasks that each student must perform, as well as the exchange procedures between the group (forum), will be set. In case the tasks are not carried out properly, the teacher may request that they be repeated, or in case other compensatory activities are carried out that ensure that the competences of the subject are achieved.

**Information on data protection in the audiovisual register.**

In accordance with current regulations on the protection of personal data, we inform you that:

- The organization responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
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- The recordings and the rest of the contents of the CV are protected by the intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in the "Legal notice", visible on all UdL - owned websites ".

## Development plan



SUBJECT	TASKS (TIPOLOGY)	DESCRIPTION OF THE TASKS	TEMPORARY ALLOCATION	HOURS OF WORK
1. Phonetics and phonology in the learning of the Catalan language	Face-to-face sessions			5h 30'
		<b>Reading: bibliography or web pages about phonetics and orthology of Catalan, on contrasting analyzes and on phonetic correction. Face-to-face sessions 1 and 2.</b>		25
		Activity 1.1: Conduct contrastive analysis between the phonetic and phonological system of Catalan and that of another language, to determine the possible difficulties of a Catalan-language student who has the contrasting linguistic variety as a mother tongue. This analysis will be the object of a small synthetic work where the conclusions of the contrast analysis will be presented.	Face-to-face sessions 1 & 2	20
	Activities	Activity 1.2: Detection of phonetic errors in the oral language of a speaker whose mother tongue is another linguistic variety.		20
		Activity 1.3: Search for information and resources for carrying out previous activities: bibliographic research and the network		2
		<b>Deadline for delivering the activities of topic 1</b>		--
	Forum	<b>Forum topic: detecting errors in Catalan orthology as L2</b> Content of the interventions: -Comments on activities 1 and 2 -Comparison of conclusions with classmates -Answer to the questions set by the teacher Face-to-face sessions 3 and 4		2h 30'
		<b>Lectures: bibliography or web pages about Catalan lexicology and lexicology, semantics and evolutionary aspects of Catalan lexicon, as well as mechanisms for teaching</b>	Face-to-face sessions 3 & 4	25
		Activity 3.1: Analyze a semantic field in Catalan and in a different language, to determine the formal differences related to the semantic classification and classification that affect the two linguistic varieties.		20
	2. Lexis and learning of the Catalan language as a second language	Activities	Activity 3.2: Fixing an inventory of bibliographic resources valid for the teaching of the Catalan language based on another linguistic variety..	

Activity 3.3: Reflections on the teaching of lexis, and in particular on the introduction of the student in the lexical particularities of the area of the linguistic domain in which it is located, based on the previous visualization of materials in various diatopic varieties of the Catalan language.

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## Evaluation

The evaluation is distributed as follows:

Typology of tasks	Student work hours	Evaluation criteria
Face-to-face sessions // Attendance	4h. 30'	--
Topic 1 Readings  and activities 	70h. 15'	50%
Topic 2 Readings and activities	70h. 15'	50%
<b>TOTAL</b>	<b>150 h.</b>	<b>100%</b>
<b>Other evaluation conditions</b>		
So that the student can be evaluated, he must have given all the tasks. Suspended activities will have a recovery period before the final final evaluation.		

**[1]** These are the readings that the teacher establishes as obligatory to carry out the different tasks, although other readings will also be taken into account that the students can demonstrate that they have read or consulted. This part will be scored only in the case that the bibliography is used with scientific rigor and the summaries required in each topic have been delivered.

**[2]** Exercises that are not of their own elaboration will not be accepted: the query bibliography, either published by traditional methods or through the Internet, should be used as a basis and not be subject to a literal copy. In addition, it must be scored and appropriately referenced.

In case of plagiarism, the provisions of the «Normativa de l'avaluació i la qualificació de la docència en els graus i màsters a la UdL» will be applied.

## Bibliography

### Basic bibliography.

#### Compulsory reading.

Hassan Akioud; Eva Castellanos (2007): *Els amazics: una història silenciada, una llengua viva*. Tarragona: Cossetània.

