



COURSE DATA

DATA SUBJECT

Code: 33607
Name: Catalan language for teachers
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	Second quarter, First quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	Second quarter, First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	Second quarter

SUBJECT-MATTER

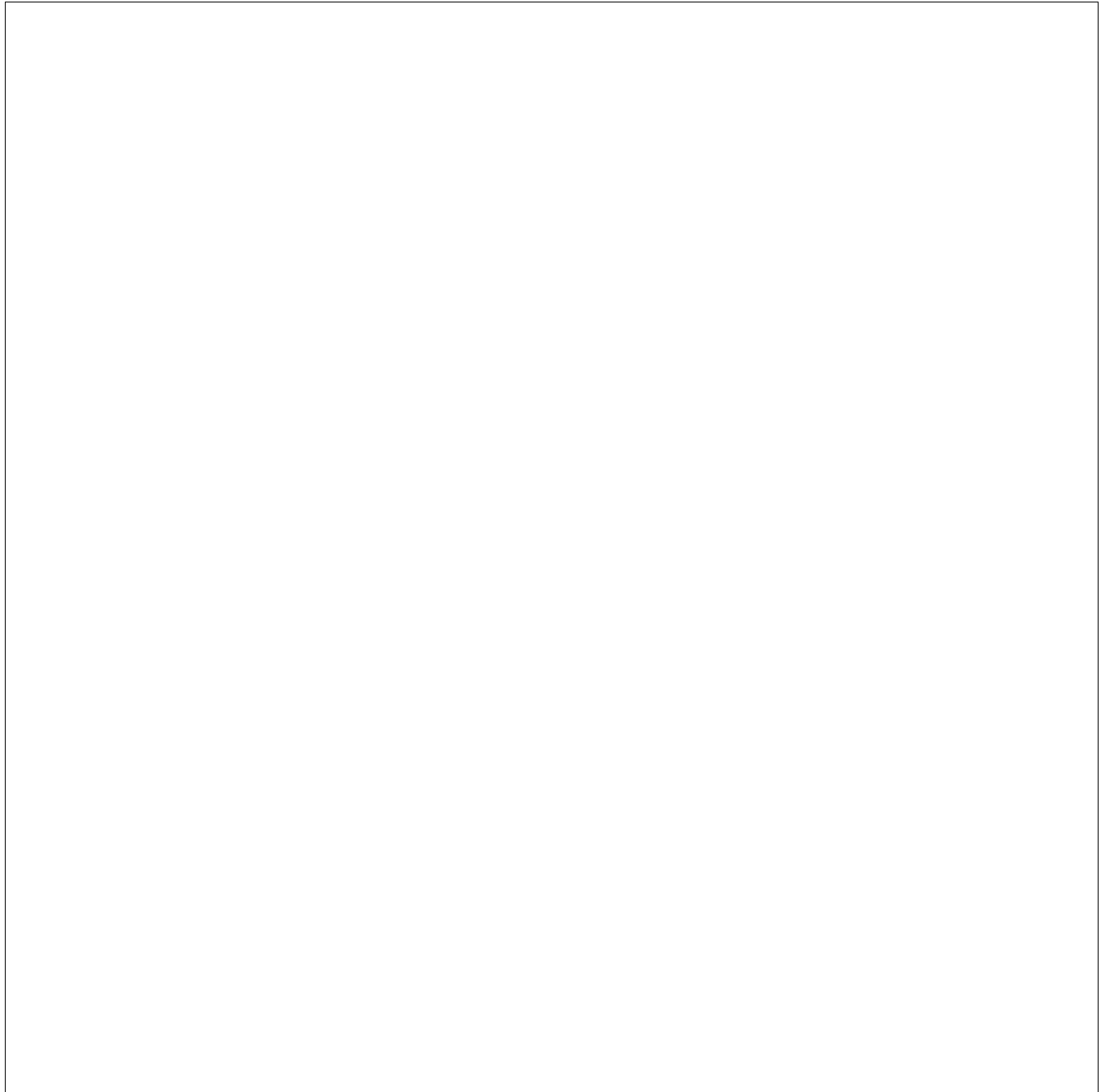
Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Language for teachers	BASIC
1305 - Degree in Primary School Education	Language for teachers	BASIC
1324 - Degree in Preschool Education (Ontinyent)	LANGUAGE FOR TEACHERS	BASIC

COORDINATION

MENDEZ CABRERA JERONIMO

PARDO COY ROSA MARIA

SUMMARY



The *Common European Framework of Reference for Languages* establishes a standardized linguistic level for all languages. the languages; in this line, the new qualifications specify that he qualification of Degree of Teacher has that guarantee that who it possess ha acquired, to the less, a level C1 of competence linguistics, both in Spanish and Catalan. A person with this level of proficiency:

is able of grasp a wide variety of texts extensive and with TRUE level of requirement, So how to recognize implicit meanings in them. Can express themselves fluently and spontaneously without obvious signs of effort in finding the appropriate expression. Can make flexible and effective use of language for Finnish social, academics and professionals. Can produce texts



clear, good structured and detailed on topics of a certain complexity, showing a correct use of the mechanisms of organization, articulation and cohesion of the text (CEFR 2002: 26).

