

Linguistic Reception at School

Code: 101999
ECTS Credits: 6

2024/2025

| Degree | Type | Year |
|-----------------------------------|------|------|
| 2500797 Early Childhood Education | OT | 4 |
| 2500798 Primary Education | OT | 4 |

Contact

Name: Julia Llompart Esbert
Email: julia.llompart@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

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

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------|
| Type: Directed | | | |
| Lectures and presentations of the teacher | 45 | 1.8 | 2, 6, 7, 1, 9 |
| Type: Supervised | | | |
| Tutorials | 22 | 0.88 | 2, 8, 6, 7, 1, 9 |
| Type: Autonomous | | | |
| Readings, project preparation, analysis of materials and situations, resolution of challenges | 75 | 3 | 2, 8, 6, 7, 1, 9 |

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.

Assessment

Continuous 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 |

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

Students must attend at least 80% of the classes. In the event of attendance below the set minimum, a grade of *not assessed* will be given until any passing grades (if applicable) are validated in the period for re-take assessment. 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. To be entitled to re-sit assessment, students must have delivered at least 66% of the assessment activities (to calculate this %, the weight of each activity towards the overall grade will be taken into account) with a minimum average grade of 3.5.

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

Assessment dates

- (1) The first part of the challenge will be presented halfway through the subject (19.03.2025). The second part will be presented on 18.06.2025.
- (2) The individual reflections will be presented on 26.02.2025, 12.03.2025, 21.05.2025, 18.06.2025.
- (3) Readings and dates for presentations will be assigned on the first day of class.

Single assessment

Although due to the characteristics of the subject this option is not advisable, this subject contemplates single assessment. To be accepted, you must apply within the deadline and following the procedures set out by Gestió Acadèmica.

Students must attend at least 80% of the classes. In the event of attendance below the set minimum, a grade of *not assessed* will be given until any passing grade (if applicable) are validated in the period for the re-take

assessment. To be entitled to re-sit assessment, students must have delivered at least 66% of the assessment activities (to calculate this %, the weight of each activity towards the overall grade will be taken into account) with a minimum average grade of 3.5.

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 18/06/2025.

Global 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-sit

Both in the case of continuous assessment and in the case of single assessment, the activity that may be re-taken is (2), i.e. the individual reflection activities based on the challenge and the readings.

The following activities cannot be re-done: (1) two group activities on the challenge (research and implementation); (3) group presentation of the progress of the challenge followed by discussion and activities.

The re-sit of the reflections (2) will follow this protocol:

- If all the reflections have been delivered with a minimum average of 3.5, the recovery reflections will consist in the delivery of a single global reflection.
- If all the reflections have not been delivered with a minimum grade of 3.5, the recovery of the reflections will consist in the written delivery of four reflections.

The maximum grade for the assessment block that have been re-taken is 5 out of 10. Previous grades for the block will not be taken into account when calculating the new average grade for the block following the re-sits.

In the case of attendance below 80%, an additional individual assignment will be required that must be submitted in writing and orally in the re-sit period (in addition to the other re-sit assignments). The maximum overall grade for the subject in this case will be 5 out of 10.

Re-sits will be carried out on 25/06/2025.

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.

Bibliography

Abrines, B., Arbona, M. L., Lladó, J., i Llobera, M. (2006). Didàctica del català i alumnat nouvingut. *Caixa d'Eines 4, Llengua, Interculturalitat i Cohesió Social: L'Aula d'Acollida* (pp. 8-23). Departament d'Educació i Universitats: Generalitat de Catalunya.

Arnau, J. (2004). Sobre competències en català i castellà dels escolars de Catalunya: una resposta a la polèmica sobre el decret d'hores de castellà. *Llengua, Societat i Comunicació*, 1, 1-7. Disponible a <http://revistes.ub.edu/index.php/LSC/article/view/3247>

Barredo, E. (2008). Paraules viatgeres. *Guix*, 341, 36-40.

Barrieras, M., Comellas, P., Fidalgo, M., Junyent, M. C., i Unamuno, V. (2009). *Diversitat de llengües a l'aula: construir centre educatiu plurilingüe*. Vic: Eumo Editorial/Fundació Jaume Bofill. Disponible a <http://www.fbofill.cat/sites/default/files/501.pdf>

Bayona, J. i Domingo, A. (2018). El fracàs escolar dels descendents de la immigració a Catalunya: més que una assignatura pendent. *Perspectives Demogràfiques*, 11, 1-4.

Besalú, X. (2008). Interculturalitat i currículum. A Departament d'Educació (ed.), *Caixa d'Eines 8: Llengua, Interculturalitat i Cohesió Social, Cap a un Currículum més Inclusiu* (pp. 50-73). Generalitat de Catalunya.

