

Languages and Curricula

Code: 102076
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OB	2	2

Contact

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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.

Teachers

Cristina Aliagas Marin

Anna Juan Cantavella

Mireia Duran Pasola

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Ana Maria Margallo Gonzalez

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 future primary school teachers with background knowledge on the processes of teaching and learning languages in formal settings. Participants will also become familiar with the Language Curriculum for Primary Education and with examples of good practices related to language and literature education, especially in the following areas:

- Teaching early writers.
- Teaching literature to children aged 6 to 12.

At the end of the course, students must:

- Be familiar with the Language Curriculum for Primary Education, be able to interpret it in accordance with the theoretical views present in the official educational guidelines and regulations put forward by the Department of Education and be able to use it as basis for assessing instruction practices and (analogue and digital) materials for teaching language to children and young learners.
- Understand that language is one type of contextualised human whose epistemic function has a key role in the process of knowledge creation.
- Know how to plan and intervene in the process of teaching young learners to read and write.
- Become acquainted with children literature for young learners and to acquire educational and professional competencies necessary to teach literacy using literary texts and materials.
- Gain knowledge to favour the development of educational and professional competencies necessary to observe, interpret, evaluate and regulate those teaching and learning practices that promote children's development of multilingual and intercultural competencies.
- Understand the theoretical foundations for teaching literature that can explain the phenomena that take place in the classrooms and use them to make innovative proposals to improve language learning through the promotion of literature education.

Competences

- Acquire literary training and know about children's literature.
- Be familiar with the languages and literature curriculum.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Foster reading and encourage writing.
- 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. Acquire and apply criteria for assessing children's texts in the initial cycle.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Assessing the value of correction, adaptation and acceptability in oral and written productions.
4. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
5. Communicate using language that is not sexist or discriminatory.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Critically analyse educational proposals present in textbooks and other curricular materials including multimedia and digital, so that when adapted to specific contexts the potential in relation to pupil learning is evident.
8. Design proposals for teaching and assessment that address the different forms of language learning, so as to adequately address all curricular content in the area and respond to pupil diversity.
9. Design various and articulated practices to promote reading and literacy in the initial cycle.
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. Interpreting the curriculum in the Generalitat de Catalunya's field of languages, both in terms of the content that must be accomplished, and of the articulation of the languages of the school and in the transversal aspects involved in the communicative dimension.

13. Know Catalan literature of oral tradition as well as books and forms of audiovisual of fiction suitable for early readers, and have adequate criteria for school selection on the basis of formal and literary characteristics.
14. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
15. Know and appreciate teaching experiences, materials and suggestions, with or without the use of multimedia and ICT, for the early teaching and learning of written language.
16. Knowing how to analyse the concepts that initial cycle children have about written language based on knowledge of its functions in today's society.
17. Learning how to use the literature in relation to oral language learning, first learning of written language and literary education with didactic devices appropriate to their objectives.
18. Make proposals for didactic planning, evaluation and self-regulation of the language learning process taking into account the diversity in the classroom, the goal being inclusive schooling.
19. Propose projects and actions that incorporate the gender perspective.
20. Reading literary texts appropriate to the students' initial cycle with expressiveness and explaining stories and other oral literature texts.
21. Taking into account the diversity of learning styles and assessing the difficulties, shortcomings and problems facing the process of learning written language, and recognising the ways of solving these while respecting this diversity.
22. Understand the initial process of learning to read and write, taking into account variations occurring in the multilingual classroom context.
23. Understand the school library as an educational tool at the school, know how to plan the training of library users and design reading schemes.
24. Understand the theoretical framework for acquisition and learning of languages and the didactics of languages on which the existing curriculum is based.
25. Using ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.

Content

1. LITERATURE SECTION

-What is literary reading? Why read literature at school? How do young readers learn to read?

- Selection criteria for narrative works at school.

- Reading albums: potential of multimodal language in learning to read.

-Fundamentals of literary conversation. Read narrative and learn to do distanced readings.

-Poetry at school: a possible itinerary.

Why read the classics?

WRITTEN LANGUAGE BLOCK IN INITIAL CYCLE

- Uses and functions of written language in modern society.
- First contact with the written code. Children's concepts on the written language.
- Early learning of reading and writing. Explanatory models to describe the processes of learning to read and write.
- Historical review of literacy education. Foundations underlying current educational practices and methodological proposals.
- Criteria for analysing, interpreting and evaluating texts addressed to children aged 6-to-8.

Methodology

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

The teaching methodology favours students' active participation in their learning process in all forms of classroom organisation as detailed below:

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. Students analyse text or engage in a wide range of activities to link theory with practice.

Assessment

We will provide fifteen minutes of a session to enable the students to fulfill the assessment forms about the teaching praxis and the assessment of the course.

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			
Supervisadas	15	0.6	
Tutorías	30	1.2	
Type: Supervised			
Trabajo autónomo	30	1.2	
Type: Autonomous			
Presencial gran grupo	75	3	1, 7, 22, 15, 8, 9, 23, 24, 18, 20, 16, 17, 21, 25

Assessment

To pass this course, the student must demonstrate a good general communicative competence, both orally and in writing, and a good command of the vehicular language, Catalan.

Class attendance is mandatory: students must attend at least 80% of classes, otherwise they will get a not available.

Students must submit all evaluation activities set for the course and obtain a PASS mark (minimum of 5 out of 10) in both exams. The combination of all these scores will result in the course final mark. In case a student does not have a pass mark in all the assessment activities, the teacher will discuss with that student what to do.

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.