What relevance does language knowledge have in teacher training?

In first place, it is convenient stand out he character instrumental of the subject: he domain of the language It is essential for accessing other knowledge. Hence the need not only to improve one's own language skills, but also to recognize that language is essential both for personal development and for successful future teaching.

The role of the teacher requires being very aware of the society in which he or she will work: this ever-changing society will require continuous retraining and training. Furthermore, teacher training has of have in account so much our system educational multilingual, as the diversity of the student body and the multicultural fact existing in our schools.

This multicultural and multilingual reality requires a renewed approach to language teaching and learning, as advocated by current research on language didactics. In this regard, it must be taken into account that a speaker does not learn each language independently and in isolation; always establishes relations and comparisons between the different languages that learn, by it that the knowledge you have about one language is applied to others and is involved in their learning.

In line with this reality, the two subjects of the *Language for Teachers* subject, corresponding to the languages Spanish and Catalan, continue a approach didactic integrated. This implies that the planning of the teaching of both languages responds to the same perspective.

didactics ¿theoretical and methodological¿ for favor the complementarity, taking advantage of coincidences and avoiding repetitions .

So well, he approach of the subject *Language Catalan for Teachers* , exposed in this teaching guide, which is complemented by the guide for the subject *Spanish Language for Teachers*.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Students must have sufficient oral and written proficiency in Catalan. The minimum required, with the aim of improving it, would be level B2 of the Common European Framework of Reference for Languages.



Students must be able to produce oral and written discourses in Catalan in a coherent manner appropriate to the academic setting.

COMPETENCES / LEARNING OUTCOMES

-

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Encourage creative reading and writing.

Encourage creative reading and writing.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.



Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and master oral and written expression techniques and use them properly in professional practice.

Know and master oral and written expression techniques and use them properly in professional practice.

Know and properly use resources to stimulate reading and writing.

Know and properly use resources to stimulate reading and writing.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the processes of interaction and communication in the classroom.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Promote cooperative work and individual work and effort.

Recognise and value an appropriate use of verbal and non-verbal language.

Recognise and value an appropriate use of verbal and non-verbal language.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Reflect metalinguistically to correct one's own and someone else's oral and written speeches.

Reflect metalinguistically to correct one's own and someone else's oral and written speeches.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

Use information and communication technologies effectively as usual working tools.

Use linguistic and metalinguistic concepts in the academic discourse.

Use linguistic and metalinguistic concepts in the academic discourse.



Use the language richly and expressively, seeking an aesthetic attitude to the discourse. Use the language correctly and promote that it be respectful with cultural, gender, linguistic and any other differences, in keeping with the principle of equality.

Use the language richly and expressively, seeking an aesthetic attitude to the discourse. Use the language correctly and promote that it be respectful with cultural, gender, linguistic and any other differences, in keeping with the principle of equality.

DESCRIPTION OF CONTENTS

1. Language as a social activity

- Discourse as a communicative unit: discursive genres and types of texts.
- The text as a product of verbal communication .
- Communicative competence in multilingual contexts and its components.
- Discourse activity in the school setting. Discourse genres specific to the school setting.

2. School and linguistic variety

- Language as a set of varieties: dialects, sociolects, registers.
- The place of the norm in teaching.
- Sociolinguistic attitudes and prejudices in school.
- Analysis of oral and written texts from the school environment

3. Discourse activity, discourse genres and text types

- The exposition. The discursive genres of the exposition.

The presence of the transmitter in the text: the expression of the objectivity. Forms of impersonalization and lexical precision. Expressive and aesthetic resources of the language.

The organization of the ideas and the groups of sequences expository. The connectors.



Differences between exposition and explanation.

- Argumentation and its discursive genres.

The presence of the speaker in the text: the expression of subjectivity. Modalization procedures.

The organization of the ideas: relations between concepts. Arguments and conclusions. The logical connection.

The counter- argument.

