

Languages and Learning

Code: 102075
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	1

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

Maria Teresa Sans Bertran
Artur Vidal Sape
Irene Solanich Sanglas

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.

Competences

- Acquire literary training and know about children's literature.

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Assessing the value of correction, adaptation and acceptability in oral and written productions.
3. Be aware of the specificity of learning language and literature through ICT and understand their full potential.
4. 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.
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. Communicate using language that is not sexist or discriminatory.
9. Consider how gender stereotypes and roles impinge on the exercise of the profession.
10. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
11. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
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 one's 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 relate didactic models for teaching reading, writing and literature with the different ways of working with them in the classroom.
16. Knowing how to use literature in relation to the centre's reading plans, educating school library users and creating reading habits.
17. Propose projects and actions that incorporate the gender perspective.

Content

BLOCK 1 - Teaching, learning and assessing writing activities addressed to 8 to 12 year olds

- The writing processes. Models and reflections on teaching how to 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' writing learning processes.

BLOCK 2 - Knowledge of the 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.

BLOCK 3 - 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.

BLOCK 4 - Teaching, learning and assessing reading activities

- The reading processes. Models and reflections on teaching how to read.
- The assessment of students' reading and writing learning processes

BLOCK 5 - 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.

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			
Seminar sessions: students work in small groups under the supervision of the teacher,	25	1	14, 5

who monitors group work and give learners feedback.

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 groups, monitor group work and give feedback.	13	0.52	14, 5
Type: Supervised			
Autonomous self-study time: individual and group work tasks to be carried out outside the classroom	20	0.8	14, 5
Type: Autonomous			
Readings, individual preparation of course contents	63.5	2.54	14, 5

Assessment

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 learning portfolio, 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 learning portfolio will be given the opportunity to elaborate an extra assignment to try to get a pass mark of each task (maximum mark 6), 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.

The subject is assessed by means of a learning portfolio that includes different activities distributed throughout the course and which are detailed below.

BLOCK 1

Block 1 on written language is assessed with a written activity in groups based on the contents of the block. This block also includes two reflective activities to be carried out at the beginning and end of the course.

BLOCK 2

Block 2 will be assessed on the basis of an individual oral task on the topics covered in the class sessions and the corresponding readings.

BLOCK 3

Block 3 is assessed with a theoretical and practical written activity of justification and analysis of a discursive genre. This is a group activity.

BLOCK 4

Block 4 is assessed with an individual activity based on an analysis.

BLOCK 5

Block 4 is assessed with a written activity analysing teaching strategies. This is a group activity.

Activities delivered off time or not competent enough will have to be resit and will not be assessed until 9th of January 2023.

The group work consists of the design of a didactic unit. The groups will have to choose a discursive genre, decide on the linguistic content to be learnt, plan and sequence the activities and design the corresponding activities.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning 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: 9th January 2023	30%	2	0.08	3, 1, 8, 6, 10, 13, 12, 11, 5, 17, 15, 16, 9, 2
2. Reflective written tasks (at the beginning and at the end). Deadline: the second and the last week of the course. Resitting until: 9th January 2023.	10%	0.25	0.01	1, 8, 14, 13, 11, 17, 15, 9
3. Written task about Bloc 1. Deadline: the week after the end of the block. Resitting: until 9th January 2023.	15%	0.25	0.01	1, 8, 6, 10, 14, 11, 17, 4, 9
4. Written task about Block 2. Deadline: the week after the end of the Block 2. Resitting: until the 9th of January 2023.	10%	0.25	0.01	1, 8, 13, 11, 17,

					15, 4, 9, 2
5. Oral task about Bloc 3. Deadline: the week after the end of the Block 3. Resitting: until the 9th of January 2023.	10%	0.25	0.01		1, 8, 13, 12, 11, 17, 7, 9, 2
6. Written task about Block 4. Deadline: the week after the end of the Block 4. Resitting: until the 9th January 2023.	10%	0.25	0.01		1, 8, 6, 10, 14, 13, 11, 17, 15, 7, 9
7. Written task about Block 5. Deadline: the week after the end of the Block 5. Resitting: until the 9th of January 2023.	15%	0.25	0.01		1, 8, 6, 10, 13, 11, 17, 4, 9, 2
N2 Exam - Friday 16th of december 2022 - GROUPS 21 and 31: 10:30 - 13.00; GROUPS: 41 and 71: 15:30 - 18.00	Mandatory requirement	0	0		2

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Software

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