

**Languages and Curricula**

Code: 102076  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OB	2	2

**Contact**

Name: Mireia Manresa Potrony  
Email: Mireia.Manresa@uab.cat

**Use of languages**

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

**Teachers**

Lara Reyes Lopez  
Martina Fittipaldi  
Mireia Duran Pasola  
Maria Neus Real Mercadal

**Prerequisites**

A good oral and written command of Catalan and Spanish (C2 level) will be necessary to achieve the aims of the course. An English or French B1 level of the Common European Framework of Reference for Languages will also be required.

**Objectives and Contextualisation**

This course provides future primary school teachers with background knowledge on the processes of teaching and learning languages in formal settings. Participants will also become familiar with the Language Curriculum for Primary Education and with examples of good practices related to language and literature education, especially in the following areas:

- Teaching early writers.
- Teaching literature to young learners (6 to 8 year olds).
- Teaching literature to children aged 8 to 12.

At the end of the course, students must:

- Be familiar with the Language Curriculum for Primary Education, be able to interpret it in accordance with the theoretical views present in the official educational guidelines and regulations put forward by the Department of Education and be able to use it as basis for assessing instruction practices and (analogue and digital) materials for teaching language to children and young learners.
- Understand that language is one type of contextualised human whose epistemic function has a key role in the process of knowledge creation.
- Know how to plan and intervene in the process of teaching young learners to read and write.

- Become acquainted with children literature for young learners and to acquire educational and professional competencies necessary to teach literacy using literary texts and materials.
- Gain knowledge to favour the development of educational and professional competencies necessary to observe, interpret, evaluate and regulate those teaching and learning practices that promote children's development of multilingual and intercultural competencies.
- Understand the theoretical foundations for teaching literature that can explain the phenomena that take place in the classrooms and use them to make innovative proposals to improve language learning through the promotion of literature education.

## Skills

- Acquire literary training and know about children's literature.
- Be familiar with the languages and literature curriculum.
- 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 one's own languages and in a foreign language.
- Foster reading and encourage writing.
- 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.
- 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. Acquire and apply criteria for assessing children's texts in the initial cycle.
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. Critically analyse educational proposals present in textbooks and other curricular materials including multimedia and digital, so that when adapted to specific contexts the potential in relation to pupil learning is evident.
5. Demonstrate academic knowledge of different languages being used.
6. Demonstrate knowledge of the use and academic register of the two official languages.
7. Design proposals for teaching and assessment that address the different forms of language learning, so as to adequately address all curricular content in the area and respond to pupil diversity.
8. Design various and articulated practices to promote reading and literacy in the initial cycle.
9. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
10. 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.
11. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
12. Know and appreciate teaching experiences, materials and suggestions, with or without the use of multimedia and ICT, for the early teaching and learning of written language.
13. Know Catalan literature of oral tradition as well as books and forms of audiovisual of fiction suitable for early readers, and have adequate criteria for school selection on the basis of formal and literary characteristics.
14. Knowing how to analyse the concepts that initial cycle children have about written language based on knowledge of its functions in today's society.
15. Knowing how to express ideas and knowledge audio-visually and in writing with sufficient theoretical and argumentative foundation.
16. Knowing how to express ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.

17. Learning how to use the literature in relation to oral language learning, first learning of written language and literary education with didactic devices appropriate to their objectives.
18. Make proposals for didactic planning, evaluation and self-regulation of the language learning process taking into account the diversity in the classroom, the goal being inclusive schooling.
19. Reading literary texts appropriate to the students initial cycle with expressiveness and explaining stories and other oral literature texts.
20. Taking into account the diversity of learning styles and assessing the difficulties, shortcomings and problems facing the process of learning written language, and recognising the ways of solving these while respecting this diversity.
21. Understand the initial process of learning to read and write, taking into account variations occurring in the multilingual classroom context.
22. Understand the school library as an educational tool at the school, know how to plan the training of library users and design reading schemes.
23. 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.
24. Understand the theoretical framework for acquisition and learning of languages and the didactics of languages on which the existing curriculum is based.
25. 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**

### **1. The scope of the Language Curriculum for Primary Education.**

- Methods and approaches for teaching and learning languages in primary schools.
- Areas and dimensions in the Language Curriculum for Primary Education.

### **2. Teaching, learning and assessing activities addressed to first writers.**

- Uses and functions of written language in modern society.
- First contact with the written code. Children's concepts on the written language.
- Early learning of reading and writing. Explanatory models to describe the processes of learning to read and write.
- Historical review of literacy education. Foundations underlying current educational practices and methodological proposals.
- Criteria for analysing, interpreting and evaluating texts addressed to children aged 6-to-8.

### **3. Teaching, learning and assessing literary activities addressed to children aged 6-to-8.**

- Oral traditions in Catalan literature. Books for early readers. Oral, written and audio-visual poetry and narrative books for children. Versions of traditional works.
- Visual and literature education with 6-to-8 year olds.

