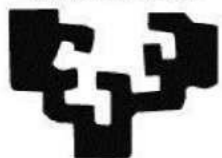




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Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

## 2023/2024 BASQUE LANGUAGE AND CULTURE COURSE PROGRAMME

### BEGINNER LEVEL





# INDEX

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➤ 1 OBJECTIVES.....	03
➤ 2 SYLLABUS.....	07
➤ 3 OUTINGS.....	16
➤ 4 COURSE SCHEDULE.....	23
➤ 5 ASSESSMENT .....	27
➤ 6 BIBLIOGRAPHY.....	29

# 1 OBJECTIVES

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The main objective of this course is to provide the student with the basic notions of the Basque language and to know and live Basque culture. Regarding language, general competency-based objectives have been defined for this course taking into account the guidelines of the European Language Portfolio (ELP):

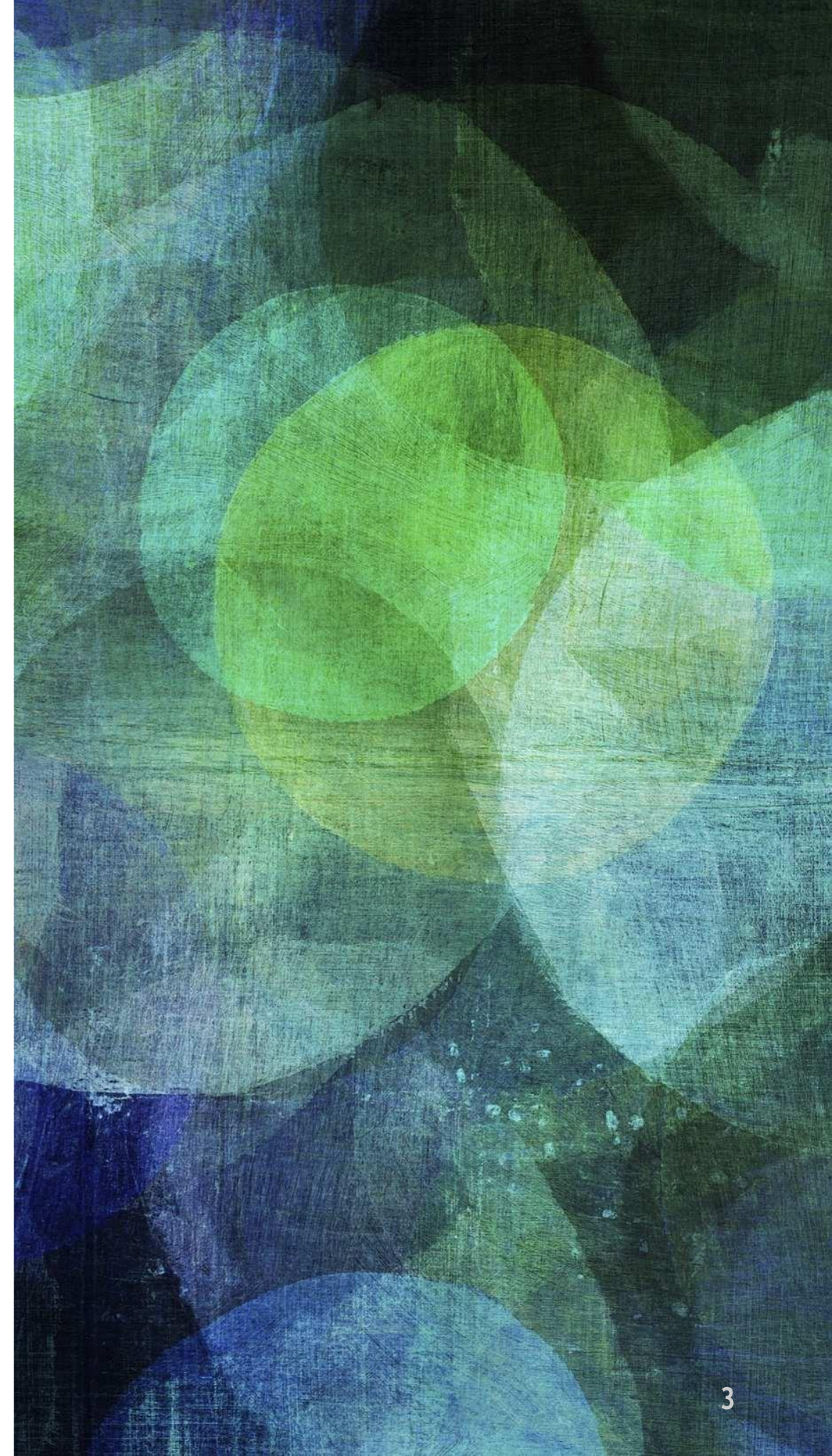
Can understand and use familiar everyday expressions and form simple sentences intended to meet immediate needs.

Can describe people and can ask for and give information about addresses, things and people he/she knows.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Based on these general objectives, various specific topic-related objectives have also been set for each teaching unit.

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# 1.1 GENERAL OBJECTIVES

FIELD	AREA	GENERAL OBJECTIVES
UNDERSTANDING	LISTENING	1.1 Be able to understand common words and very basic expressions, when people speak slowly and clearly, on the following topics: 1.1.1 Family, friends... (people) 1.1.2 Me 1.1.3 Surroundings 1.1.4 (Other)
	READING	1.2 Be able to understand very common words and names and simple sentences. For example: 1.2.1 On posters 1.2.2 On signs 1.2.3 In catalogues 1.2.4 (Other)
SPEAKING	CONVERSATION	2.1 Be able to have simple conversations with the person you are speaking to, if he/she willing to repeat or rephrase what he/she has said, to speak slowly and to help explain what is being said. 2.2 Be able to ask simple questions and answer them. 2.2.1 When necessary 2.2.2 On very common topics.
	ORAL EXPRESSION	2.3 Be able to describe things on the following topics using simple sentences and expressions: 2.3.1 Where you live 2.3.2 People you know 2.3.3 Other
WRITING	WRITING	3.1 Be able to write simple cards, such as to wish someone a happy birthday. 3.2 Be able to write personal details on a questionnaire, such as your name, nationality or address on a hotel registration form.

# 1.2 SPECIFIC OBJECTIVES

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TEACHING UNIT		SPECIFIC OBJECTIVES	
UNIT 1	1A Greet people and introduce yourself 1B Ask and explain "who you are" and "where you are from". 1C Give out and ask for personal details.		
UNIT 2	2A Talk about services and street furniture in towns or cities. 2B Provide and ask for information about the location of something or someone. 2C Describe places. 4AB Obtain and compare information for renting a house. 4C Make a list of things needed to furnish a house.		
UNIT 3	3A Explain who your family and friends are, where they are and who they live with. 3B Describe and understand descriptions of other people. 3C Ask for and give out personal information.		
UNIT 4	5A Explain what food you like. 5B Give instructions for making a recipe. 5C Give tips for eating healthily. 6A Do the daily shopping.		

\* Each objective's code (number and letter) refers to the topics in the textbook.

# 1.3 CROSS-CUTTING OBJECTIVES

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In addition to the directly language-related objectives, the following cross-cutting objectives have also been defined that will be worked on during the course and in each topic.

## CROSS-CUTTING OBJECTIVES

- 4.1.1 Understand different aspects of Basque culture.
- 4.1.2 Experience first-hand and integrate into Basque culture.