Evaluation tests will contemplate respect for inclusion and the gender perspective following the following criteria:

- Communicate with a non-sexist or discriminatory use of language.
- Assess how stereotypes and gender roles affect professional practice.
- Identify the main inequalities and discrimination based on sex/gender present in society.
- Analyse gender inequalities and discrimination in the field of personal knowledge.
- Propose projects and actions that incorporate the gender perspective.

CONTINUOUS ASSESSMENT

- Continuous assessment consists of the following tests and activities:

- Expressive reading activity aloud, in pairs. Presentation of a literary reading activity in the initial cycle. 10% of the overall mark.

- Activity of writing the script of a literary conversation, in groups. Work of 3 people on the preparation of the script to prepare a literary conversation in class about a work of children's literature. Evidence of individual work and class participation on block 1 can be added to this grade. 20% of the final grade.

- Group observation of children's productions. Observation work and analysis of a functional reading and/or writing activity for boys and girls in the initial cycle (6 to 8 years). The observation criteria will take into account the clarity of the oral presentation, the analysis of children's responses and the relationship with the contents of the subject. The work, which will be done in groups of four, will be presented orally in a large group session. A week later, it will be presented in writing with a joint part (15% of the grade) and an individual personal reflection (5% of the grade). 20% of the global mark: 15% the group part and 5% the personal reflection.

- Written test of the literature block, individual. Control over: compulsory theoretical reading (Colomer, T.; Manresa, M.; Ramada, L.; Reyes, L. (2018). *Literary narratives in Early Childhood and Primary Education. Synthesis*), the bibliography on block 1, the children's book readings and the creation of activities for the didactic exploitation of literary texts. Children's book reading includes a diverse set of contemporary children's literature and some classics. The exam will be done one week after finishing block 2 on the initial learning of the written language. 25% of the overall value of the subject.

Written test of the written language block in the initial cycle. The exam includes the contents of block 2 of written language. Value: 25% of the global mark

- The results of the delivered exercises will be published on the virtual campus during the 20 business days following delivery. Exam results will be published within 12 days of delivery. The student will have 5 days to request the review of the work from the date of its publication. For the review of the exams, it must be done on the date indicated by the teacher.

- The assignments of the subject are not recoverable in any case, only the two exams are.

- The exams have been scheduled on the following dates: June 19th/20th/21st, the exams of the two blocks; July 3rd/4th/5th recoveries. To participate in the recovery, students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the overall grade for the subject.

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SINGLE ASSESSMENT

Students opting for the single assessment must pass the following tests on the day of their group exam (June 19th/20th/21st):

Written test of the written language block in the initial cycle. The exam includes the contents of block 2 of written language, the reading of the compulsory articles worked on, the activities worked on in class and in-depth analysis of children's productions. Value: 30% of the overall grade

Written test of the literature block. Control over: mandatory theoretical reading (Colomer, T.;Manresa, M.;Ramada, L.;Reyes, L. (2018). *Literary narratives in Early Childhood and Primary Education. Synthesis*), the bibliography on block 1 of the program, children's book readings and the creation of activities for the didactic exploitation of literary texts. Children's book reading includes a diverse set of contemporary children's literature and some classics. It can also include the preparation of the script of a literary conversation about a text that will be given during the test. Value: 30% of the overall mark.

Observation work for children's productions, individual. Observation work and analysis of a functional reading and/or writing activity for boys and girls in the initial cycle (6 to 8 years). The observation criteria will take into account the clarity of the oral presentation, the analysis of children's responses and the relationship with the contents of the subject. The work will be presented orally and in writing. !0% of the overall mark.

Script activity for a literary conversation. Work on the preparation of a script to prepare a literary conversation in class about a work of children's literature that will have been previously provided. 10% of the overall mark.

Oral presentation of expressive reading aloud. Presentation of an oral literary reading activity on a text provided prior to the test and that has to be represented as it would be done in the initial cycle. 10% of the overall mark.

Oral interview. 10% of the overall mark.

To pass the subject, students opting for the single assessment must have a minimum mark of 5 in all the tests. Recovery will be the same as for continuous assessment students. To qualify for the recovery, they must have presented themselves to all five tests.

The students who complete the single assessment will not receive or receive a return on the assessment or quali

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Activity of writing the script of a literary conversation	20%	0	0	4, 14, 15, 8, 3
Group observation of children's productions	20%	0	0	1, 2, 5, 4, 10, 22, 14, 11, 19, 16, 25, 6, 3
Oral presentation of expressive reading aloud	10%	0	0	4, 10, 14, 13, 9, 20, 17
Written test	25%	0	0	2, 5, 8, 23, 24, 18, 11, 12, 19, 17, 6, 3
Written test of the literature block	25%	0	0	1, 7, 2, 5, 15, 9, 24, 18, 11, 19, 16, 21, 6, 3

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Portals i recursos digitals

Recursos de literatura infantil i juvenil: http://www.xtec.net/recursos/lit_inf/index.htm i www.gretel-uab.pangea.org/

<http://www.xtec.net/epergam/quins/quins.htm?codi=quinsllib>

ClijCAT (Consell Català del Llibre Infantil i Juvenil): <http://www.clijcat.cat/>

Recursos de llengua i literatura: www.xtec.es/recursos/catala/index.htm

Portal del Grup de Recerca en Literatura infantil i Educació literària de la UAB. Conté textos i audios d'autors i narradors, materials didàctics, llibres recomanats, etc. <http://www.literatura.gretel.cat>

Primer aprenentatge de la llengua escrita, dos portals: <http://www.xtec.es/~mjulia/projecte/> i <http://www.xtec.es/~mmulas/projecte/index.htm>

Portal del CIREL (Centre de Suport a la Innovació i Recerca Educativa en Llengües):
<http://phobos.xtec.cat/cirel/cirel/>

Software

It is no needed any software but a general knowledge of basic technology.