### **4. Teaching, learning and assessing literary activities addressed to children aged 8-to-12.**

- Functions of literature and the development of literary skills.
- Different corpora: Printed, audio-visual and digital literature for children. The history of Catalan literature for children.
- Book selection and evaluation criteria.
- Planning literature education: school and classroom libraries, literature activities to foster the development of oral and literacy skills and to promote independent, guided and shared reading.
- Interpreting texts. The meta-analysis of literature activities and knowledge.

## Methodology

The teaching methodology favours students' active participation in their learning process in all forms of classroom organisation as detailed below:

Sessions with the whole group: The teacher will introduce the topics to be dealt with in the course, discuss the class readings, set the tasks, tutor students individually or in small groups, monitor group work and give feedback. Students will cooperate with their peers to construct shared knowledge through oral presentations and to elaborate the course assignments.

Seminar sessions: students work in small groups under the supervision of the teacher. Students analyse text or engage in a wide range of activities to link theory with practice.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Supervisadas	15	0.6	
Tutorías	30	1.2	
<b>Type: Supervised</b>			
Trabajo autónomo	30	1.2	
<b>Type: Autonomous</b>			
Presencial gran grupo	75	3	1, 4, 21, 12, 6, 8, 7, 22, 24, 18, 19, 14, 15, 17, 20, 25

## Evaluation

Class attendance is mandatory: students must attend at least 80% of classes, otherwise they will get a FAIL.

Students must submit all evaluation activities set for the course and obtain a PASS mark (minimum of 5 out of 10) in both exams. The combination of all these scores will result in the course final mark. In case a student does not have a pass mark in all the assessment activities, the teacher will discuss with that student what to do.

In accordance with UAB policy, plagiarism or copy of any task or part of a task will be penalized with a fail (0). Students do not be given the possibility of doing that assignment again. The rule applies to all individual and group tasks (in the latter case, all members of the group who commits plagiarism will score 0 in that assignment). If during the realisation of an individual assessment task in the classroom, the teacher sees a student trying to copy or find any document or device not approved by the faculty, the mark for the task will also be 0, and that student will not be allowed to redo the task.

### Written exams for BLOCKS 1 AND 2

Block 1 and Block 2 will be assessed through an exam based on the issues dealt with in class and on the compulsory readings (the book by Montserrat Font entitled *Llegir i escriure per viure*, and the various articles discussed in class). Assessment will measure students' attainment of course goals, students' degree of understanding of the contents dealt with in the course and in the compulsory readings.

To pass this part of the course, students must obtain a pass mark (a minimum of 5 out of 10). Marks will be published on the campus 10 days after the delivery of the assignments. In case students want to revise their work with their teachers, they must ask for an appointment not later than five days after the publication of the marks

### Assessment Activity for BLOCK 2

Group work written and oral assignment based on the observation and analysis of a functional reading and / or writing activity addressed to children aged 4 to 7. The evaluation criteria will take into account the clarity of the oral presentation, the quality of analysis of children's interventions and the relevance of such analysis to meet the course objectives. The oral presentations will be scheduled during the sessions with the whole group.

### Assessment Activity for BLOCK 3

Presentation of a literature activity for kids aged 6 to 8.

### Written test for block 4

Test based on the readings of various children's books and on the theoretical texts listed in the course programme for this section. Students will also be asked to create a classroom activity based on a literary text. To pass the course, students must get a minimum score of 5 out of 10 in this test.

### Assessment Activity for Block 4

Pair work assignment on how to use a literary text. The final mark of this assignment can be improved by taking active participation in class and by providing evidence of independent work on the subjects dealt with in this block of contents.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Actividad bloque 2	20%	0	0	1, 4, 12, 5, 6, 8, 24, 18, 14, 15, 20, 2
Actividad bloque 3	10%	0	0	11, 13, 9, 3, 8, 19, 16, 17
Actividad bloque 4	20%	0	0	11, 12, 3, 6, 7, 16, 15, 2
Prueba escrita bloque 4	25%	0	0	1, 21, 11, 9, 3, 6, 23, 14, 16, 25, 2
Prueba escrita bloques 1 y 2	25%	0	0	5, 6, 7, 22, 24, 18, 10, 15, 17, 2

## Bibliography

AAVV.(2006): "El primer aprenentatge de la lectura i l'escriptura", número monogràfic de la revista Articles de Didàctica de la Llengua i la Literatura, nº 40.

Bryant, S. C. (2008): Com explicar contes. Barcelona: Biblaria

Bullich, E. ; Maura, M. (1996): Manual del rondallaire. Barcelona: La Magrana

Chambers, A. (2007): ¿Quieres que te cuente un cuento? Una guía para narradores y cuentacuentos. "Fomentos lectores". Caracas: Banco del Libro.

Colomer, T. (2010): Introducción a la literatura infantil y juvenil actual, Madrid: Síntesis.