4.2 Communication among students.

4.3 Promote interculturality, knowing and taking into account students' different backgrounds in the classroom.

4.4 Promote teamwork and cooperation among students.

4.5 Use and integrate ICT (Information and Communication Technologies) into activities.

# 2 SYLLABUS

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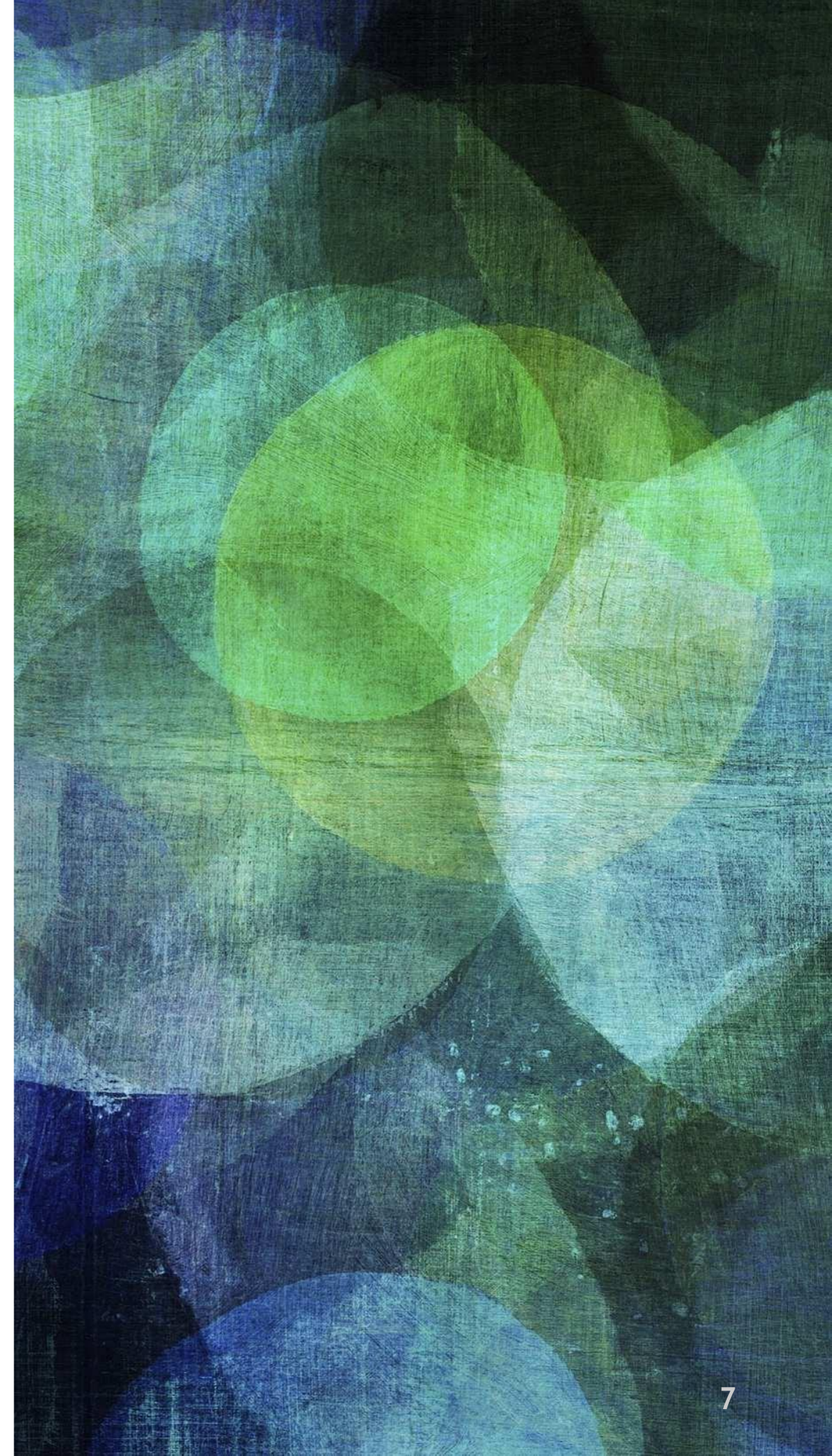
In total, we will work on four teaching units which include a variety of content from the textbook and are organised according to the objectives outlined above.

In each teaching unit, we will work on a number of specific objectives related to the general objectives. A topic in the Arian A1.1 textbook will serve as the starting point for each of these specific objectives.

Starting with and on the basis of the theoretical content, we will prepare activities focused on the practical content for each topic. Each aspect of the practical content is intended to work on the general and cross-cutting objectives (the codes of the general objectives have been used in the table below to show how they relate to the content).

The outings have also been planned with a view to working on and putting into practice the content of each unit, so these have also been linked to the general and cross-cutting objectives.

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# 2 SYLLABUS

UNIT 1		GETTING TO KNOW EACH OTHER	
SPECIFIC OBJECTIVES	1A Greet people and introduce yourself. 1B Ask and explain who you are and where you are from. 1C Give out and ask for personal details.		
AREAS		THEORETICAL CONTENT	
Vocabulary	Greetings and goodbyes, forms of address. Professions. Common names for people (man/woman, boy/girl, father/mother, child, husband/wife...). Names and surnames, address, telephone (numbers)...		
Grammar	Who and what. Verbs: to be, to live. Questions: pronouns, the conjunction "ala", the particle "-al", from where and where. Names + demonstratives		
Other	Alphabet and phonemes (vowels and consonants). Intonation of sentences.		



# 2 SYLLABUS

UNIT 1	GETTING TO KNOW EACH OTHER		
AREAS	PRACTICAL CONTENT		OBJECTIVES
Listening	1A Introductions: at work, with new friends, in class, on the radio...		1.1.1
	1B Common names and proper names of places in conversations.		1.1.1
	1C Personal details: in camps, in claims...		1.1.2
Reading	1A Conversations to introduce yourself.		1.2.4, 2.3.2
	1B Common names and place names in texts.		1.2.2, 1.2.4, 2.3.2
	1C Personal details in Vehicle Inspections.		1.2.4, 3.2
Conversation Oral expression	1A Greetings and general introductions in class.		2.1, 2.2.2, 1.1.2, 4.4
	1B Give and understand places of birth.		2.1, 2.2.2, 1.1.2, 4.3
Writing	1C Providing personal details on claims.		2.1, 2.2.1, 1.1.4
	Basque alphabet, phonemes. Make pre-prepared personal introductions.		2.3.3, 4.1.1 2.3.2, 3.2
Writing	1A Greetings and introductions: knowing how to respond.		3.1
	1B Create sentences with names and place names.		3.1
	1C Answer questions on personal details.		3.2
	Fill in a form with your personal details.		3.2
OUTING	Knowing traditions and gastronomy.		1.1, 2.2, 4.1.1, 4.1.2, 4.2, 4.4, 4.5
ASSESSMENT	Continuous assessment (in class and online).		
	Self-assessment (session 7)		
	Mid-course exam (session 16)		
TIME	Final exam (session 30)		
	12 hours.		

\*The codes alongside the content (1A, 1B...) are those that appear in the textbook topics.

