UAB
Universitat Autònoma de Barcelona

2022/2023

Projects for Teaching and Learning Language

Code: 103536
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

Contact

Name: Xavier Fontich Vicens

Email: xavier.fontich@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

Marilisa Birello

Prerequisites

No prerequisit is required.

Objectives and Contextualisation

An optional subject that forms part of the mention of Languages of the Primary Education degree and that delves into the teaching and learning of official languages. It aims to reflect on the challenges presented by the practices of linguistic training for schoolchildren in Catalonia and to find our didactic approaches for working in classrooms, at a time of educational and social debate on methodologies. It is organised with a seminar work that constantly contacts teaching practices and the theoretical frameworks that support and explain them.

The aim of the course is to achieve knowledge and skills in the following aspects of language teaching:

- The selection and integration of different types of linguistic and communicative contents of the curriculum in teaching and learning units following the results of current research, units which are commonly known by the name of "projects" or "teaching sequences". The relationship with the contents of the other areas.

- Consideration of multilingualism of our society and the school curriculum as facts that determine the planning of language learning and intervention proposals in the classroom.

- The reflective observation of classroom reality in relation to the knowledge provided by educational research as a key element for teaching innovation and improving education in the schools of our country.

Competences

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- 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.
- 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 and support curricular proposals, know how to disclose their foundations and find ways to work on language with pupils.
2. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.
3. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Manage teamwork and know how to analyse the aspects and difficulties of interest.
7. Produce didactic sequences for teaching and learning official languages in primary education.
8. Understand the possibilities of teaching resources through ICT and their specificities in relation to learning.
9. Using ICTs and CLTs in developing and drawing up practical work and in designing didactic proposals.

Content

1. The planning of language teaching in primary education.
- The integrated consideration of different languages that students must learn.
- Learning the skills of language use as a crosscutting content of the stage. Language as a construction of knowledge tool.
- The role of reflection on language and declarative content in achieving communicative and linguistic competences.
- The role of the student in language learning. Contextualitzation of teaching proposals, meaning and motivation. Learning awareness.

2. Projects (or teaching sequences) as a learning and teaching tools.
- The language as a human activity. Social aspects of the nature of the lenguages. Conception of speech genres.
- The use of languages from a process view.
- Integration of different types of learning content in units meaningful to students.
- Assessment of language and its different functions from the perspective of an inclusive school.
- Analysis of teaching materials in different media and its potential.

3. The reflective and reasoned observation of teaching situations and learning languages
- Criteria to analyze and assess the phenomena that take place in the classroom when language is taught. The role of interaction.
- Dynamic relationship between theory and practice. Features of didactic knowledge.
- Teamwork linking theory and practice to grow knowledge and achieving better results.

Methodology

The teaching methodology is based on the assumption that knowledge is constructed in the collaborative processes
between teachers and students, and among students. This knowledge is built mainly in
performing tasks in which acquired knowledge is mobilized in order to assimilate new
knowledge provided by teachers directly, but especially through reading and sharing experiences.

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			
Groupe sessions	45	1.8	1, 8
Type: Supervised			
Tutorials	30	1.2	1, 3, 8, 7, 6, 2, 9
Type: Autonomous			
Self-study	75	3	1, 8, 7, 6

Assessment

Assessment has two lines: monitoring the learning process during the course and the final achievement the
objectives and competencies.
To pass the course must have attended at least 80% of the class sessions, have developed and presented all
the activities in the prescribed period and overcome each of the 3 blocks of activities evaluation.
Oral and written Catalan and Spanish languages at an academic level, equivalent to C2 of the CEFR, is a
prerequisite for pass the course.

Written assignement in groupe work will be presented to the class on the date previously required. The
individul test will be administrated on the last class session. If they have not a pass evaluation, they can be
repited on the last week of January.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
individual test about the contents	50%	0	0	1, 4, 8, 7, 6, 5
participation and tasks realized in the classroom	15%	0	0	1, 8, 7, 6, 2
written assignment in groupe work	35%	0	0	1, 3, 8, 7, 6, 9

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Software

The software to be used will basically be word processors and data and presentation programs as well as document repositories.