

Degree	Type	Year
2500798 Primary Education	OB	3

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

Students in groups 21, 31 and 41 must demonstrate a good oral and written command of the Catalan and Spanish languages (level C2 of the Common European Framework of Reference) and a basic instrumental command (level B1 of the Common European Framework of Reference) of the English language. Students in group 71 must demonstrate that they have achieved in English the objectives identified by the descriptors of level C1 of the CEFR.

## Objectives and Contextualisation

This course provides an insight into the basic knowledge all future primary teachers should possess regarding how to promote plurilingualism. Students will gain reflective and practical tools to learn to manage language education in a multilingual curriculum and in a specific context of Catalonia.

The course aims to allow participants to:

- Become aware of the linguistic diversity worldwide, of the sociolinguistic phenomena that emerge when languages (and people who uses them) are in contact and of how such phenomena influence linguistic policies, especially in Europe, Spain and Catalonia.

- Recognise the traits of the linguistic competences plurilingual individuals possess and how they use the linguistic resources they have at hand.
- Identify the factors that educators should take into account when they design their school language project; especially those related to how to plan, through the implementation of a multilingual and integrative curriculum, pupils' language learning in linguistically heterogeneous groups.
- Reflect upon how to take relevant actions to enhance the process of language learning, paying particular attention to develop pupils' oral communication abilities and to establish links between the languages to be learnt and the contents of non-linguistic courses. By doing so, learning becomes meaningful, functional and competence-based.
- Gain knowledge and develop pedagogical competencies in the field of learning English as a foreign language in primary education through the design of project-based global and integrative classroom proposal.
- Understand the decree passed by the Catalan Government on inclusive education and be able to apply it to the design of pedagogical classroom proposals.
- Avoid the use of sexist, androcentric or discriminatory language.

## Competences

- Be familiar with the languages and literature curriculum.
- Deal with languages learning situations in multilingual contexts.
- 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.
- Understanding the difficulty that students with other languages have in learning the official languages.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Analyse and apply teaching practices to benefit the development of multilingual and intercultural skills, taking into account the perspective of the inclusive school.
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. Distinguish standards and variations in any linguistic production.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Identifying the main mechanisms of lexical creation.
10. 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.
11. Know about the grounds on which the teaching and learning of a foreign language in primary education is based.
12. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
13. Knowing how to plan and implement activities that will articulate strategies that are appropriate for overcoming the difficulties that students with other languages have in learning the official languages.
14. Make educational proposals for working on a foreign language in primary education and to appreciate all organizational possibilities and the most suitable materials.
15. Propose projects and actions that incorporate the gender perspective.

16. 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

### MODULE 1

#### Unit 1. Society, languages and school

- Linguistic diversity in today's world. Ideologies and prejudices. Minority and minoritised languages.
- Language policies. Different models of language education in multilingual contexts.
- Sociolinguistic aspects of schools in Catalonia. Linguistic landscapes.
- The multilingual and intercultural model of the inclusive Catalan school. The role of the school in the transmission of the Catalan language.

#### Unit 2. Plurilingual uses and plurilingual and intercultural competence

- The language use and competences of plurilingual people. Language biographies.
- Plurilingual and intercultural competence in the Primary Education curriculum and other framework documents.
- Language learning. The role of plurilingual uses.
- Language support in linguistically inclusive classrooms.

#### Unit 3. School language projects

- Principles of immersion education.
- Models of language teaching in school language projects. Plural approaches. The integrated teaching of languages. Languages across the curriculum.
- Heritage languages and cultures.

### MODULE 2

#### Unit 4. Teaching, learning and assessing foreign languages

- Teaching and learning foreign languages in the Primary Education curriculum.
- Project and task-based learning.
- Reception, production and interaction activities in the foreign language classroom.