# 2 SYLLABUS

UNIT 2		CITY, TOWN, HOUSE	
SPECIFIC OBJECTIVES	2A Talk about services and street furniture in towns or cities. 2B Provide and ask for information about the location of something or someone. 2C Describe places.  4AB Obtain and compare information for renting a house. 4C Make a list of things needed to furnish a house.		
AREAS		THEORETICAL CONTENT	
Vocabulary	Common and notable places in cities and towns. Services and street furniture. Street, hamlet and road. Adjectives.  Features of the house and household appliances.		
Grammar	Where (common names, demonstratives, notions of place and adverbs)  Questions with the structure "Ba ... rik?" Instructions. Times. Nouns and adjectives, the weather.  Comparative sentences. Verbs: To need, to cost, to want, to have.		
Other	Phonology: Know and pronounce vowels and consonants.		

# 2 SYLLABUS

UNIT 2		CITY, TOWN, HOUSE	
AREAS	PRACTICAL CONTENT		OBJECTIVES
Listening	Famous places in Basque cities. 2A Services in a town: conversation. 2B Notions of place in conversations: in the park, in photos... 2C Phone conversation: times, descriptions, the weather.		4.1.1, 1.1.3 1.1.3 1.1.3 1.1.3, 1.1.4
	4A Looking for a house: ask for information by phone.		1.1.3, 1.1.4
Reading	2A Municipal services and street furniture on posters. 2B Directions on the road: text message. 2C Fact sheet about a country. 4B Renting a house: adverts.		1.2.1, 1.2.2 1.2.4 1.2.4 1.2.1, 1.2.3
	2B Asking in the street: ask and give directions to get to a place. 2C Compare cities or towns. 2C Ask for and give the time. 4B Conversation about your own house in pairs.		2.1, 2.2.1 2.1, 2.2.2, 2.3.1 2.1, 2.2.1 2.1, 4.4, 2.3.1
Oral expression	2A Describe an image of street furniture. 2B Describe a photo. 2C Describe your place of birth. 4A Describe the layout of a house.		2.3.1 2.3.1, 2.3.3 2.3.1, 4.3 2.3.1, 2.3.3
Writing	2A Respond to interrogative sentences. 2B Write sentences with notions of place. 2C Write a postcard. Describe your home town. 4C Write an advert to find a flatmate (describe a flat).		3.1 3.1 3.1, 4.3 3.1, 4.4, 4.5
OUTING	Visits to museums and traditions		2.1, 2.2.1, 4.1.1, 4.1.2, 4.4, 4.5
ASSESSMENT	Continuous assessment (in class and online). Mid-course exam (session 16). Final exam (session 30).		
TIME	16 hours.		

\*The codes alongside the content (1A, 1B...) are those that appear in the textbook topics.

# 2 SYLLABUS

UNIT 3	FAMILY AND FRIENDS		
SPECIFIC OBJECTIVES	3A Explain who your family and friends are, where they are and who they live with. 3B Describe and understand descriptions of other people. 3C Ask for and give out personal information.		
AREAS	THEORETICAL CONTENT		
Vocabulary	Family relationships. Personality, physical appearance, attitudes and moods. Marital status. Numbers (10-100)		
Grammar	Whose (common names and pronouns) + prepositions. With whom (common and proper names). "Who" in transitive form (common names, proper names and pronouns). Forms of "how": Nolakoa / nola. Verb "to have lived", to have.		
Other	Questions to ask for personal information.		

# 2 SYLLABUS

UNIT 3	FAMILY AND FRIENDS	
AREAS	PRACTICAL CONTENT	OBJECTIVES
Listening	3A Deduce family relationships from a conversation. 3B Identify people from descriptions: conversation, radio...	1.1.1 1.1.1
	3C Answering machine message: hobbies.	1.1.1, 1.1.4
Reading	3A Description of a family photo. 3B Grandmother's birthday celebration. 3C Personal information.	1.2.4, 2.3.2 1.2.4, 2.3.3 1.2.4, 2.3.2, 3.2
	3A Conversation about a family: who, where, from where... 3B Questions and answers about attitudes and moods. 3C Compare personal records to search for relationships.	2.1, 2.2.2, 2.3.2, 4.4 2.1, 2.2.2, 2.3.2, 4.4 2.1, 2.2.2, 3.2, 4.4
Oral expression	3A Explain a family tree. 3B Describe a person (personality and physical appearance).	2.3.3, 4.3, 4.4 2.3.2, 4.3
Writing	3A Form sentences with the verb "to have lived". 3B Ages and personal traits in sentences. 3C Create a personal profile for an online matchmaking website.	3.1 3.1 3.2
OUTING	Moving in the city: tourist buildings and points of interest.	1.1.4, 1.2.1, 2.1, 2.2.1, 2.3.3, 4.1.1, 4.1.2, 4.2, 4.4, 4.5
ASSESSMENT	Continuous assessment (in class and online). Self-assessment (session 22). Final exam (session 30).	
TIME	12 hours.	

\*The codes alongside the content (1A, 1B...) are those that appear in the textbook topics.

# 2 SYLLABUS

UNIT 4	BON APPETIT!		
<b>SPECIFIC OBJECTIVES</b>	5A Explain what food you like. 5B Give instructions for making a recipe. 5C Give tips for eating healthily.  6A Do the daily shopping.		
AREAS	THEORETICAL CONTENT		
<b>Vocabulary</b>	Meals and food. Verbs and measurements in relation to food preparation. Vocabulary and verbs about healthy eating.  Names of shops, questions and answers about shopping, products.		
<b>Grammar</b>	Declension: whose (common names, proper names and demonstratives), structure "nor-nori" (to like). Verbs: to prefer, to need, to want + verb. Text organisers, temporal and frequency clauses. Nominalisation: "-t(z)ea", "-t(z)eko". Causatives.		

# 2 SYLLABUS

UNIT 4	BON APPETIT!	
AREAS	PRACTICAL CONTENT	OBJECTIVES
Listening	5A Menus: in hotels, at university, in restaurants... 5B Instructions and measurements for recipes. 5C Radio programme: tips for sleeping.	1.1.3, 1.1.4, 4.1.1 1.1.4, 4.1.1 1.1.4
	6A Shopping in small shops.	1.1.3, 1.1.4, 4.1.1
Reading	5A Takeaway food: phone conversation. 5B Recipe for ham croquettes. 5C Breakfast, lunch, dinner. 6A Conversations about everyday shopping.	1.2.3, 1.2.4 1.2.4, 4.1.1 1.2.3, 1.2.4, 4.1.1 1.2.4
	5A Compare menus and decide what to eat. 5C Ask for and give advice: to eat, for a trip... 6A Conversation in a shop: buying food.	2.1, 2.2.2, 2.3.3 2.1, 2.2.2 2.1, 2.2.1
Oral expression	5A Describe the menu for eating at a gastronomic club. 5B Explain a typical recipe from your home country. 6A Plan shopping for making a recipe.	2.3.3, 4.1.1, 4.4 2.3.3, 4.3 2.3.3, 4.4
Writing	5A Prepare a menu for a gastronomic club	3.1, 4.1.1, 4.4
	5B Explain a typical recipe from your home country. 5C Describe a food pyramid. 6A Identify and list different products and shops.	3.1, 4.4, 4.5 3.1 3.1, 2.1
OUTING	Visit of monuments, historical and typical places.	1.1.4, 1.2.1, 2.1, 2.2.1, 4.1.1, 4.1.2, 4.2, 4.4, 4.5
ASSESSMENT	Continuous assessment (in class and online). Final exam (session 30).	
TIME	14 hours.	

