

15th International Conference of the Spanish Association of Language and Literature Education,  
15th International Conference SEDLL, 19-21 November 2014, Valencia, Spain

## Teaching administrative terminology in Catalan

Anna I. Montesinos López\*

*Universitat Politècnica de València, camí de Vera s/n, 46.120, València, Spain*

---

### Abstract

This paper deals with terminology teaching in the administration field in Catalan language in the context of the specialisation subjects that are offered in the Public Administration Management Degree of the *Universitat Politècnica de València* (Polytechnic University of Valencia). In this sense, we start from the idea that in order to develop a good system for the teaching of terminological units, previous descriptive studies are required regarding the lexical and specialised combinations which allow us to get to know which aspects are the most problematic and thus, to direct teaching to their resolution. Firstly, we analyse the environment and teaching audience, since this fact presents some tendencies which will determine the teaching and learning methods. On the other hand, in order to be able to anticipate and solve other previous problems we must also analyse learners' needs, taking into account that this is all about learning a minority language of social and professional restricted access. Finally, we have outlined three different phases in the teaching-learning terminology process, as well as the type of activities that have to be performed to achieve terminologic competence in the administrative and terminology field of the abovementioned subjects.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Universidad Politècnica de Valencia, Departamento de Lingüística Aplicada.

**Keywords:** catalan; teaching; terminology; administration.

---

### 1. Introduction

Currently, in the specific context of the university, specialised languages are studied in order to achieve communicative competence in a specific knowledge field. In this article, we consider the field of public administration, which has been widely considered in Catalan, following the linguistic normalization in public administration of the Catalan-speaking areas (Andorra, Principality of Catalonia, Balearic Islands and Valencian

\* Corresponding author. Tel.: 0-34-96-3877530; fax: 0-34-96-3877539.

E-mail address: [amontelo@idm.upv.es](mailto:amontelo@idm.upv.es)

Region). However, the consideration of the Catalan language has been mainly focused for professional and consulting use and from a didactic point of view. So numerous are the collections of administrative documentation and phraseological terminology, as well as the collections of administrative documents, since Catalan terminology has received special attention because it is directly related to the normalization process of this language (Cassany & Lorente, 1996: 5).

Catalan terminology has an organizational model that has become a reference point (Franquesa, 2008: 111). In this sense, public institutions and universities have produced use manuals (Andreu, 2009; *Generalitat de Catalunya-Escola d'Administració Pública de Catalunya* (Government of Catalonia-Public Administration School of Catalonia), 2007)) and language dictionaries and vocabularies of this specialised language. However, the number of publications of didactic nature is negligible compared with the existing reference literature for language professionals and public administration. For this reason, the teaching approach implies a review of the teaching-learning context for creating effective proposals that can be implemented in the classroom environment. Thus, the first section analyses the context in which the administrative terminology teaching-learning process in Catalan is carried out at the Polytechnic University of Valencia. Secondly, we establish the principles throughout which we will perform terminology teaching. Thirdly, we will think about how to effectively manage administrative terminology teaching in the classroom environment. Finally, we will expose the conclusions of the work, result of teachers' observation and thoughts as well as from analyses and studies which were previously performed.

## 2. The teaching-learning context in administrative terminology

In this particular case, terminology is taught as part of the subjects of specialised language belonging to the Management of Public Administration degree of the Faculty of Administration and Business Administration of the Polytechnic University of Valencia (located at the Valencian Region, Spanish state).

These two subjects are called: *Valencià* (Valencia's Region dialect) for public administration and *Valencià* for public administration II. They are optional subjects, and for that reason, students pick them in order to complete their training in the abovementioned Degree. This aspect has certain consequences regarding students' motivation towards their learning process. This fact generates a positive attitude in students in the classroom, as well as a relatively high internal motivation. Therefore, this situation generates, on the one hand, willingness to participation in the learning process itself and, on the other hand, interest in the different aspects that have to be considered and learnt in order to achieve communicative competence in the public administration field.

Regarding the legal scope, the Valencian linguistic setting establishes in Article 7 of the *Llei d'Ús i Ensenyament del Valencià* (Law for the use and teaching of the Valencian language) the following two items:

1. The Valencian language, as an own language of the Valencian Region, is also the language of the *Generalitat* (Valencian government) and its public and local administrations as well as from the other corporations and public institutions which at the same time depend on others.

2. Valencian and Spanish are the official languages of the Valencian Region

However, there are other contextual factors which have to be taken into account when facing teaching. Thus, we must take into account that students studying the Management of Public Administration degree do not study other subjects in Catalan, but in Spanish. Although students study this for academically achieving this degree, they only do it in one of the two official languages of the Valencian Region. Students and generally know the concepts, but they know them in Spanish, as it is the language by means they learn and achieve expertise in the field of their studies. Consequently, terminology follows the same path. Terminological units constitute a knowledge production element and a linguistic expression resource that favors the transmission of knowledge in the specialised context (Vargas, 2007: 43).

Besides this, the linguistic community from the Valencian Region usually know the two official languages (Valencian and Spanish), but not in the same way. According to Cabré (2000: 85), Spanish is much more socially and politically consolidated than Catalan, whilst Catalan is socially weaker due to the lack of full autonomy that it has. So, Catalan is a minoritised language. In this sense, the skills, uses, practices and students linguistic attitudes

Download English Version:

<https://daneshyari.com/en/article/1111373>

Download Persian Version:

<https://daneshyari.com/article/1111373>

[Daneshyari.com](https://daneshyari.com)