

| Degree | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500798 Primary Education | OT | 4 | 0 |

Contact

Name: Teresa Ribas Seix
Email: Teresa.Ribas@uab.cat

Use of languages

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

Prerequisites

An excellent command of Catalan and Spanish (C2 Level as described by the Common European Framework of reference) is needed to get a pass mark.

Objectives and Contextualisation

The goals of the course are to achieve knowledge and skills in the following aspects of language teaching.

- The selection and integration of different types of linguistic and communicative contents of the curriculum in teaching and learning units following the results of current research, units which are commonly known by the name of "projects" or "teaching sequences". The relationship with the contents of the other areas.
- Consideration of multilingualism of our society and the school curriculum as facts that determine the planning of language learning and intervention proposals in the classroom.
- The reflective observation of classroom reality in relation to the knowledge provided by educational research as a key element for teaching innovation and improving education in the schools of our country.

Skills

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Understand the process of learning written language and its teaching.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Analyse and support curricular proposals, know how to disclose their foundations and find ways to work on language with pupils.

2. Assessing the value of correction, adaptation and acceptability in oral and written productions.
3. Base ones own views and opinions on scientific knowledge of the didactic area of language teaching and based on contrast with an analysis of the school reality.
4. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.
5. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
6. Demonstrate knowledge of the use and academic register of the two official languages.
7. Identifying and using language inter-comprehension techniques.
8. Identifying the linguistic interferences that occur as a result of contact between languages.
9. Manage teamwork and know how to analyse the aspects and difficulties of interest.
10. Produce didactic sequences for teaching and learning official languages in primary education.
11. Understand the possibilities of teaching resources through ICT and their specificities in relation to learning.
12. Using ICTs and CLTs in developing and drawing up practical work and in designing didactic proposals.

Content

1. The planning of language teaching in primary education.

- The integrated consideration of different languages that students must learn.
- Learning the skills of language use as a crosscutting content of the stage. Language as a construction of knowledge tool.
- The role of reflection on language and declarative content in achieving communicative and linguistic competences.
- The role of the student in language learning. Contextualization of teaching proposals, meaning and motivation. Learning awareness.

2. Projects (or teaching sequences) as a learning and teaching tools.

- The language as a human activity. Social aspects of the nature of the languages. Conception of speech genres.
- The use of languages from a process view.
- Integration of different types of learning content in units meaningful to students.
- Assessment of language and its different functions from the perspective of an inclusive school.
- Analysis of teaching materials in different media and its potential.

3. The reflective and reasoned observation of teaching situations and learning languages

- Criteria to analyze and assess the phenomena that take place in the classroom when language is taught. The role of interaction.
- Dynamic relationship between theory and practice. Features of didactic knowledge.
- Teamwork linking theory and practice to grow knowledge and achieving better results.

Methodology

The teaching methodology is based on the assumption that knowledge is constructed in the collaborative processes

between teachers and students, and among students. This knowledge is built mainly in performing tasks in which acquired knowledge is mobilized in order to assimilate new knowledge provided by teachers directly, but especially through reading and sharing experiences.

Activities

| Title | Hours | ECTS | Learning outcomes |
|-------------------------|-------|------|------------------------|
| Type: Directed | | | |
| Groupe sessions | 45 | 1.8 | 1, 11, 3, 7, 8, 2 |
| Type: Supervised | | | |
| Tutorials | 30 | 1.2 | 1, 11, 5, 10, 9, 4, 12 |
| Type: Autonomous | | | |
| Self-study | 75 | 3 | 1, 11, 10, 3, 9, 8 |

Evaluation

Assessment has two lines: monitoring the learning process during the course and the final achievement the objectives and competencies.

To pass the course must have attended at least 80% of the class sessions, have developed and presented all the activities in the prescribed period and overcome each of the 3 blocks of activities evaluation.

Oral and written Catalan and Spanish languages at an academic level, equivalent to C2 of the CEFR, is a prerequisite for pass the course.

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|---|-----------|-------|------|--------------------------|
| classroom participation and brief tasks | 15% | 0 | 0 | 1, 11, 10, 3, 9, 7, 4 |
| individual test about the contents | 50% | 0 | 0 | 1, 11, 6, 10, 3, 9, 8, 2 |
| written assignment in groupe work | 35% | 0 | 0 | 1, 11, 5, 10, 3, 9, 12 |

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