\*The codes alongside the content (1A, 1B...) are those that appear in the textbook topics.

# 3 OUTINGS

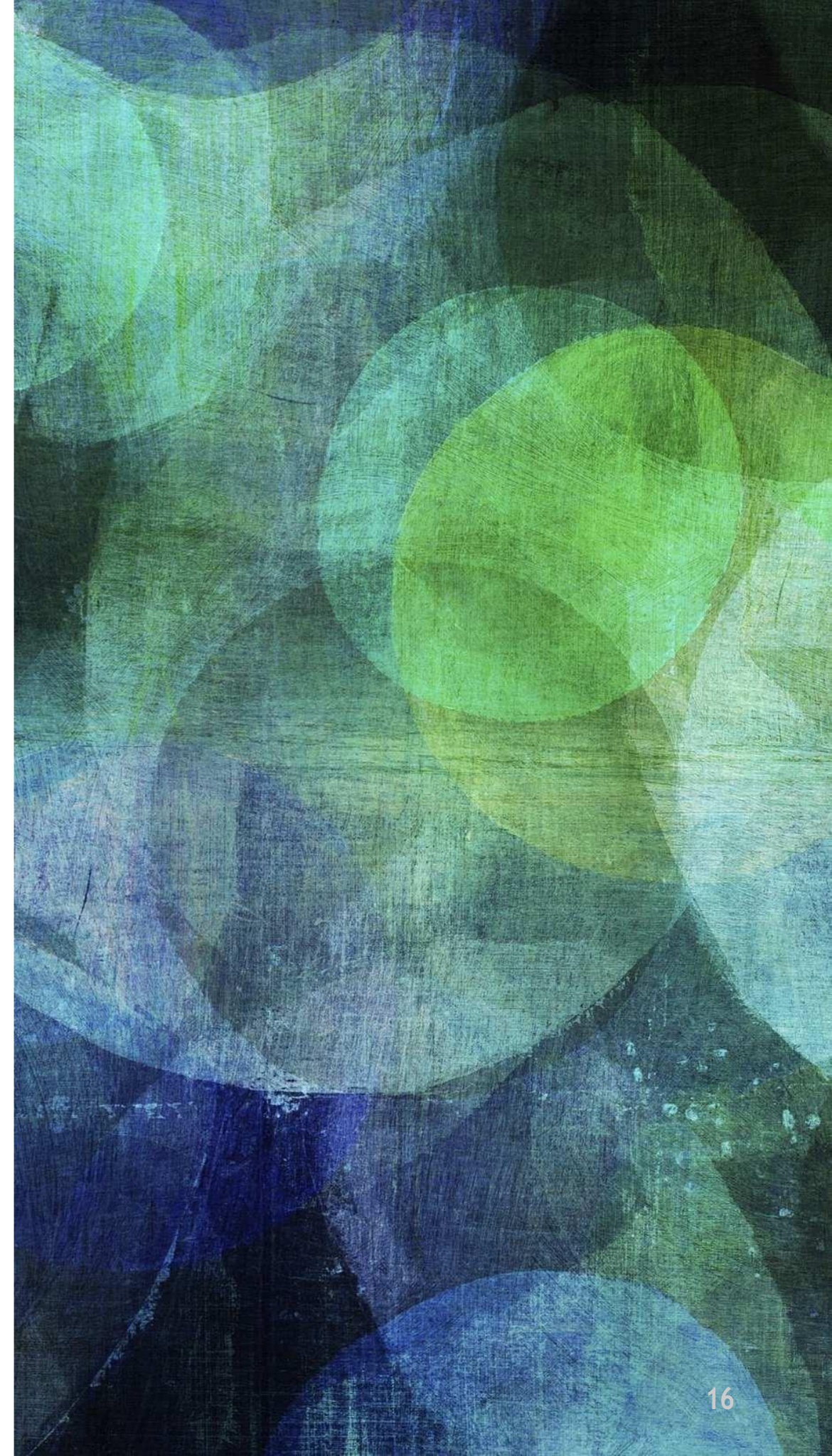
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There will be one outing per month during the course, each campus will have different excursions in their province and there will be four outings in total. Each of these outings will form part of a teaching unit and its objective will be to put into practice, in the street and in a real environment, the content that has been covered in this unit in order to learn directly about Basque culture and society.

Each outing will be equivalent to one class: it will be used to work on the contents of the unit and will last for two hours. A one hour preparatory session will take place before each outing. In the class following the outing, another session (also one hour long) will be held that will aim to share experiences and draw conclusions between the three campuses using Skype.

\*The objectives to be worked during the outings are set out in the tables of contents.

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### 3 OUTINGS ALAVA CAMPUS

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#### 1. *Vitoria: Visiting la Plaza de Abastos of Vitoria and "pintxo" tasting in the Old Town.*

**BEFORE:** students will carry out research into Basque cuisine and the tradition of eating pintxos in bars. They will analyse the most famous pintxos (or those that are most appetising or interesting). They will watch an introductory video on this custom.

**OUTING:** take the tram or the bus and, first, visit la plaza de Abastos, trying to identify typical Basque products. Furthermore, one could buy the most delicious products practising the Basque language. Later, a small pintxo-pote. There, one could taste the most famous pintxos or the most attractive ones. Students will try to identify which are their ingredients.

**AFTER:** try to write a recipe in Basque of one of the pintxos that they have tasted (Spanish omelette, for instance).

The data obtained, an example of the experience and the conclusions, will be uploaded to the Edmodo platform so that it is available to all students.

#### 2. *Vitoria: Visit to the Old Cathedral.*

**BEFORE:** Search on the Internet for information about Santa María Old Cathedral, and organize a visit by public transport.

**OUTING:** Take the bus in Vitoria and do a tour guided by the teacher, enjoying the history and art of the Cathedral as well as the lovely atmosphere of the Medieval Town.

**AFTER:** Answer some questions to reflect individually: What has caught my attention the most?; What did I like the most? And what less?; What have I learned?; Have I learned anything new related to the Basque history and art?; What did you expect before the visit?; Have my expectations been met?

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\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.

# 3 OUTINGS ALAVA CAMPUS

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## 3. *Vitoria: Visit to Bibat Museum*

**BEFORE:** : Search on the Internet for information about this Museum.

**OUTING:** Organize a bus from Vitoria to the Museum. Enjoy the exhibitions of the archeological sites and the history of the cards manufactured in Vitoria through the centuries.

**AFTER:** share the experience with classmates commenting on what they learned.

## 4. *Vitoria: A guided visit through Vitoria*

**BEFORE:** Do research about the most common monuments, museums, or places of Vitoria to make an oral presentation in front of the rest of the class (about the Bellas Artes Museum, for instance).

**OUTING:** take the bus, underground or tram and take a tour through the monuments or places that the students have selected and each one must explain the architectural, historical, and cultural meaning that the selected monument has.

**AFTER:** teacher's explanations, doubts and questions, complete the information...

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\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.

# 3 OUTINGS BISCAY CAMPUS

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## 1. *Bilbao: Getting to know typical Basque products in Mercado de la Ribera and pintxo tasting the Old Town.*

**BEFORE:** students will carry out research into Basque cuisine and the tradition of eating pintxos in bars. They will analyse the most famous pintxos (or those that are most appetising or interesting). They will watch an introductory video on this custom.