#### Unit 5. The management of communication in the classroom

- Analysis of plurilingual interaction in the classroom. Interaction between students and students and teachers.
- Procedures for facilitating interaction in the language being taught.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
The teacher will introduce the topics to be dealt with in the course, will tutor students individually and will monitor group work. Students will cooperate with their peers to construct shared knowledge and elaborate the course assignments.	38	1.52	1, 11, 7, 14, 9, 13, 16

Type: Supervised

Tutorials	25	1	7, 9, 16
Type: Autonomous			
Self-study	62	2.48	7, 9, 16

The teaching methodology of the subject is based on the assumption that knowledge is built in contextualized and collaborative processes (between teachers and students, and between students), and is mainly developed during the performance of tasks that mobilise students' prior knowledge and allow them to acquire new declarative and/or procedural knowledge, whether through discussions and debates led by teachers or through readings and/or practical exercises. A flipped classroom methodology is used to promote students' active participation. In addition, problem-based learning is adopted to link theoretical learning with the reality of primary schools. In some cases, the subject will include service learning to solve a real need of a school and to reflect on the process. Finally, students will design learning situations based on task and project-based learning.

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
Individual written submission of the solution to 3 problems.	40%	0	0	1, 5, 12, 11, 7, 14, 9, 10, 13, 16, 3
Individual written test on the contents of modules 1 and 2.	20%	0	0	1, 11, 7, 14, 9, 10, 13, 3
Project carried out in small groups based on the contents from module 1 (15%) and individual oral presentation of this project (5%).	20%	0	0	1, 2, 5, 4, 12, 7, 8, 10, 15, 13, 16, 6, 3
Project in small groups based on the contents in module 2 (15%) and individual oral presentation of the project (5%).	20%	0	0	1, 2, 5, 4, 12, 11, 7, 14, 8, 10, 15, 16, 6, 3

### CONTINUOUS ASSESSMENT

Attendance in the first large group session of each module and all seminars is mandatory in order to follow the continuous assessment. Attendance will be registered in these sessions and this register will be used to

calculate the % of attendance in the subject. Students must attend a minimum of 80% of the 38 hours allocated to the subject. 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 (see section on RE-SIT). 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. Documents that are sometimes presented in case of absence serve only to explain the absence, in no case do they imply exemption from attendance.

Each block of assessment activities must be passed separately in order to pass the subject as a whole. The blocks are: (1) Individual and written delivery of the solution to 3 problems; (2) Small group project on the contents of module 1 and individual oral presentation of this project; (3) Small group project on the contents of module 2 and individual oral presentation of this project; (4) Individual written test on the contents of modules 1 and 2.

Delivery dates:

- The solutions to the problems will be presented at the end of each unit on the days indicated in the subject program given on the first day of class.
- The oral presentation of the module 1 project will take place on the last day of module 1 (7/04/25 groups 21 and 71, 8/04/25 group 41, 11/04/25 group 31).
- The oral presentation of the module 2 project will take place on the last day of module 2 (10/06/25 group 41, 16/06/25 groups 21 and 71, 20/06/25 group 31).
- The written submission of the project for modules 1 and 2 is due the last day of the subject (10/06/25 group 41, 16/06/25 groups 21 and 71, 20/06/25 group 31)
- The written test will be on 2/06/25 for groups 21 and 71, 3/06/25 for group 41, and 6/06/25 for group 31.

Problems that must be delivered before 7:59 a.m. (groups 21 and 31) and 3:59 p.m. (groups 41 and 71) on the due date. The project (written) must be delivered before 11:59 p.m. on the delivery day. Late deliveries will not be accepted under any circumstances and the task will receive a grade of 0 (see RE-SIT section).

If you do not attend the oral presentations on the day and time assigned, this part of the project grade will not be taken into account.

In the case of group work, the individual contribution of each member of the group will be taken into account.

### 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. It is recommended students do not request single assessment before they have understood the conditions explained in this teaching guide and/or have consulted the subject teachers.

Attendance in the first large group session of each module and all seminars is mandatory in order to follow the continuous assessment. Attendance will be registered in these sessions and this register will be used to calculate the % of attendance in the subject. Students must attend a minimum of 80% of the 38 hours allocated to the subject. 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 (see section on RE-SIT). 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. Documents that are sometimes presented in case of absence serve only to explain the absence, in no case do they imply exemption from attendance.

The assessment activities are the same and with the same weight as for continuous assessment, with the exception of the group work projects, which will be presented individually if it is not possible to form groups. The activities are therefore: (1) Individual and written delivery of the solution to 3 problems, which will be different from those dealt with in class; (2) Project carried out individually (or in group if possible) on the contents of module 1 and individual oral presentation of this project; (3) Project carried out individually (or in group if possible) on the contents of module 2 and individual oral presentation of this project; (4) Individual written test on the contents of modules 1 and 2.