Carbonell, J. (2006). *L'acollida*. Barcelona: Fundació Jaume Bofill. Disponible a <http://www.fbofill.cat/sites/default/files/437.pdf>

Comissió Assessora sobre Poble Gitano i Educació (2008). El poble gitano i l'educació. A Departament d'Educació (ed.), *Caixa d'Eines 7, Llengua, Interculturalitat i Cohesió Social: La Cultura Gitana al Centre Educatiu* (pp. 10-19). Generalitat de Catalunya.

De la llengua familiar a l'escola multilingüe [número especial] (2014). *Fòrum: revista d'organització i gestió educativa*, 33.

Departament d'Ensenyament (2018). *Alumnat d'origen estranger. Orientacions per a l'Educació Infantil i el Cicle Inicial de Primària*. Generalitat de Catalunya. Disponible a <https://xtec.gencat.cat/web/.content/projectes/alumnat-origen-estranger/suport-linguistic-social/publicacions/quad>

Departament d'Ensenyament (2018). *Alumnat d'origen estranger. Adequar el currículum*. Generalitat de Catalunya. Disponible a <https://xtec.gencat.cat/web/.content/projectes/alumnat-origen-estranger/suport-linguistic-social/publicacions/quad>

Departament d'Ensenyament (2018). *Alumnat d'origen estranger. Aprendre la llengua de les matèries*. Generalitat de Catalunya. Disponible a <https://xtec.gencat.cat/web/.content/projectes/alumnat-origen-estranger/suport-linguistic-social/publicacions/quad>

Diversitat de llengües a l'aula [número especial] (2006). *Articles de Didàctica de la Llengua i la Literatura*, 38.

Domínguez, A. B. (2009). Educación para la inclusión de alumnos sordos. *Revista Latinoamericana de Inclusión Educativa*, 1(3), 45-61.

Doppelbauer, M. i Cichon, P. (2008). *La España multilingüe: lenguas y políticas lingüísticas de España*. Viena: Praesens Verlag. Disponible a <http://homepage.univie.ac.at/max.doppelbauer/wp-content/uploads/2014/09/La-Espana-multilingue.pdf>

Enseñar y aprender lenguas en el país de acogida [número especial] (2006). *Textos de didáctica de la lengua y la literatura*, 47.

Esteban-Guitart, M., i Llopart, M. (2016). La inclusión educativa a través de la aproximación de los fondos de conocimiento e identidad. *Revista de Educación Inclusiva*, 9, 145-157.

Flores, N. & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85 (2), 149-171.

Garreta i Bochaca, J. (2008). Escuela, familia de origen inmigrante y participación. *Revista de Educacion*, 345, 133-155.

Llengua, interculturalitat i cohesió social [número especial] (2008). *Revista Guix*, 341.

Llompert, J. (2021). Llengües, migracions i escola. *Articles de Didàctica de la Llengua i la Literatura*, 91, 30-35.

Llompert, J. (2013). De madres a hijas, de hijas a madres: el cambio en la transmisión intergeneracional de lenguas. *Bellaterra Journal of Teaching & Learning Language & Literature*, 6 (3), 47-65

Martí, Q. (2008). El Pla per a la Llengua i la Cohesió Social (Pla LIC) i la seva concreció als centres educatius. *Guix*, 341, 9-13.

Martí i Castell, J., i Mestres i Serra, J. M. (2010). *Les llengües de signes com a llengües minoritàries: perspectives lingüístiques, socials i polítiques*. Barcelona: Institut d'Estudis Catalans. Disponible a <https://publicacions.iec.cat/PopulaFitxa.do?moduleName=issubModuleName=iidCatalogacio=12068>

Martín Rojo, L. (2020). El difícil camino de la integración en Madrid. La lengua como herramienta de inclusión y de exclusión. *Archiletras Científica: Revista de Investigación de Lengua y Letras*, 2, 275-292

Martín Rojo, L. (dir.) (2003). *¿Asimilar o integrar? Dilemas ante el multilingüismo en las aulas*. Madrid: CIDE. Disponible a <http://aulaintercultural.org/2013/09/23/asimilar-o-integrar-dilema-ante-el-multilinguismo-en-las-aulas/>

Martín Rojo, L., Nussbaum, L. i Unamuno, V. (eds.) (2004). Escuela e inmigración [número especial]. *Estudios de sociolingüística*, 5(2). Disponible a <https://journals.equinoxpub.com/index.php/SS/issue/view/308>

Masferré i Fons, M. (2008). La llengua romaní: el record d'un poble. A Departament d'Educació (ed.), *Caixa d'Eines 7, Llengua, Interculturalitat i Cohesió Social: La Cultura Gitana al Centre Educatiu* (pp. 46-55). Generalitat de Catalunya.

Moscoso García, F. (2013). El programa hispano-marroquí de enseñanza de Lengua Árabe y Cultura Marroquí (LACM) sometido a revisión. Árabe marroquí y amazige, lenguas nativas (L1). *Anaqueel de Estudios Árabes*, 24, 119-135. Disponible a <https://revistas.ucm.es/index.php/ANQE/article/download/42631/40516>

Navarro, M. i Gradaïlla, A. (2014). Suport a la primera acollida: Auxiliars magribines a les aules. *Fòrum. Revista d'Organització i Gestió Educativa*, 33, 33-37.

