

Linguistic Reception at School

Code: 101999
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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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

Emilee Moore

Prerequisites

To achieve the objectives of the subject, students should display a good oral and written command of the Catalan and Spanish languages (level C2 of the Common European Framework of Reference).

Objectives and Contextualisation

This subject is shared by the Degrees in Early Childhood Education and Primary Education, and by the minors in Specific Educational Needs. It provides the basic knowledge needed to understand the circumstances for the inclusion of newly arrived students, and of other multilingual and multicultural students, in schools and for the planning and teaching the language curriculum.

The fundamental educational objectives of the subject are:

- To become informed of the characteristics of linguistic diversity in Europe, Spain and Catalonia and of inclusion programs in these territorial areas.
- To understand the functions of the reception classrooms for newly arrived students, and the criteria for their proper functioning within the framework of the schools and communities in which they are situated.
- To overcome stereotypes regarding the linguistic competences of schoolchildren and their families, and be aware of the reality of their linguistic knowledge.
- To consolidate knowledge regarding the planning of language education for plurilingual and multicultural students.
- To know how to develop teaching proposals for curricular languages appropriate to the capacities and needs of plurilingual and multicultural students.

Competences

Early Childhood Education

- Being able to encourage an initial approach to a foreign language.
- Deal effectively with language learning situations in multicultural and multilingual contexts.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Understand the learning process of reading and writing and how to teach it. Address language learning situations in multilingual contexts. Recognize and value the appropriate use of verbal and non-verbal language.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.
2. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
3. Demonstrate academic knowledge of different languages being used.
4. Identifying and analysing the linguistic interferences that occur as a result of contact between languages.
5. Identifying and using language inter-comprehension techniques.
6. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
7. Knowing how to express ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
8. 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.
9. Using ICTs and CLTs in developing and drawing up practical work and in designing didactic proposals.

Content

1. Linguistic and cultural diversities and educational inequalities

- 'Old' and 'new' linguistic and cultural diversities in schools
- Prejudice and stereotypes about linguistic and cultural minorities
- Raciolinguistics
- Families as funds of knowledge and identity

2. The language model of Catalan schools

- *School language project*: Didactics of plurilingualism at the macro level
- Linguistic reception programs in Catalonia and Europe
- *Plan for language and social cohesion*: reception classrooms, environmental plans, inclusive schools
- Teaching 'other languages' at school: *Languages and cultures of origin* program

3. Teaching and learning in the reception classroom and in regular classrooms

- The didactics of plurilingualism at the meso and micro level
- Intercultural approach
- Teaching and learning second (third, ...) languages
- Didactic strategies for combating educational inequalities

Methodology

The teaching methodology of the course is based on the assumption that knowledge and teaching skills are built in collaborative processes between teachers and students and between students. These processes are mainly developed through tasks in which students' previous knowledge is mobilised in order to incorporate new declarative and/or procedural knowledge constructed in interaction with other people or objects.

The subject will be based on:

- Presentations by the teacher of the contents of the subject, of the readings, to explain tasks and to give feedback.
- Student presentations of group readings followed by debate.
- Completion of group and individual work by students with the guidance of the teacher.
- Student development and analysis of teaching proposals for languages in schools and classrooms.
- Student presentations and discussion of individual and group work.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Guided	45	1.8	2, 3, 8, 4, 5, 7, 1, 9
Type: Supervised			
Supervised	22	0.88	2, 6, 3, 8, 4, 5, 7, 1, 9
Type: Autonomous			
Autonomous	75	3	2, 6, 3, 8, 4, 5, 7, 1, 9

Assessment

Class attendance is mandatory: students must attend at least 80% of classes. In case of assistance below the fixed minimum, the qualification of 'not presented' will be obtained even if assignments have been submitted.

Copy or plagiarism, both assignments and exams, constitute an offense that may lead to failing the subject.

Inclusive use of language should be used.

Assessment dates:

(1) The first part of the assignment will be presented halfway through the subject. The second part will be presented on the second last day of class.

(2) Readings and dates will be assigned on the first day of class.

(3) Readings and dates for presentations will be assigned on the first day of class.

Makeup policy:

To participate in the makeup of task (2) students must have obtained a minimum grade of 3.5 on average for the subject.

Group assignments (1) and presentations (3) cannot be made up.

Makeup assessment will be due the week after the end of classes.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
(1) Two group activities: designing an intervention	40%	3	0.12	2, 3, 8, 4, 5, 7, 1, 9
(2) Individual exercises based on the literature	50%	4	0.16	2, 6, 3, 8, 4, 5, 7, 1, 9
(3) Group presentation and debate based on readings in the bibliography	10%	1	0.04	2, 6, 3, 8, 4, 5, 7, 1, 9

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