**OUTING:** catch the underground and, first, visit el Mercado de la Ribera in the Old Town, trying to identify typical Basque products. Furthermore, one could buy the most delicious products practising the Basque language. Later, a small pintxo-pote. There, one could taste the most famous pintxos or the most attractive ones. Students will try to identify which are their ingredients.

**AFTER:** try to write a recipe in Basque of one of the pintxos that they have tasted (Spanish omelette, for instance). **The data obtained, an example of the experience and the conclusions, will be uploaded to the Edmodo platform so that it is available to all students.**

## 2. *Bilbao: Visiting el Museo Vasco in the Old Town.*

**BEFORE:** think about what one could find in this museum and do a small research on the internet to understand the context.

**OUTING:** catch the underground in order to visit el Museo Vasco and take notes of relevant information of the museum exhibits (history, mythology...)

**AFTER:** answer some questions to reflect individually: What has caught my attention the most?; What did I like the most? And what less?; What have I learned?; Have I learned anything new related to the Basque culture?; What did you expect before the visit?; Have my expectations been met?

The three campuses will connect via Skype, and each class will explain to the other two classes the route they have taken, what they have seen and done.

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\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.

## 3 OUTINGS BISCAY CAMPUS

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### *3. Bilbao: Excursion to the " Funicular" to get to Artxanda.*

**BEFORE:** Search on the Internet where the funicular is and have a look at the pictures of the amazing views from Artxanda.

**OUTING :** Take the underground and meet at the Bilbao City Council to get together to Artxanda by the funicular. It is an incomparable setting that the city of Bilbao offers.

**AFTER: Comment** in class on what they have learned, mentioning what they liked most about the tour.

### *4. Bilbao: Visit to the famous Biscay Bridge ( Puente Colgante)*

**BEFORE:** Search for information about the year when the bridge was built, who designed it and why it is so famous and a symbol of the Basque Country.

**OUTING:** Take the underground or train to get to Portugalete. Students will enjoy the nice atmosphere of this village on the coast and the beautiful walk along the River (Ría).

**AFTER:** Share the experience in class by commenting on what they have learned about the Basque culture.

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\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.

# 3 OUTINGS GUIPUZCOA CAMPUS

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## 1. *Donosti: Visiting Bretxa market and "pintxo" tasting in the Old Town.*

**BEFORE:** students will carry out research into Basque cuisine and the tradition of eating pintxos in bars. They will analyse the most famous pintxos (or those that are most appetising or interesting). They will watch an introductory video on this custom.

**OUTING:** take the tram or the bus and, first, visit el Mercado de la Bretxa, trying to identify typical Basque products. Furthermore, one could buy the most delicious products practising the Basque language. Later, a small pintxo-pote. There, one could taste the most famous pintxos or the most attractive ones. Students will try to identify which are their ingredients.

**AFTER:** try to write a recipe in Basque of one of the pintxos that they have tasted (Spanish omelette, for instance).

The data obtained, an example of the experience and the conclusions, will be uploaded to the Edmodo platform so that it is available to all students.

## 2. *Donosti: Visiting San Telmo museum*

**BEFORE:** think about what one could find in this museum and do a small research on the internet to understand the context.

**OUTING:** take the bus (if necessary) to visit el Museo San Telmo and take notes of relevant information of the museum exhibits (history, mythology...)

**AFTER:** answer some questions to reflect individually: What has caught my attention the most?; What did I like the most? And what less?; What have I learned?; Have I learned anything new related to the Basque culture?; What did you expect before the visit?; Have my expectations been met?

The three campuses will connect via Skype, and each class will explain to the other two classes the route they have taken, what they have seen and done.

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\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.

# 3 OUTINGS GUIPUZCOA CAMPUS

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## 3. *Donosti: Visit to Igeldo Mountain*

**BEFORE:** : Get informed by searching online about Igeldo.

**OUTING:** Take the bus from Donosti to Igeldo. Enjoy the trip by funicular and the amazing views of the Basque Country coast.

**AFTER:** Share photos with classmates and try to describe the photos in euskera and learn new vocabulary ( the beach, landscape, mountain, sea )

## 4. *Donosti: A guided visit through Donosti*

**BEFORE:** do research about the most common monuments, museums, or places of Donosti to make an oral presentation in front of the rest of the class (about el museo de San Telmo, for instance).

**OUTING:** take the bus, underground or tram and take a tour through the monuments or places that the students have selected and each one must explain the architectural, historical, and cultural meaning that the selected monument has.

**AFTER:** teacher´s explanations, doubts and questions, complete the information...

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\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.

# 4 COURSE SCHEDULE

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Course duration: 60 hours.      Length of each class: 2 hours.      Credits: 6 ECTS  
Timetable: Tuesday and Thursday, from 13:30 to 15:30 \*

In each teaching unit, an entire class (2 hours) will be used to work on each specific objective. This means that the duration of each unit will vary depending on its content.

Those two hours will be divided into two parts. The first hour will be used to analyse the theoretical content (vocabulary, grammar, pronunciation...) and, on the basis of this theory, the second hour will be dedicated to working on the practical content in order to learn how to apply this knowledge in everyday life: texts, listening exercises, conversations, etc.

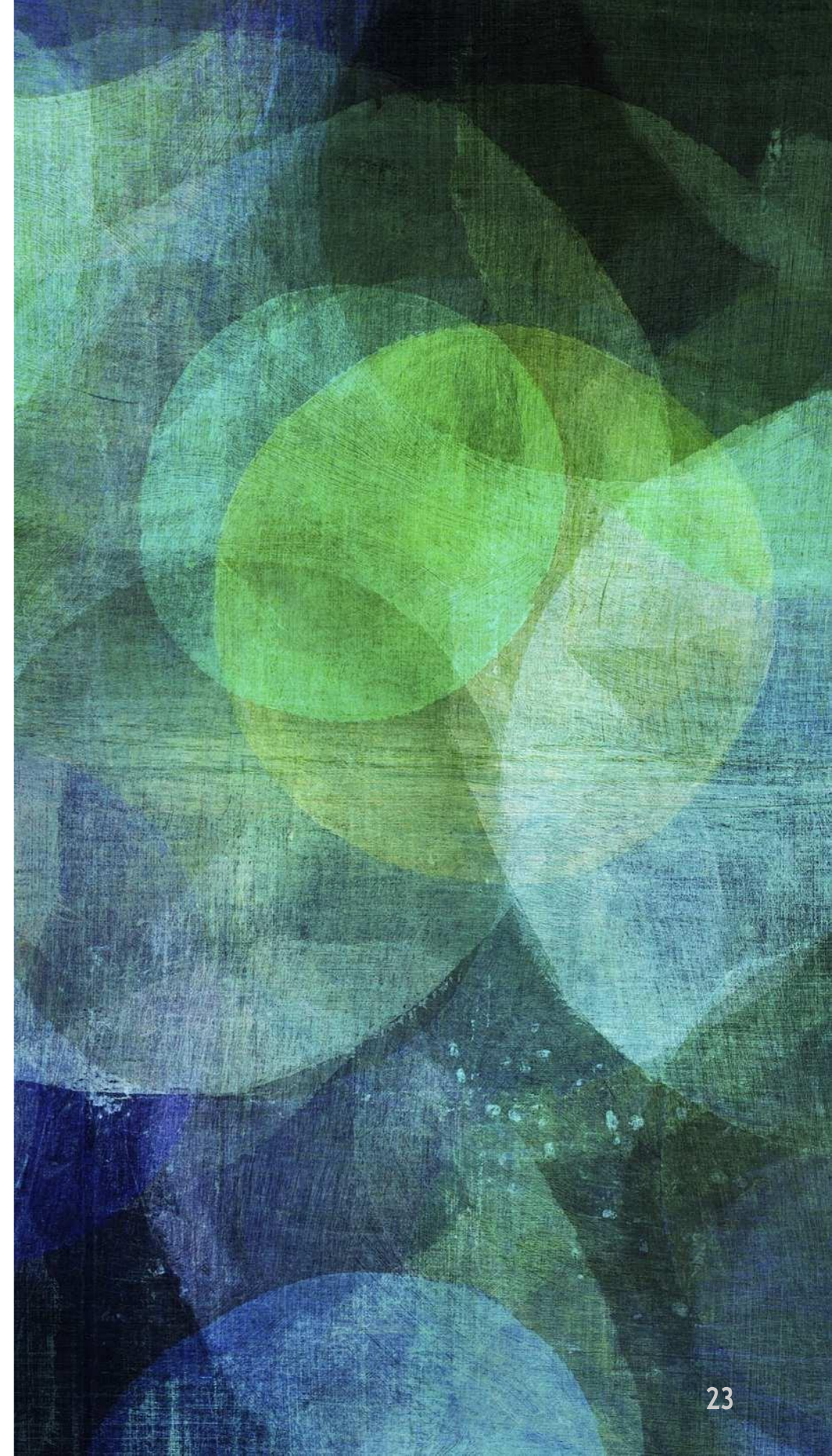
After going over the content of the unit, the next session will be used to organise some additional activities (videos, songs, news, games, competitions...) in order to complement the content being worked on. The unit's outing will be planned during the second hour.

