

Languages and Learning

Code: 102075
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	1

Contact

Name: Marilisa Birello
Email: Marilisa.Birello@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

Teachers

Anna Cros Alavedra
Artur Vidal Sape
Marta Giralt Ruiz

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 the basic knowledge necessary for all future primary school teachers. In particular, it provides participants with theoretical and practical tools to teach 8 to 12 year olds how to write in all content areas, to engage their future pupils in activities that promote metalinguistic awareness and to organize language learning activities in the classroom.

The learning goals of the course, achieved through promoting student-teacher interaction, are basically two:

- To learn how to design and manage environments, activities and classroom materials to foster metalinguistic reflection and to help 8 to 12 year olds to learn how to write.
- To understand the theoretical premises underlying language learning theories, approaches and methods that account for the phenomena that take place in the classroom and to make proposals for innovation that emerge from such premises.

Skills

- Acquire literary training and know about childrens literature.

- 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.
- 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. Assessing the value of correction, adaptation and acceptability in oral and written productions.
2. Be aware of the specificity of learning language and literature through ICT and understand their full potential.
3. Being able to analyse and draw up proposals for class work, taking into account the relevant theoretical frameworks and the goals of the prescriptive curriculum.
4. Being able to express the concepts and content learned in relation to ones own lived experience and relating the different sources.
5. Being aware of the educational functions of literature and being familiar with the production of children's literature.
6. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
7. Being familiar with the didactic approaches that promote an integrated working of the different linguistic and literary contents that take into account the perspective of the pupils.
8. Demonstrate academic knowledge of different languages being used.
9. Demonstrate knowledge of the use and academic register of the two official languages.
10. Establish work teams to develop activities independently.
11. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
12. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
13. Know and use the main resources and tools of inquiry for ones language.
14. Know the models that explain the reading and writing process and share current views about the nature of written language.
15. Knowing how to express ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
16. Knowing how to relate didactic models for teaching reading, writing and literature with the different ways of working with them in the classroom.
17. Knowing how to use literature in relation to the centres reading plans, educating school library users and creating reading habits.
18. 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.

Content

School organization of language education

- Language learning school environments. The organization of the space in the language classroom.
- The integration of different contents of the linguistic curriculum in meaningful activities for students: insights into project-based learning and on how to plan teaching sequences.

Teaching, learning and assessing writing activities addressed to 8 to 12 year olds

- The reading and writing processes. Models and reflections on teaching how to read and write.
- Writing from a sociocultural perspective: school and social genres.
- Writing as human activity. Activity theory and formal language learning.
- The integration of linguistic skills in description of learners' writing competence.
- The assessment of students' reading and writing learning processes

Knowledge of oral language: its role in language training

- Teaching and learning how to spell
- Metalinguistic activities as tools to learn the formal uses of languages.
- Teaching of grammar: students' reflective processes and referential content.

Teaching, learning and assessing young learners (children aged 8 to 12) speaking skills

- Interaction in the classroom as a developmental and learning tool.
- Teaching approaches for the development of reception, production and interaction competencies in the languages in the school curriculum.
- Teaching and learning 8 to 12 year olds how to speak and interact.
- Criteria for selecting and assessing speaking tasks in the classroom: reception, production and interaction tasks.

Methodology

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, who monitors group work and give learners feedback.

Autonomous self-study time: individual and group work tasks to be carried out outside the classroom

The teaching methodology favours students' active participation in their learning as it creates spaces for cooperative work. Knowledge is built as a process of contrasting and critically examining information and by establishing a relationship among the new knowledge gained, the experience one possesses and one's analysis of the immediate reality.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Seminar sessions: students work in small groups under the supervision of the teacher, who monitors group work and give learners feedback.	25	1	14, 5, 10
Sessions with the whole group: the teacher will introduce the topics to be dealt with the course, discuss the class readings, set the tasks, tutor students individually or in small	13	0.52	14, 5, 10

groups, monitor group work and give feedback.

Type: Supervised

Autonomous self-study time: individual and group work tasks to be carried out outside the classroom	20	0.8	14, 5, 10
---	----	-----	-----------

Type: Autonomous

Readings, individual preparation of course contents	63.5	2.54	14, 5, 10
---	------	------	-----------

Evaluation

During small group work and seminar sessions students will prepare a document to establish self-regulation mechanisms of their own learning process. In addition, teachers will provide mechanism to track this process. Referring to the final assessment of the subject, evaluation activities will be carried out (see the list in the figure).

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 a *sine qua non* condition to pass the subject. Not meeting this requirement results in a Fail.

All assessment tasks need to be passed (minimum grade of 5 out of 10) in order to pass the subject. Language will be part of the assessment in exams, written works and oral presentations. No oral presentation or written assignment will obtain a pass mark if students do not demonstrate a good command of Catalan.

