

Linguistic Reception at School

Code: 101999
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	2
2500798 Primary Education	OT	4	2

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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

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. Develop strategies to promote oral and written expression by pupils in different contexts.
5. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
6. Identifying and analysing the linguistic interferences that occur as a result of contact between languages.
7. Identifying and using language inter-comprehension techniques.
8. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
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. Linguistic reception in schools

- Linguistic reception programs in Catalonia and Europe
- The linguistic model of the Catalan educational system
- The school language project
- Plan for language and social cohesion: reception classrooms, context 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
- Literacy for adults and children
- Didactic strategies for combating educational inequalities
- Language support in the framework of inclusive schools

Methodology

Teaching methodology

The subject proposes a work with the methodology of Learning Based on Challenges (LBC) that involves a work that starts from a real challenge posed by an entity/institution with which it will be related and will require working in a team to propose possible solutions, which are planned and developed in three phases: Link/Commitment, Research/Prototyping and Implementation/Evaluation. The students, in teams, face a specific problem of the territory and explore possible options for improvement, and come up with a proposed solution, which is then implemented and evaluated. For more information on challenges: <https://challenges.eciu.org/>.

Activities

Methodologies will be used to work on the basis of challenges (ABR) that will include diverse activities such as: reading articles, conferences, document analysis, interviews, bibliographic search, presentations, videos, prototyping, implementing proposals, process and progress reflections, evaluation of proposals,

The sessions will be developed mainly on the basis of:

- Presentations by the teacher to present the challenges and contents of the subject, to explain the work assigned to the students and to comment on the processes involved in carrying them out, and to assess the progress of the course.
- Presentation of the progress of the challenge in groups followed by discussion and activities.
- Workshops and group work during the three phases of the challenge work with the help of the teacher.
- Presentation and discussion of proposed solutions, implementation and evaluation of the challenge.

The course includes a visit to the entity/institution that has posed the challenge. Students must organise 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, 6, 7, 1, 9
Type: Supervised			

Supervised	22	0.88	2, 8, 6, 7, 1, 9
Type: Autonomous			
Autonomous	75	3	2, 8, 6, 7, 1, 9

Assessment

Continuous assessment

Continuous assessment will be used with evidence collected from each activity in each of the phases and transversally and reflection on the process and progress of learning.

- (1) Two group activities on the challenge (research and implementation)
- (2) Individual reflection activities based on the challenge and the readings
- (3) Presentation of readings/materials in groups followed by discussion and activities

Class attendance is compulsory: students must attend at least 80% of the classes. Even if the corresponding assignments have been submitted, attendance below the minimums will result in a grade of *not evaluable*. This means that if the student cannot meet the established percentage of attendance, he/she will not be able to take advantage of the continuous assessment and will have to sit the make-up activities. In order to be entitled to the recovery, it is necessary to present 66% of the assessment activities previously (to calculate this percentage, the weight of each activity in the overall mark will be taken into account) with a minimum average mark of 3.5.

It is necessary to pass activities (1) and (3) and activity (2) separately in order to pass the course as a whole.

Assessment dates

- (1) The first part of the challenge will be presented halfway through the subject (20.03.2024). The second part will be presented on 19.06.2024.
- (2) The individual reflections will be presented on 8.02.2024, 13.03.2024, 08.05.2024, 22.05.2024, 12.06.2024
- (3) Readings and dates for presentations will be assigned on the first day of class.

Single assessment

This course provides for a single assessment, although it is not advisable to take this option, especially considering the methodology followed in the course.

In order to apply for this assessment option, it is necessary to follow the deadlines and procedures established by Academic Management.

It is necessary to attend 80% of the classes. In the event that students are unable to meet the established percentage of attendance, they will be able to sit the make-up exam. In this call they will have to present all the evaluation activities. The grade that can be awarded for each of the activities will be a maximum of 5 out of 10.

The assessment activities are the same and have the same weight as those of the continuous assessment, but the group activities (1 and 3) will be presented individually. Therefore, the activities in this mode of assessment are: (1) 2 individual activities on the challenge (research and implementation); (2) individual reflection activities based on the challenge and the readings; and (3) individual presentation of the progress of the challenge followed by discussion and activities.

The date of the single assessment is 19/06/2024.

Synthesis assessment

Students enrolling in the subject for the second time may request at the beginning of the course to take only one final synthesis assessment. The conditions and dates will be the same as those of the single assessment, but without the attendance requirement in the event that the requirement had been met in the previous year.

Re-take policy

Both in the case of continuous assessment and in the case of single assessment, in order to participate in the recovery of the assignment (2) a minimum grade of 3.5 must have been obtained in the average of the subject. In both cases, the recoverable activity is (2), i.e. the individual reflection activities based on the challenge and the readings. One of these individual activities (2) will be allowed to be made up.

The following are not recoverable: (1) two group activities on the challenge (research and implementation); (3) group presentation of the progress of the challenge followed by discussion and activities.

Re-take will take place on 26/06/2023.

Other considerations (for all forms of assessment)

In order to pass this subject, it is necessary that the student shows a good general communicative competence, both orally and in writing, and a good command of the vehicular language(s) stated in the teaching guide. In all activities (individual and group), linguistic correctness, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and show a high degree of understanding of academic texts. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements.

In accordance with UAB regulations, copying or plagiarism in any type of assessment activity will be penalised with a 0 as a mark for the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). A paper, activity or exam will be considered "copied" when it reproduces all or a significant part of the work of another student. A paper or activity is considered to be "plagiarised" when a part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are in paper or digital format. The reproduction of materials (slides, activities, etc.) that teachers have made available to students is also considered plagiarism. Work generated by digital applications or other tools that do not involve a process of individual creation will be considered under the same criteria as copying or plagiarism.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
(1) Two group activities about the challenge	40%	3	0.12	3, 2, 5, 8, 6, 7, 1, 9
(2) Individual reflections based on the literature and the challenge	50%	4	0.16	3, 2, 8, 4, 6, 7, 1, 9
(3) Group presentation, debate and activities based on readings and materials	10%	1	0.04	3, 2, 8, 6, 7, 1, 9

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Software

Specific programs will not be used.