Nussbaum, L. (2006). A l'aula de Coneixement del Medi Natural d'una escola primària. A Nussbaum, L. i Unamuno, V. (eds.), *Usos i competències multilingües entre escolars d'origen immigrant* (pp. 155-159). Bellaterra: Servei de Publicacions de la UAB.

Nussbaum, L., i Rocha, P. (2010). Les feines del mar. Aproximació i ús de les llengües a través de l'estudi del medi. *Guix*, 362, 49-54.

Nussbaum, L., i Unamuno, V. (2005). Pràctiques interactives entre aprenents de llengües segones i estrangeres. *Articles de didàctica de la llengua i la literatura*, 37, 57-69.

Nussbaum, L., i Unamuno, V. (eds.) (2006). *Usos i competències multilingües entre escolars d'origen immigrant*. Bellaterra: Universitat Autònoma de Barcelona.

Orozco, L. M. (2006). *La integración lingüística del alumnado inmigrante: propuestas para el aprendizaje cooperativo*. Madrid: Los libros de la Catarata.

Poveda, D. (ed.) (2003). *Entre la diferencia y el conflicto: miradas etnográficas a la diversidad cultural en la educación*. Cuenca: Servicio de publicaciones de la Universidad de Castilla - La Mancha.

Sales Ciges, A. (2006). Entre l'aula d'acollida i l'aula ordinària: equips docents cooperatius. A Departament d'Educació (ed.), *Caixa d'eines 04. Llengua, interculturalitat i cohesió social: l'aula d'acollida* (pp. 32-39). Generalitat de Catalunya.

Saura, V. (2018, March). Alumnes sords, els estem escoltant? *El Diari de l'Educació*. Disponible a <http://diarieducacio.cat/alumnes-sords-escoltant/>

Solís Casco, I. (2017). Las lenguas inmigrantes en el IES Eclipse: un análisis desde la política lingüística de la Comunidad de Madrid. *Revista Complutense de Educación*, 28 (2), 359-374

Sordé, T., i Rios, J. O. (2010). Estratègies d'èxit per a promoure la cohesió social des de l'educació. *Eines*, 11, 101-107.

Subero, D., Llopart, M., Vila, I., Esteban-Guitart, M. (2015). La capitalización educativa de los fondos de conocimiento e identidad de estudiantes y familias de origen extranjero: el proyecto Girona. *Papeles de Trabajo sobre Cultura, Educación y Desarrollo Humano*, 11, 69-73.

Trullen Thomas, M. (2016, 11 de gener). Escola inclusiva, llengua inclusiva: l'harmonia de la llengua. *Fem escola a Barcelona*. Consorci d'Educació de Barcelona.

Tusón, A. (2021). El jardí lingüístic de l'aula. *Articles de Didàctica de la Llengua i la Literatura*, 91, 17-22.

Unamuno, V. (2003). *Lenguas, diversidad sociocultural y escuela. Hacia una educación lingüística*. Barcelona: Graó.

Unamuno, V. (2005). La diversidad lingüística como riqueza, recurso y reto [número especial: Enseñar lenguas y aprender a comunicar(se) en contextos plurilingües y multiculturales]. *Quaderns Digitals*. Disponible a http://www.quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticuloIU.visualizaiarticulo_id=863

Vallcorba i Cot, J. (2009). El projecte lingüístic i les 'altres llengües'. *Perspectiva Escolar*, 338, 60-66.

Vallejo, C. i Moore, E. (2016). Prácticas plurilingües 'transgresoras' en un programa extraescolar de refuerzo de la lectura. A C. Gandulfo i L. Nussbaum (eds.), *Hablantes bi/plurilingües y prácticas educativas: Perspectivas etnográficas e interaccionist*. *Signo y Seña*, 29, 33-61.

Vallejo, C., i Noguerol, A. (2018). La multiculturalitat en els projectes de treball: les catifes viatgeres. A S. Melo-Pfeifer i C. Helmchen (eds.), *Plurilingualliteracy practices at school and in teacher education* (pp. 103-118). Berna: Peter Lang.

Vila, I., Siqués, C., i Roig, T. (2006). *Llengua, escola i immigració. Un debat obert*. Barcelona: Graó.

Vila, I., i Siqués, C. (2013). Les llengües del'alumnat al sistema educatiu català als inicis del segle XXI. *Articles de Didàctica de la Llengua i de la Literatura*, 60, 18-27.

Software

Specific programs will not be used.

Language list

| Name | Group | Language | Semester | Turn |
|-------------|-------|----------|-----------------|-----------|
| (TE) Theory | 1 | Catalan | second semester | afternoon |

PROVISIONAL