Each outing will be the same length as a normal class and, in the subsequent session, the three campuses will share their experiences. The unit will finish with an hour dedicated to self-assessment or assessment sessions (exam).

The exams will take place after units two and four. Before each exam, a class will be dedicated to revising, completing or focusing on the subjects studied, according to the needs of the students. In addition, it will also be necessary to continually assess each student with a view to offering a more personalised education.

\* In case it is necessary to recover classes that coincide with public holidays, the timetable might be modified.

\*Without ignoring the objectives defined for the course, each teacher should reorganise and tailor the course schedule in order to take the group into account (form and pace of learning, difficulties, interests, needs...)



# 4.1 SCHEDULE

DATE	SCHEDULE
23th January-15th February	<b>1st TEACHING UNIT</b>
23th January	Beginning of course + Welcome
8th February	1st outing
20th February-14th March	<b>2nd TEACHING UNIT</b>
12th March	2nd outing
14th March	Mid-course exam
19th March-18th April	<b>3rd TEACHING UNIT</b>
28 <sup>th</sup> March	3rd outing
23th April-9th May	<b>4th TEACHING UNIT</b>
2nd May	4th outing
7 <sup>th</sup> May	Final exam + End of course

TUTORIAL SESSIONS: Tutorial sessions will be used to answer students' queries and will take place in the final session of each teaching unit (self-assessment or review sessions). If several students have the same query or question, they will be clarified for the whole class. In the case of individual questions, they will be answered individually while the rest of the class continues to work.

Queries can be raised in person or online through the Edmodo platform, by sending a private message or by sharing a comment with the class as a whole.

\*During the course, and if the situation allows it, there will be an outing once a month, for a total of four.



## 4.2 METHODOLOGY

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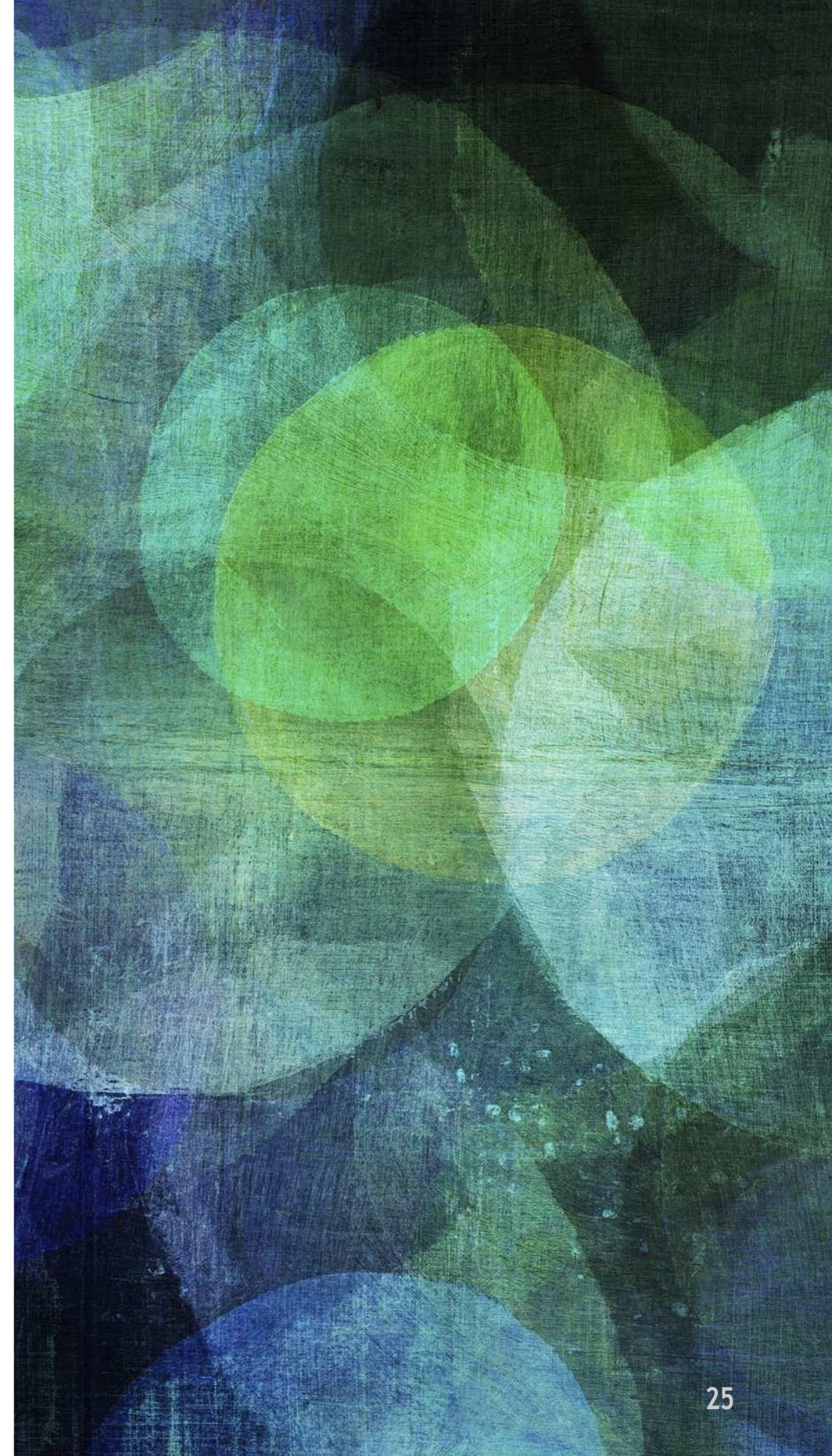
Textbook: Arian A1.1

A flexible methodology will be used in order to enable students to make the most of the course and achieve the proposed objectives. To this end, from the first day of class, teachers will observe and analyse the context, interests, difficulties and needs of the students so that they can tailor the scheduled activities and content to their particular situation. In order to make this possible, in addition to the first session dedicated to introductions (which will be used to get to know the group), daily monitoring will be needed and the mid-course exam and satisfaction surveys will also be taken into account.

