

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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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.

Primary Education

- Effectively address language learning situations in multicultural and multilingual contexts.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Communicate using language that is not sexist or discriminatory.
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. 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 projects
- 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

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

- The didactics of plurilingualism
- Intercultural approach
- Teaching and learning second (third, ...) languages
- Didactic strategies for combating educational inequalities
- Language support in the framework of inclusive schools

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.

The subject includes an optional visit, outside of class time, to the History of Immigration in Catalonia Museum in Sant Adrià de Besòs (no entry fee, but students are required to provide their own transport).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

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

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.

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.

Re-take 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. One individual exercise (2) may be made up.

Re-take assessment will be due the week after the end of classes.

Other considerations:

To pass this course, students must show good general communicative competence, both orally and in writing, in the language or languages listed in the teaching guide. Language will be taken into account in all activities (individual and in group). Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements.

Copying or plagiarism in any type of assessment activity will be penalised with a 0, voiding the possibility of re-take, whether it is an individual or group assignment (in this case, all members of the group will receive a 0). An assignment will be considered "copied" when it reproduces all or a significant part of the work of another classmate. An assignment will be considered to be "plagiarised" when a part of a text by another author is presented as one's own without citing the source, regardless of the format of the original source.

Students who repeat the subject can request to do a final synthesis assessment at the beginning of the course.

The proposed teaching methodology and assessment may undergo changes depending on the attendance restrictions imposed by the health authorities.

Assessment Activities

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

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Software

Specific programs will not be used.