The teacher will, in due time, establish a mechanism to help students improve the score in one particular assignment. Only in the case of the exam will be given the opportunity to elaborate an extra assignment to try to get a pass mark, for the written works there is not this opportunity.

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.

In order to pass this course, students must prove they have a very good command of Catalan (C2 level, as described here: <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>). To do so, at the end of the semester they should sit a C2 language test (tests can also be taken in June).

If students possess a C2 Catalan certificate issued by either *Direcció General de Política Lingüística* or the language service of this university, they should not take the test.

If the student has not obtained the Catalan level 2 for Pre-school and Primary Education teachers, the mark will be a 3.

If the student passes the rest of the subject and have failed the Catalan level 2, the next course will have to demonstrate that he/she have obtained it; the whole of the subject will continue the evaluation of synthesis that each teacher will decide.

Evaluation activities

Title	Weighting	Hours	ECTS	outcomes
1. Written group work, supervision during the task of writing and the quality of the written text and tasks to be carried out in the classroom. Deadline: 8th January 2019	40%	2	0.08	2, 6, 11, 13, 12, 8, 9, 5, 10, 15, 16, 17, 1
2. Partial written exam: Groups 41 and 71: 24th October 2018. Groups 26th October 2018. Resitting exam: 15th January 2019.	30%	0.75	0.03	14, 18, 15, 3, 4, 7, 1
3. Partial Written exam. Groups 41 and 71: 12th December 2018. Grups 21 and 31. 21th December 2018. Resitting exam: 15th January 2019.	30%	0.75	0.03	14, 3, 4, 7

Bibliography

School organization of language education

Camps, A. (1994). Projectes de llengua entre la teoria i la pràctica. *Articles de la Llengua i la Literatura*, 2, 7-20

Cassany, D. (2011). Después de Internet... *Textos de Didáctica de la Lengua y la Literatura*, 57, 12-22

Milian, M. (2011). Les seqüències didàctiques per aprendre llengua i ensenyar-ne. *Articles de la Llengua i la Literatura*, 54, 77-85

Milian, M. (1995) El text explicatiu: escriure per transformar el coneixement. *Articles de la Llengua i la Literatura*, 5, 45-57

Najera Trujillo, C.G. (2008). ...Pero no imposible. *Bitácora de la transformación de una biblioteca escolar y su entorno*. Barcelona; México D.F.: Océano.

Perez Esteve, P., Zayas, F. (2007). *Competencia en comunicación lingüística*. Madrid: Alianza

Teaching, learning and assessing writing activities addressed to 8 to 12 year olds

Camps, A. (1990). Modelos del proceso de redacción: algunas implicaciones para la enseñanza. *Infancia y Aprendizaje*, 49, 3-19

Camps, A. (coord.) (2003). *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó

Camps, A. (2011). Ensenyar i aprendre a escriure a primària. *Guix*, 371, 12-16

Canals, M. (2013). "Estimada Besavia". Una carta gairebé impossible. *Articles de la Llengua i la Literatura*, 61, 54-63

Cassany, D. (1993). *La cuina de l'escriptura*. Barcelona: Empúries

Cassany, D. (2006). *Rere les línies. Sobre la lectura contemporània*. Barcelona: Empúries

Castelló, M. (2008). Escribir para aprender: estrategias para transformar el conocimiento. *Aula de innovación docente*, num. 175, 15-21

Colomer, T., Camps, A. (1991). Ensenyar a llegir, ensenyar a comprendre. Barcelona: ed. 62 Recuperat de: <http://www.gretel.cat/node/17>

Fontich, X. (2011). El diàleg a l'aula des de la perspectiva sociocultural. *Articles de la Llengua i la Literatura*, 54, 68-75

Ferrer, M. (2011). Escriure i aprendre coneixements. *Guix*, 371, 27-30

Lerner, D. (2001). *Leer y escribir en la escuela: lo real, lo posible y lo necesario*. México: Fondo de Cultura Económica

Mateo, M. (2011). Cal llegir? El segon llibre també cal. *Guix*, 372, 41-43

Milian, M. (2011). La composició escrita. Com ensenyem a escriure, com n'aprenen els alumnes? *Articles de la Llengua i la Literatura*, 54, 104-113

Milian, M. (en premsa). L'ensenyament de la composició escrita. In Camps, A. (coord). *Didàctica de la llengua i la literatura*. Barcelona: Graó

Minguella, M., Solé, I. (2011). Comprenc el que llegeixo? De la valoració de la pròpia comprensió a l'ús d'estratègies de lectura. *Articles de la Llengua i la Literatura*, 53, 35-44

Ribas Seix, T. (coord.) (1997). *L'avaluació formativa en l'àrea de llengua*. Barcelona: Graó.

