



## COURSE DATA

### DATA SUBJECT

**Code:** 35410  
**Name:** Catalan as a first and second language  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Applications of Catalan studies to teaching	ELECTIVES
1001 - Degree in Catalan Studies	Applications of Catalan studies to teaching	ELECTIVES

### COORDINATION

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## SUMMARY

It is a subject included in the subject *Applications of Catalan Philology in Education*, which aims to guarantee knowledge, attitudes and skills of an advanced nature so that the student of Catalan philology can develop the Catalan language teaching, especially at the secondary and adult education levels.

The basic objectives of the subject are:

- To reflect on teaching in general and, in particular, with regard to languages.
- To present the situation of teaching Catalan as a first and second language.
- To describe the didactic principles of language teaching according to the most important



theoretical models.

- To learn the didactic principles and basic techniques for the development of receptive and productive language skills.
- To know the resources offered by ICT for teaching languages, in particular Catalan.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

It is not necessary to have previously passed other subjects of the Degree in Catalan Philology.

## COMPETENCES / LEARNING OUTCOMES

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Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

The ability to communicate and teach the knowledge acquired in the area of Catalan philology, taking into account the different teaching levels and contexts of Catalan language and literature.

The ability to find, handle and make use of the information contained in databases and other software and Internet tools in the field of Catalan philology.

The ability to receive, understand and transmit scientific production in the languages studied.



## DESCRIPTION OF CONTENTS

1. The concepts of first and second language  
Difference between acquisition, competence and use.  
The Valencian sociolinguistic context: educational considerations.
2. Language teaching methods  
Teaching first languages.  
Teaching second languages.  
The Common European Framework of Reference.
3. Pedagogical models and legal framework  
Classical and current methods.  
Autonomous laws on the teaching of Catalan. The case of the Law on the Use and Teaching of Valencian.  
The educational curriculum: organic laws and decrees.  
The teaching of Catalan in Compulsory Secondary Education and Baccalaureate.  
The teaching of Catalan as an L2 around the world. Language reading rooms.  
The impact of AI and self-learning applications.
4. Development of teaching units and application of ICT

At the end of this subject, the student is expected to have achieved the following learning outcomes:

- Develop their knowledge and skills in teaching Catalan as a first and second language.
- Apply their grammatical, sociolinguistic, cultural, etc. knowledge to the study and practice of language teaching.
- Know the main trends in language teaching and their application to specific educational situations.
- Use the tools, programs and computer applications available for teaching Catalan as a first and second language.
- Know and understand, from the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	40,00
Independent study and work	28,00
Preparation of lessons	15,00
Preparation for assessment activities	0,00



Resolution of case studies	5,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The development of the subject will be structured in two weekly sessions of two hours each. Theoretical sessions and practical sessions will be combined with cooperative activities and work. Both in the classroom as with off-site work, the student will have to carry out activities, assignments and bibliographic readings about the contents of the subject. Contact with the innovative ideas of teaching, the contributions of research in language teaching and the innovative spirit.

The students will have at their disposal in the virtual classroom various materials on the content of the subject, summaries or presentations that will refer to different texts of the extended bibliography that it would be nice to know.

The activities will be face-to-face and non-face-to-face. Various types of oral and written activities will be combined (practices, readings of the bibliography, class discussions, discussions in the virtual classroom forum, preparation of didactic sequences and various didactic material etc.). They will be practical activities and will be oriented towards knowledge of language teaching methodologies and the development of didactic material. In the face-to-face sessions the teacher will indicate the procedure and the dates for the completion and delivery of a design of planning activities for the teaching of some orthographic, grammatical or lexical aspect of the Catalan language as L1 or L2, and the other practices.

The teacher and students will use the virtual classroom and e-mail as a means of communication changes, details about practices, etc. However, attendance at face-to-face tutoring is recommended to deal with issues or doubts of an individual or specific nature.

As part of the cycle *Authors and authors in classrooms*, it will be possible to organize sessions with invited speakers. At the beginning of the teaching period of the subject, you will be informed of the possible complementary activities that they will be organized and the impact they may have on teaching and assessment.

The subject participates in the teaching innovation projects of the consolidated groups GESOLCAT (GCID23\_2585499) and TREFINCAT (GCID23\_2586507). The PIECs of these groups respond to strategic



lines aimed at fulfilling the Sustainable Development Goals: incorporation of non-profit entities (associations, foundations and NGOs) in teaching innovation didactics; actions to promote employment and entrepreneurship; actions to promote gender equality, diversity and sustainability; and active methodologies for learning, among others.

## EVALUATION

The monitoring of this subject requires attendance in class and the active participation of the student, both in face-to-face sessions and in the virtual classroom forum. Therefore, the learning assessment will be carried out based on two elements:

a) 40% of the grade will correspond to the design of teaching planning activities for some orthographic, grammatical or lexical aspect of the Catalan language as L1 or L2 (25%), and active participation in classes and the forum (15%).

b) 60% of the grade will correspond to an individual written exam, which will be carried out once

the classes have ended. The test will consist of two parts. In the first, theoretical and practical knowledge about language teaching will be assessed. In the second, you will have to answer a question about mandatory readings.

To pass the subject, you will need to obtain a minimum of 1.25 points in the practice of planning the teaching of some aspect of Catalan as L1 or L2 and 3 points in the final exam. The minimum mark resulting from the sum of all the partial marks from the didactic sequence, active participation and the final exam must be 5.

If it has not been passed in the first call, the practice of planning the teaching of some aspect of Catalan as L1 or L2 can be given in the second call under the conditions and deadlines indicated by the teacher at

the beginning of course Due to its face-to-face nature, if it has not been effective, active participation in monitoring the contents cannot be recovered in the second call.



Note: Students taking this subject must have a good command of Catalan regulations.

In accordance with the criteria agreed by the Council of the Department of Catalan Philology, the fact of making regulatory errors will lead to the qualification of not suitable, regardless of the grade of the content.

-Design of teaching activities, class activities and participation: 40%

-Exam: 60%

Intellectual honesty is vital in academic communities and for the fair evaluation of the student's work. All work submitted in this course must be of original authorship. Submissions that involve fraudulent collaboration or composition with the aid of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and is authorized by the lecturer.

The grading system follows the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### Main references

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