Students should play a central role in the classroom and will be encouraged, whenever possible, to actively participate not only in the activities but also in the course decisions.

Functional and participatory learning will be encouraged in the classroom, rather than basing the classes on teacher-led lessons. The sessions will be focused on the students performing practical activities, using a dynamic methodology and varied strategies, that encourage class motivation, taking into account the objectives, context and available resources (time, space, material...)

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## 4.2 METHODOLOGY

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### PHYSICAL ORGANISATION

In order to promote autonomous and cooperative learning, flexible groups will be used in class, each of which will be assigned specific types of activities and objectives.

- Individual: essays, revision exercises, self-assessments, individual work, exams, listening exercises...
- In pairs: conversations, comparison of exercises, revision...
- In small groups: Planning outings, Skype sessions, games, cooperative work...
- In a large group: corrections, debates, competitions, presentations...

### TEMPORAL ORGANISATION

Each two-hour session (those held in the classroom) will be divided in two, so that each hour has a specific purpose. Different activities will be planned for each hour, without devoting excessive time to each activity, so that the classes remain dynamic.

### ICT (INFORMATION AND COMMUNICATION TECHNOLOGIES)

Just as they are used in modern society, new technologies will also be integrated into the classroom as an additional resource and will be used as a tool to develop different activities.

- Edmodo: is a social network designed for education. Taking into account its configuration and the possibilities it offers, it will be used to share material, to encourage communication between teaching staff and students, to complement classes (by sharing internet links or using the library itself), to do homework (with tools like "test" or "assignment"), to ask questions and to organise tutorials...
- Skype: this online call software allows videoconferencing and file sharing, so it will be used to share experiences about the outings between students from the three campuses.
- Kahoot/Socrative: these applications allow you to prepare and make quiz games and are very useful for small tests or revision sessions.
- Other: videos, email, drive, web pages...

# 5 ASSESSMENT

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With a view to ensuring that the assessment is comprehensive and integral, it will take into account different aspects.

Firstly, different assessment sessions have been planned at the end of each teaching unit so that students can analyse their progress and identify their difficulties and needs from the outset in order to help them to improve.

Of these sessions, two will be exams, one after the second unit (mid-course exam) and another at the end of the course (final exam) which will include the entire content of the course. These sessions will analyse the five areas set out in the general objectives, divided into four exercises: reading, listening, writing and speaking (to assess conversation and oral expression).

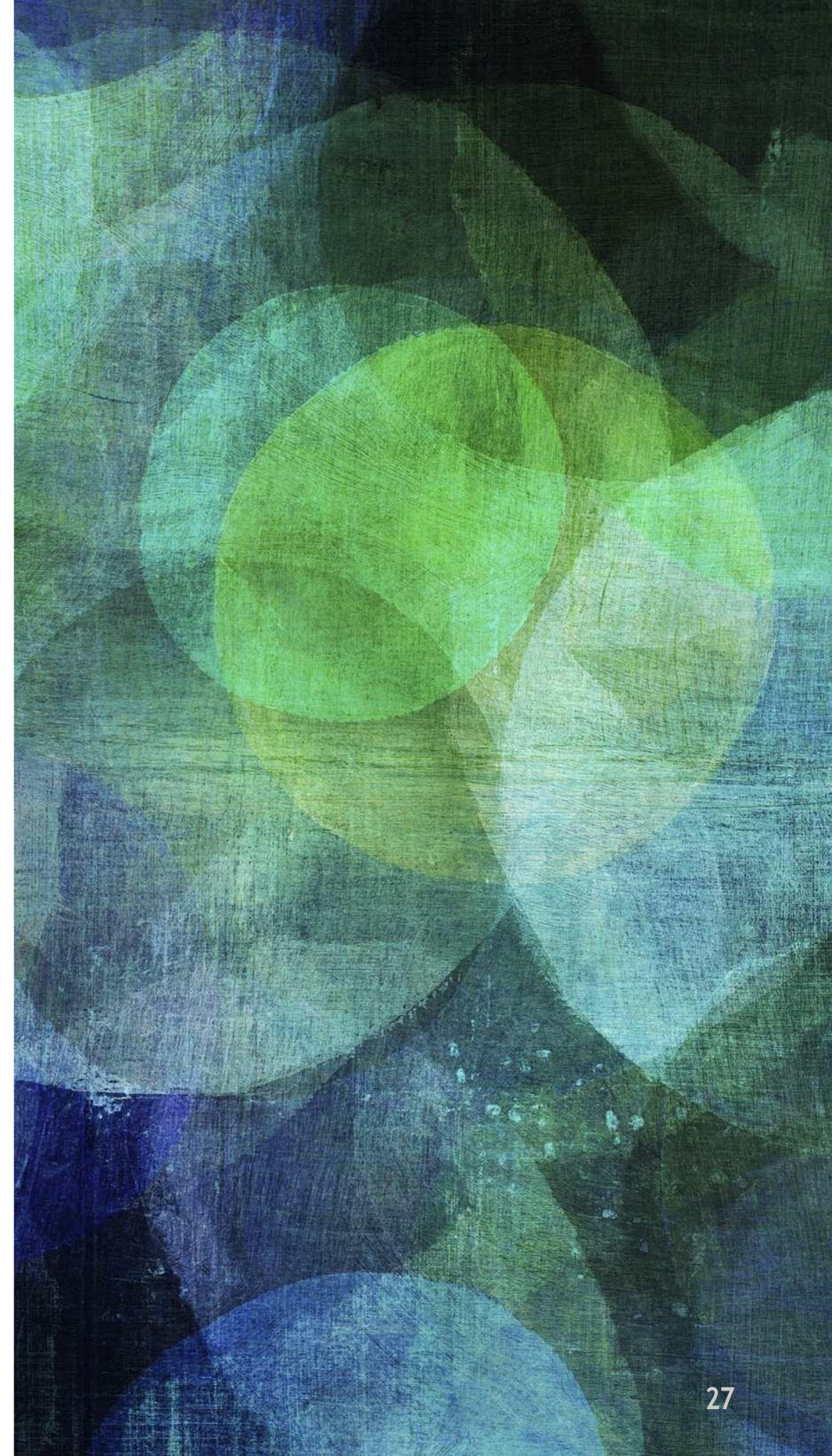
There will only be one exam sitting (the final exam).

Furthermore, self-assessment sessions have been scheduled after the first and third units so that each student can analyse their situation and set objectives, steps for improvement and needs. These self-assessments will be based on the questions that appear at the end of each unit in the textbook.

In order to ensure the assessment is truly comprehensive, the work done (in and outside the classroom), participation and motivation, among others, will also be supervised in addition to the exam results.

All these aspects will be collated in an end-of-course report.