Ribas, T. (2009). L'avaluació i l'ensenyament de llengües: dos àmbits que s'aproximen. *Articles de la Llengua i la Literatura*, 47, 10-25

Teresa Ribas Seix (2011). Avaluar a l'àrea de llengua i literatura, dins Anna Camps (coord) *Didàctica de la llengua catalana i la literatura*. Barcelona: Graó

Ribera, P. (2008). *El repte d'ensenyar a escriure*. València: Perifèric

Sánchez Miguel, E. (2010). *La lectura en el aula. Qué se hace, qué se debe hacer y qué se puede hacer*. Barcelona: Graó

Solé, I. (2011). La comprensió lectora, una clau per al'aprenentatge. *Debats d'Educació*, 24. Recuperat de: <http://www.fbofill.cat/sites/default/files/548.pdf>

Zayas, F., Pérez Esteve, P. (2012). Los géneros discursivos como eje de los Proyectos Lingüísticos de centro. Recuperat de: http://web.educastur.princast.es/proyectos/abareque/web/index.php?option=com_k2&view=item&id=620:los-g%C3%A9neros-discursivos-como-eje-de-los-proyectos-linguisticos-de-centro

Knowledge of oral language: its role in language training

Camps, A., Milian, M., Bigas, M., Camps, M. (1989). *L'ensenyament de l'ortografia*. Barcelona: Graó

Camps, A., Zayas, F.(coord.) (2006). *Seqüències didàctiques per aprendre gramàtica*. Barcelona: Graó

Casas-Deseures, M., Comajoan-Colomé, L. (2017). Noves perspectives per a l'ensenyament-aprenentatge de la gramàtica: cap a una gramàtica pedagògica. *Caplletra. Revista internacional de Filologia*, número monogràfic.

Chartrand, S-G. (2009). Enseigner la grammaire autrement. Animer une démarche active de découverte. Dans R. Bergeron & R. Riente (dir.) *Enseigner a grammaire nouvelle: pourquoi et comment?* Québec: Les Publications Québec français

Fontich, X. (2017). Ensenyar gramàtica quan el perquè articula el què i el com. *Articles de Didàctica de la Llengua i la Literatura*, 72, 7-12

Gil, M.R. (2011). Reflexionar sobre la llengua per aprendre a escriure. Un repte difícil però necessari. *Guix*, 371, 22-26

Milian, M. (2009). Parlem d'ortografia: què és, com s'aprèn i com s'ensenyava. *Articles de didàctica de la llengua i la literatura*, 48, 10-23

Roubaud, M.N., Moussu, M.J. (2010). La notion de preogression dans la pratique et la réflexion sur la langue de l'école au collège. *Repères*, 41, 71-90

Teaching, learning and assessing young learners (children aged 8 to 12) speaking skills

Cros, A., Vilà, M. (1997). La llengua oral: propostes per a l'avaluació. A Ribas, T. (coord.) *L'avaluació formativa a l'àrea de llengua*. (pp.187-208) Barcelona: Graó

DDAA (1995). Hablar en clase. *Textos de Didáctica de la lengua y la literatura*, 3

DDAA (1995). La interacció verbal. *Articles de didáctica de la llengua i la literatura*, 6

DDAA (1997). L'oral formal. *Articles de didáctica de la llengua i la literatura*

DDAA (2004). Veu i locució. *Articles de didáctica de la llengua i la literatura*, 32

DDAA (2005). Dialogar per aprendre. *Articles de didáctica de la llengua i la literatura*, 37

Escobar, C., Nussbaum, L. (2010). ¿Es posible evaluar la interacción oral en el aula? *Monográficos marco ELE*, 10

Lavernia, J. (2012). Una radionavel·la a l'aula d'acollida. Proposta d'ensenyament-aprenentatge a L2. *Articles de didáctica de la llengua i la literatura*, 57, 49-60

Palou, J., Bosch, C. (coords) (2005). La llengua oral a l'escola. Barcelona: Graó

Schneuwly, B., De Pietro, J.F., Dolz, J., Dufour, J., Erard, J., Heller, S., Kaneman, M., Moro C., Zahnd, G. (1997). L'"oral" s'ensenyà!. Prolegòmnens per a una didàctica de la producció oral. *Articles de didáctica de la llengua i la literatura*, 12, 9-18

Salaberri, S. (2009). Un centro yunplan que van de la mano. *Cuadernos de pedagogía*, 395: 62-65.

Vilà, M. (coord.) (2002). *Didàctica de la llengua oral formal*. Barcelona: Graó.

Grammars

Bernardó Fernández, C., Bastons Vilallonga, N., Comajoan Colomé, Ll., (2011). *Gramàtica pràctica del català*. Barcelona: Teide.

Mas Prats, M., Vilagrasa Grandia, A. (2012). *Gramàtica catalana de la A a la Z*. Barcelona: Publicacions de l'Abadia de Montserrat

Matte Bon, F. (1992). *Gramática comunicativa del español*. Tomo I -II. Madrid: Edelsa