- Fons, M. (1999) Llegir i escriure per viure. Barcelona: La Galera.
- Lluch, G. (ed.) (2000) De la narrativa oral a la literatura per a infants. Invenció d'una tradició literària. Alzira: Bromera.
- Nemirovsky, M. (2009) Experiencias escolares con la lectura y la escritura. Barcelona: Graó.
- Noguerol, A. (2007): "Algunes reflexions sobre el nou currículum d'educació primària" en Fòrum. Revista d'Organització i Gestió Educativa, volum 14: 6-11
- Noguerol, A. (2007): "El tratamiento integrado de las lenguas en el marco europeo" en Monografía: El tratamiento integrado de las lenguas. Textos de Didáctica de la Lengua y la Literatura, número 47: 10-19.
- Ribas, T. (2010) "La evaluación en el área lingüística". Textos de Didáctica de la Lengua y la Literatura, 53, 10-21
- Servei d'Ordenació Curricular. (2009). Currículum d'Educació Primària. Barcelona: Generalitat de Catalunya (es pot consultar l'Àmbit de llengües: llengua catalana i literatura, llengua castellana i literatura, llengua estrangera, segona llengua estrangera en: [http://phobos.xtec.cat/edubib/intranet/file.php?file=docs/primaria/llengues\\_pri.pdf%20](http://phobos.xtec.cat/edubib/intranet/file.php?file=docs/primaria/llengues_pri.pdf%20)).
- VERDÍA, E. (2002): "Comentarios al Marco común europeo de referencia para las lenguas", en Mosaico (número monográfico sobre Marco común europeo de referencia y Portfolio de las lenguas de l Teaching and learning literature to children aged 8 to 12.
- CAIRNEY, T. H. (1992): Enseñanza de la comprensión lectora. Madrid: Morata
- CHAMBERS, A. (2009): Díme. Los niños, la lectura y la conversación. México: Fondo de Cultura Económica.
- CHAMBERS, A. (2007): El ambiente de la lectura. México: Fondo de Cultura Económica.
- COLOMER, T. (2010): Introducción a la literatura infantil y juvenil actual. Madrid: Síntesis.
- COLOMER, T. (2005): Andar entre libros. La lectura literaria en la escuela. México: FCE.
- COLOMER, T. (ed.) (2002): La literatura infantil y juvenil catalana: un segle de canvis. Barcelona: ICE de la UAB.
- COLOMER, T. (dir.) (2002): Siete llaves para valorar las historias infantiles. Madrid: Fundación Germán Sánchez Ruipérez.
- COLOMER, T.; OLID, I. (2009): Princesitas con tatuaje: las nuevas caras del sexismo en la ficción juvenil. Textos de Didáctica de la lengua y la literatura, 51, 56-67
- DDAA (2002): Lire la littérature a l'école. Pourquoi et comment conduire cet apprentissage spécifique? De la Llengües i aprenentatge 2013 - 2014
- 5DDAA (2002): Lire la littérature a l'école. Pourquoi et comment conduire cet apprentissage spécifique? De la GS au CM2. Paris: Hachette.
- DURAN, T.; LUNA, M.(2002): Un i un i un... fan cent. Barcelona: La Galera.
- JOLIBERT, J. (coord.) (1992): Formar infants productors de textos. Barcelona: Graó.
- LLUCH, G. (2003): Análisis de narrativas infantiles y juveniles. Cuenca: Publicaciones de la UCLM-CEPLI.

MACHADO, A.M. (2004): Clásicos, niños y jóvenes. Bogotá: Norma.

MOLIST, P. (2008): Dins del mirall. La literatura infantil explicada als adults. Barcelona: Graó.

TEIXIDOR, E. (2007): La lectura i la vida. Barcelona: Columna.

VALRIU, C. (2010): Història de la literatura infantil i juvenil catalana. Barcelona: La Galera.

Websites and other digital resources

Recursos de literatura infantil i juvenil: [http://www.xtec.net/recursos/lit\\_inf/index.htm](http://www.xtec.net/recursos/lit_inf/index.htm) i [www.gretel-uab.pangea.org/](http://www.gretel-uab.pangea.org/)

[http://www.xtec.net/epergam/quins/quins.htm?codi=quins\\_llib](http://www.xtec.net/epergam/quins/quins.htm?codi=quins_llib)

ClijCAT (Consell Català del Llibre Infantil i Juvenil): <http://www.clijcat.cat/>

Recursos de llengua i literatura: [www.xtec.es/recursos/catala/index.htm](http://www.xtec.es/recursos/catala/index.htm)

Portal del Grup de Recerca en Literatura infantil i Educació literària de la UAB. Conté textos i audios d'autors i narradors, materials didàctics, llibres recomanats, etc. <http://www.literatura.gretel.cat>

Primer aprenentatge de la llengua escrita, dos portals: <http://www.xtec.es/~mjulia/projecte/> i <http://www.xtec.es/~mmulas/projecte/index.htm>

Portal del CIREL (Centre de Suport a la Innovació i Recerca Educativa en Llengües): <http://phobos.xtec.cat/cirel/cirel/>