- Verbal and non-verbal communication skills and strategies .
- Strategies for composing expository and argumentative discourse, both oral and written, with special reference to genres specific to the school environment and paying attention to the treatment of orthotypographic and bibliographic aspects

4. Standard and use of the Catalan language

The linguistic norm of Catalan: sentences, words and sounds.

- Sentence constructions .
- Morphological and lexical aspects.
- Phonetic and spelling issues.
- Study comparative of the rule linguistics of the Catalan and he Spanish in relationship to the previous questions

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00



NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

o achieve the objectives of this course, an active methodology will be used, which requires student involvement. A critical approach to the various postulates will be encouraged. theorists that HE will contribute without exclude the exhibitions masterful that the subject can demand.

The academic practice in this subject is structured in several levels:

Face-to-face activities (40% of the total workload)

1. Theoretical-practical classes (30%)

Classes in-person theoretical-practical in the that HE will work the contents of the subject, HE They will debate and carry out activities using different teaching resources: master classes, seminars, workshops, groups of job, etc The guidelines and materials necessary for he development of are activities They will be provided to students either in face-to-face sessions, through the photocopying service, or from the virtual classroom.

2. Attendance at seminars and complementary activities (5%)

Without cheer up of undermine the proposals of the faculty to a cluster in concrete, during the two During the weeks of complementary activities of the quarter, activities will be carried out that will be recommended in due course.

Students will raise a job a job of investigation in cluster reduced, that will be oriented and



Supervised by the teacher. Group work is intended to highlight the importance of cooperative learning and reinforce individual learning. These projects may be defended individually or collectively, and they may do forehead to the cluster complete in the classroom either in tutoring and seminars with small audiences.

3. Tutoring (5%)

The tutoring individual and collective will serve for coordinate to the students in the tasks individual and group, as well as to evaluate both individual progress and teaching activities and methodology.

The tutoring also will be used for do a follow-up of the expression oral , *essential to pass the subject*.

Non-face-to-face activities (60% of the total workload)

4. Study and independent work (60%)

He model of teaching as researcher in he classroom centers the activity of the student in the formulation of questions relevant and in the search, analysis, elaboration and later communication of information. In this regard, individual and cooperative projects will be proposed, all of which will be guided, supervised, and evaluated by the teaching staff.

Besides, each student has to devote weekly in home a time equivalent to the in person to prepare the following session, carry out the activities and readings proposals, study the contents, etc. , study and work habits that must continue, after classes have finished, until the day of the official call.

EVALUATION



For the final assessment of the course, the following will be taken into account:

- The competence linguistics and communicative of the student, so much oral as written in relationship at level C1 in Catalan.
 - The level achieved in the acquisition of subject-specific knowledge and skills .
 - He domain of methods, techniques and others capabilities and skills own of a student of Master's Degree.
 - Assessment of the jobs entrusted, included he analysis and the assessment of observations on work prepared by third parties.
 - Assessment of the stake individual and in cluster, so much in he classroom as in the areas that be carried out outside of it.
 - Attitude towards the subject and respect for classmates, class attendance and participation in they, he interest and the constancy for progress positively, So as the ability for work group .
1. Regular monitoring of student progress, both in the classroom and in individual and group tutoring.
 2. To assess oral proficiency: interviews, reports and oral assignments that require formal use of the language.
 3. To assess written proficiency: written, research, and metalinguistic reflection work that must include comparative aspects between Catalan and Spanish.
 4. As a general rule, a final written test will be carried out, which will consist of the production of an expository or argumentative text and some exercises on the norm and use of the language.



The achievement of these criteria will be observed using the following evaluation instruments:

You must pass both parts of the exam to pass. This test will count between 40% and 60% of your final grade for the course. To be considered passed, you must pass assessment items 3 and 4. Items 1 and 2 are considered non-recoverable assignments.

I In the evidence and jobs writings, the student will have in account the presentation and a calligraphy adequate for a future teacher, as well as spelling, vocabulary and grammar, and aspects related to suitability, coherence and cohesion of the text. In this sense, the criteria that establish the Catalan Teaching Unit will be applied. The language in which the subject will be taught will be the one students will be required to use in class and on all assessment instruments. Plagiarism also entails a grade of zero on the corresponding assignment and the possible opening of an academic record. It is understood by plagiarism any paragraph unaffiliated that without be a appointment is been copied of others documents.

S Students who have not attended the minimum required (80% of face-to-face classes) will have the right to a proof end of the set of the subject in each a of the official calls, to evaluate individual learning.

