

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

In order to get a pass mark, students from groups 21, 31 and 41 should prove, through their oral presentations and their written assignments, they have an excellent command of Catalan and Spanish (C2 Level as described by the Common European Framework of Reference) and a good command of English or French (B1 level as described by the CEFR).

In order to get a pass mark, students from group 71 should prove, through their oral presentations and their written assignments, they have a very good command of English (C1 Level as described by the Common European Framework of Reference).

Objectives and Contextualisation

This course provides an insight into the basic knowledge all future primary teachers should possess regarding how to deal with linguistic diversity in the classroom. Students will gain reflective and practical tools to learn to manage language education in a multilingual curriculum and in a specific context of Catalonia.

The course aims to:

- become familiar with linguistic diversity worldwide, with the sociolinguistic phenomena present when languages (and people who uses them) are in contact and with how such phenomena influence linguistic policies, especially in Europe, Spain and Catalonia.
- get to know the traits of the linguistic competences plurilingual individuals possess and how they use the linguistic resources they have at hand.
- identify the factors that educators should take into account when they design their school language project; especially those related to how to plan, through the implementation of a multilingual curriculum, pupils' language learning in linguistically heterogeneous groups.
- possess criteria to take relevant actions to enhance the process of language learning, paying particular attention to develop pupils' oral communication abilities and to establish links between the languages to be learnt and the contents of non-linguistic courses. By doing so, learning becomes meaningful, functional and competence-based.
- gain knowledge and develop professional and pedagogical competencies in the field of foreign language learning applied to primary education.

Skills

- Be familiar with the languages and literature curriculum.
- Deal with languages learning situations in multilingual contexts.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Community.
- Understanding the difficulty that students with other languages have in learning the official languages.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Analyse and apply teaching practices to benefit the development of multilingual and intercultural skills, taking into account the perspective of the inclusive school.
2. Assessing the value of correction, adaptation and acceptability in oral and written productions.
3. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
4. Demonstrate academic knowledge of different languages being used.
5. Demonstrate sufficient knowledge of the Catalan language to level C2 of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
6. Distinguish standards and variations in any linguistic production.
7. Identifying the main mechanisms of lexical creation.
8. Interpreting the curriculum in the Generalitat de Catalunya's field of languages, both in terms of the content that must be accomplished, and of the articulation of the languages of the school and in the transversal aspects involved in the communicative dimension.
9. Know about the grounds on which the teaching and learning of a foreign language in primary education is based.
10. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
11. Knowing how to express ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
12. Knowing how to plan and implement activities that will articulate strategies that are appropriate for overcoming the difficulties that students with other languages have in learning the official languages.
13. Make educational proposals for working on a foreign language in primary education and to appreciate all organizational possibilities and the most suitable materials.
14. Understand the social and cognitive dimensions of written language, know about the different dynamics of orality to master the use of different expression techniques and adequately express oneself orally and in writing.
15. Using ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.

Content

MODULE 1

1. Society, language and school

- Linguistic diversity in today's world. Situations of multilingualism and language contact.
- The education system, linguistic diversity and social cohesion. Sociolinguistic aspects of schools in Catalonia. The transmission of the Catalan language.
- Legislation on the treatment of languages in compulsory education in Spain and Catalonia. Languages and access to the public service.

- European language policy. Main recommendations from the Council of Europe relating to minority and foreign languages.

2. Plurilingual competence

- Characteristics of the linguistic competences of plurilingual speakers.
- Communication in multilingual situations: code-switching, endolingual and exolingual conversations, the role of the different language resources.
- The teaching of languages in linguistically heterogeneous classrooms.

3. School language projects

- Models of multilingual education. Programs developed in Catalonia. Specificities and diversity of the situation of the Catalan classrooms.
- The integrated treatment of Catalan, Spanish, English and/or other languages.
- Languages across the curriculum.
- Development school reading strategies.
- Language and social cohesion. Linguistic integration of newcomers. Proposals for integrating the languages of newcomers.
- Language planning beyond the classroom. Community education plans and tools for social cohesion.

MODULE 2

4. Teaching, learning and assessment of foreign languages

- Teaching and learning foreign languages in the lower, middle and upper cycles.
 - The management of communication in the classroom. The organisation of activities for reception, production and interaction in the foreign language classroom.
 - Approaches to learning foreign languages in primary school. CLIL programs.
 - Assessment of learning.

Methodology

The course takes for granted that knowledge construction is a collaborative action-based process between the teacher and the students and among students themselves. As a consequence, students are asked to perform tasks that trigger the use of previous knowledge as a mechanism to build new learning experiences and to develop new abilities. The teacher's monitoring process, the course literature and the analysis of practical experiences nurture the development of those tasks.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
The teacher will introduce the topics to be dealt with in the course, will tutor students individually and will monitor group work. Students will cooperate with their peers to construct shared knowledge and elaborate the course assignments.	38	1.52	1, 9, 6, 13, 7, 12, 15
Type: Supervised			
Tutorials	23	0.92	6, 7, 15
Type: Autonomous			
Self-study	62	2.48	6, 7, 15

Evaluation

Formative assessment tools will be used to evaluate student's individual or group assignments in all types of assessment activities (directed, supervised and autonomous).

80% of attendance is required to pass the subject. Late arrival or early departure will be taken into account in calculating attendance, as will submission of continuous evaluation tasks. A pass mark in all the assignment does not result in a pass mark in the course if the attendance requirement is not fulfilled.

Both modules and each of three assessment tasks need to be passed (minimum grade of 5) in order to pass the subject. Only in exceptional occasions the teacher may establish a mechanism to help students improve the score in one particular assignment.

According to UAB's policy of plagiarism, copying other students' work or plagiarising from other sources will result in a grade of 0. Being caught with documents or tools to commit plagiarism in an exam will result in a fail for the entire course.

Students from groups 21, 31 and 41 need to demonstrate a minimum level C2 in Catalan and Spanish and B1 in English in academic and school communicative contexts. Students from group 71 need to demonstrate a minimum level C1 in English in academic and school communicative contexts. Language will be part of the assessment in exams, written works and oral presentations.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1. Written assignment(s) based on the contents taught in module 1 (sections 1, 2 and 3). Oral presentation of some of those assignments. Elaboration of intermediate documents required for the elaboration of the written assignments or for the oral presentat	25%	0	0	1, 9, 3, 4, 5, 14, 6, 7, 8, 11, 12, 15, 2
2. Written test on the contents taught in module 1 (sections 1, 2 and 3).	35%	2	0.08	1, 4, 5, 14, 6, 7, 8, 11, 12, 15
3. Written test based on a compulsory reading plus a written and oral assignment based on the practical application of the contents taught in module 2 (section 4).	40%	0	0	1, 10, 9, 3, 14, 6, 13, 7, 8, 12, 15

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