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# 5.1 ASSESSMENT CRITERIA

	%	Marking criteria	Assessment tool
<b>CONTINUOUS ASSESSMENT</b>			
Individual work	%25	Do the exercises given as homework = 1,5 points  Essays written at home = 1 point (One essay for each teaching unit, 0,25 points each)	Daily observation  Exercises  Edmodo ("assignment")
Attitude Participation	%25	Participate actively in group work = 0,5 points Participate in oral activities = 0,5 points Participate in outings = 0,5 points Show a positive attitude in class = 0,5 points Show motivation to learn = 0,5 points  (ask questions, work outside of the classroom, participate in Edmodo, help other people...)	Daily observation  Edmodo  Attendance sheets
<b>EXAMS</b>			
Mid-course exam  14 <sup>th</sup> March  Final exam  7 <sup>th</sup> May	%20          %30	Each exam will assess the five aspects shown in the overall objectives, using four exercises. Each exam will be marked out of 10, with the mark broken down as follows: 1. Reading: 2,5 points 2. Listening: 2,5 points 3. Writing: 2,5 points 4. Speaking: 2,5 points (conversation and oral expression) In order to pass the exam, it will be necessary to get at least 1,25 points in each of these parts.  Taking into consideration the weight of the exams in the assessment: Mid-course exam = 2 points max. (mark of 10 = 2 points, mark of 5 = 1 point, etc.)  Final exam = 3 points max (mark of 10 = 3 points, mark of 5 = 1,5 points, etc.)	Exam (1)          Exam (2)

\* Evaluation and grading:

**Students that complete 85% attendance:**

Continuous and accumulative valuation, in which all aspects specified in the syllabus of the courses will be evaluated. Grading will be obtained by passing all aspects and tasks carried out throughout the course; as well as the parts, skills and competences valued in the exams.

**Students that do not complete 85% attendance:**

Grading will be obtained by taking a final examination on the content taught during the course. In order to pass the course, it will be necessary to take part in all parts of the exam and pass each and every one of the skills and competences valued.

\* It is important for students to bear in mind that there is no repeat examination in these courses.

# 6 BIBLIOGRAPHY

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## TEXTBOOKS:

### Reference book:

- **Arian A1.1**

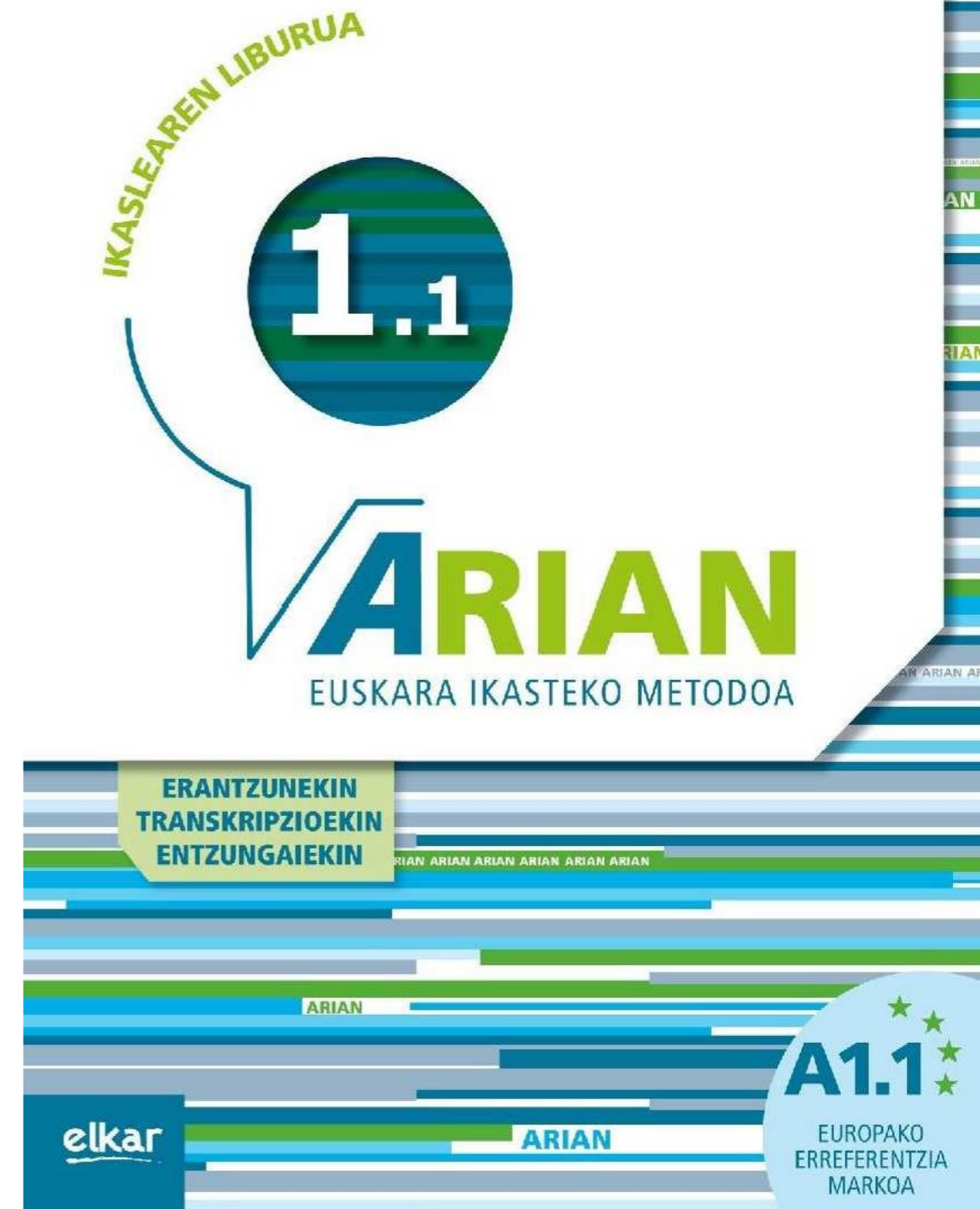
Student's book

Audio (CD)

Answers and transcripts

### Supplementary book:

- **Bakarka 1**



**bakarka** **1**  
BAT

EUSKARA ZELURE KASA IKASTEKO METODOA  
MÉTODO DE APRENDIZAJE INDIVIDUAL DEL EUSKERA

J. A. Letamendia

# 6 BIBLIOGRAPHY

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## COMPLEMENTARY MATERIAL

### Newspapers and magazines:

- Berria
- HABE
- Argia
- Aizu
- Eta Kitto
- Elhuyar
- Zabalik
- Nabarra
- Osatuz
- Publications from each region (magazines, local newspapers...)

### Multimedia library:

- ETB1: recordings of news broadcasts.
- ETB1: recordings of documentaries.
- Films in Basque.

### Interesting web addresses:

#### • Courses and exercises:

- [www.internet/euskadi.org/euskara/ega](http://www.internet/euskadi.org/euskara/ega)
- [www.pnte.cfnavarra.es/eibz/ega/index.htm](http://www.pnte.cfnavarra.es/eibz/ega/index.htm)
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#### • Readings:

- [www.habe.org](http://www.habe.org)
- [www.berria.info](http://www.berria.info)
- [www.aizunet.net](http://www.aizunet.net)
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#### • Audio:

- [www.habe.org](http://www.habe.org)
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#### • Search engines:

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- \* JALGI
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- \* Google