REFERENCES

- ACADÈMIA VALENCIANA DE LA LLENGUA (2006): Gramàtica Normativa Valenciana, [<http://www.avl.gva.es/PDF/GNV.pdf>]
- ACADÈMIA VALENCIANA DE LA LLENGUA (1995): Diccionari valencià, València: Generalitat Valenciana. [<http://www.avl.gva.es>].
- ACADÈMIA VALENCIANA DE LA LLENGUA (2006): Diccionari ortogràfic i de pronunciació del valencià. València: Acadèmia Valenciana de la Llengua, 2006. [<http://www.avl.gva.es>].
- BADIA, J, BRUGAROLAS, R.; X. FARGAS (1998): El llibre de la llengua catalana per escriure



correctament el català. Barcelona: Castellnou.

- BIBILONI, G. (1997): Llengua estàndard i variació lingüística. València: Tres i quatre.
- BASSOLS, M.; TORRENT, A. M. (1996): Models textuais. Teoria i pràctica. Vic: Eumo Editorial.
- BRUGUERA, J. (2000): Diccionari de dubtes i dificultats del català, Barcelona: Enciclopèdia Catalana.
- CASSANY, D. (1999): Construir l'escriptura. Barcelona: Empúries.
- CUENCA, M. J. (2005): Sintaxi catalana. Barcelona. Editorial UOC.
- COSTA, J.; NOGUÉ, N. [coord.] (2001): Curs de correcció de textos orals i escrits. Pràctiques autocorrectives. 2a ed. Vic: Eumo.
- CUENCA, M. J.; M. PÉREZ SALDANYA (2006): Guia d'usos lingüístics. Aspectes gramaticals. València: Institut Interuniversitari de Filologia Valenciana. [<http://www.ua.es/institutos/inst.filovalen/Guiausos.pdf>]



- INSTITUT D'ESTUDIS CATALANS (2002): Diccionari català-valencià-balear, [<http://dcvb.iec.cat/>]
- INSTITUT D'ESTUDIS CATALANS (2002): Diccionari de la llengua catalana. [<http://dlc.iec.cat/>] - INSTITUT D'ESTUDIS CATALANS (2017): Gramàtica de la llengua catalana. [<https://giec.iec.cat/inici>] - ENCICLOPÈDIA CATALANA (2000): Gran Diccionari de la llengua catalana. [<http://www.diccionari.cat/lexicx.jsp?GECART=0>] - MARC EUROPEU COMÚ DE REFERÈNCIA PER A LES LLENGÜES. APRENDRE, ENSENYAR, AVALUAR [<http://www20.gencat.cat/portal/site/Llengcat/>]
- SERVEI DE POLÍTICA LINGÜÍSTICA DE LA UV(2011): Gramàtica Zero. València: Publicacions de la Universitat de València, [<http://www.spluv.es/PDFS/gramaticazero.pdf>]
- CASSANY, D. (2007): Esmolar l'eina: Guia de redacció per a professionals. Barcelona: Empúries.
- ESPINAL, M. T. (2006): Diccionari de sinònims de frases fetes. Barcelona/València: Ed. Universitat Autònoma de Barcelona (Servei de Publicacions) / Publicacions de la Universitat de València / Publicacions de l'Abadia de Montserrat. Disponible en http://ddd.uab.cat/pub/l1ibres/2006/89642/Diccionari_sinonims_Espinal_a2006pdf
- GINEBRA, J. (2017). La nova normativa de l'Institut d'Estudis Catalans. Guia pràctica. Tarragona: Publicacions URV, disponible en <http://publicacions.urv.cat/l1ibres-digital/biblioteca-digital/13-biblioteca-digital/673-la-nova-normativa-de-l%E2%80%99institut-d%E2%80%99estudis-catalans-guia-pr%C3%A0ctica>
- PALOMA, D.; RICO, A. (2014): Diccionari de dubtes i barbarismes. Barcelona: Educaula.



- RASPALL, J.; MARTÍ, J. (1984): Diccionari de locucions i frases fetes català-castellà / castellà-català. Barcelona: Edicions 62.
- SANCHO CREMADES, P. (1999): Introducció a la fraseologia. Aplicació al valencià col·loquial. Paiporta: Denes.
- SOLÀ, J.; RIGAU, G. [et al.] (2002): Gramàtica del català contemporani. Barcelona: Empúries.
- TODOLÍ, J. (1998): Els pronoms personals. València: Publicacions de la Universitat de València.
- YATES, A. & POCH, A. (2010). *Complete Catalan*. Teach Yourself.