Magda Bistriceanu (2008): *Invitació a l'estudi de la llengua romanesa*. Girona: Universitat de Girona.

Pere Comellas (2006): *Contra l'imperialisme lingüístic: a favor de la linguodiversitat*. Barcelona: La Campana.

Lluïsa Gràcia (2001): *Xinès*. Barcelona: Departament de Benestar i Família.

Lluïsa Gràcia; Joan Miquel Contreras (2001): *El soninké i el mandinga*. Barcelona: Departament de Benestar i Família.

Joan Julià-Muné (2009): «Les llengües de la Xina. El contrast fonètic i l'adaptació al català de l'onomàstica xinesa». Dins Joan Julià-Muné (ed.): *Visions de la Xina: cultura multimedial i enèrma*. Lleida: Institut d'Estudis Ilerdencs.

Carme Junyent (1986): *Les llengües d'Àfrica*. Barcelona: Empúries.

Carme Junyent (et al.) (2005): *Les llengües a Catalunya*. Barcelona: Octaedro.

Xavier Lamuela (2001): *El berber*. Barcelona: Departament de Benestar i Família.

Juan Carlos Moreno; Elisabet Serrat; Josep Ma. Serra; Jordi Farrés (2001): *Llengua i immigració*.

Barcelona: Departament de Benestar i Família.

Marcos Orozco; Francesc Roca (2001): *El fula i el wòlof*. Barcelona: Departament de Benestar i Família.

Lluís Payrató (1985): *La interferència lingüística (comentaris i exemples català-castellà)*. Barcelona: Curial-PAM.

Francesc Roca (2005): *L'ucraïnès*. Barcelona: Departament de Benestar i Família.

Raquel Sánchez (2001): *L'àrab*. Barcelona: Departament de Benestar i Família.

### Complementary bibliography

#### Optional reading, to expand information and improve activities.

It will be indicated in a timely manner during the development of the subject.

### Audiovisual documents

Basic informational resources on the web:

[http:// www.ciemen.org](http://www.ciemen.org)  
<http:// www.ethnologue.com>  
<http://www.gela.cat>  
<http:// www.linguamon.cat>  
<http://www.gela.cat/doku.php?id=llengues>  
<http://www.linguapax.org/fixer/279/doc%20web%20cat.pdf>  
<http://www.panafril10n.org/wikidoc/pmwiki.php/PanAfrLoc/MajorLanguages>

Dictionaries, vocabularies, terminology:

[Gran diccionari de la llengua catalana](#)  
<http://www.grec.cat/home/cel/dicc.htm>  
[Diccionari català-valencià-balear](#)  
<http://dcvb.iec.cat/>  
[Diccionari de la llengua catalana \(IEC\)](#)  
<http://dic.iec.cat/>  
[Termcat. Centre de terminologia](#)  
<http://www.termcat.cat/>  
[DACCO. Diccionari català-anglès](#)  
<http://www.catalandictionary.org>  
[Diccionari de la Llengua Catalana Multilingüe](#)  
<http://www.multilingue.cat/>  
[DIDAC. Diccionari escolar de català \(d'Enciclopèdia Catalana\)](#)  
<http://www.grec.cat/cgi-bin/esc00.pgm>  
[Diccionari Invers de la Llengua Catalana](#)  
<http://www.dilc.org/>  
[Diccionari català-alemany](#)  
<http://diccionari.info/>  
[Xina.cat \(diccionari xinès-català\)](#)  
<http://www.xina.cat/diccionari>  
[Diccionari coreà-català](#)  
<http://korcat.org/>  
[TERMCAT. Diccionaris en línia agrupats en cinc grans sectors temàtics](#)  
[http://www.termcat.cat/ca/Diccionaris\\_En\\_Linia/](http://www.termcat.cat/ca/Diccionaris_En_Linia/)  
[Diccionari de sinònims i antònims](#)  
<http://www.diccionaris.cat/index.php>  
[Neoloteca del Termcat. Recull dels neologismes tècnics i científics normalitzats](#)  
<http://www.termcat.cat/ca/Neoloteca/Fitxes/>