The single assessment date is 2/06/25 for groups 21 and 71, 3/06/25 for group 41, and 6/06/25 for group 31. All assignments and tests will be presented on this day.

### GLOBAL ASSESSMENT

Students who register for the subject for the second time can request global assessment. The conditions and dates will be the same as for single assessment, with no attendance requirement if this condition was already met the previous year. Global assessment must be requested in writing from the teacher responsible for the group in the first week of class.

### RE-SIT

Both in the case of continuous assessment and in the case of single assessment, the following blocks of assessment activities may be re-taken: (1) Individual and written delivery of the solution to 3 problems; (4) Individual written test on the contents of modules 1 and 2.

The re-sit of the problems (1) will follow this protocol:

- If all the problems have been delivered with a minimum average grade of 3.5, the recovery of the problems will consist in the written delivery of the solution to a single global problem.
- If all the problems have not been delivered with a minimum average grade of 3.5, the recovery of the problems will consist in the written delivery of the solution to 3 problems, which will be different from the problems proposed in the ordinary evaluation process.

In both cases, the re-sit problems will be published the last day of the subject.

The recovery procedure for the written test will consist in an oral interview (face-to-face) in which the student will have to answer as many questions as necessary to check their degree of achievement of the content and skills worked on in the subject.

The maximum grade for assessment blocks that have been re-taken is 5 out of 10. Previous grades for blocks (1) and/or (4) will not be taken into account when calculating the new average grade for the block following re-sits.

The following activities cannot be re-done: (2) Project carried out in a small group (or individual in the case of the single or summary assessment) on the contents of module 1 and individual oral presentation of this project; (3) Small group project (or individual in the case of the single or summary assessment) on the contents of module 2 and individual oral presentation of this project.

In 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 a 5 out of 10. The content and criteria of this work will be published on the last day of class.

Re-sits of all tasks will be carried out on the following dates: 17/06/25 for group 41, 27/06/25 for group 31, and 30/06/25 for groups 21 and 71. All written task submissions must be delivered before 11:59 p.m. on the due date.

### APPLICABLE TO ALL ASSESSMENT MODALITIES

In order to pass the subject, the student must demonstrate good general communication skills, both orally and in writing. In all activities (individual and group), linguistic correction, writing skills and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not assessed) or failed if it is deemed not to meet these requirements. Students in groups 21, 31 and 41 must demonstrate a good oral and written command of the Catalan and Spanish languages (level C2 of the Common European Framework of Reference) and a basic instrumental command (level B1 of the Common European Framework of Reference) of the English language. Students in group 71 must demonstrate that they have achieved in English the objectives identified by the descriptors of level C1 of the CEFR, both in everyday situations and in the academic field. Inclusive language uses will be taken into account.

According to UAB regulations, copying or plagiarism, both in the case of assignments and in the case of exams, can result in failing the subject. The copied or plagiarised assessment activity will be penalised with a score of zero and will lead to the loss of the possibility to sit for the re-take. An assignment, activity or exam will be considered to be "copied" when it reproduces all or part of the work of a peer. An assignment or activity will be considered "plagiarised" when part of another author's text is presented as one's own without citing its source, regardless of whether the original source is in paper or digital format. The reproduction of materials (notes, slides, etc.) made available to students by teachers is also considered plagiarism. Likewise, the copying or possession of documents or devices for copying in exams will be reason for failure. Works generated by digital applications or other tools that do not involve student's individual creation will be considered under the same criteria as copying or plagiarism.

All submissions of written assignments be done through the Virtual Campus. Submissions will not be accepted by any other means (email or others).

The teaching staff will mark assessment activities in a maximum of 20 work days.

A grade of *not assessed* will be obtained if 1) 66% of the assessment activities are not submitted and therefore the student has no right to re-sit, 2) 80% of the classes are have not been attended and a pass grade is not been obtained by validating assessment taken in the re-sit period. In all other cases a numerical grade will be assigned.

## Bibliography

This subject includes the following compulsory reading:

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Reference documents:

Ajuntament de Barcelona (2019). *Guia de comunicació inclusiva: Per construir un món més igualitari*. Barcelona: Ajuntament de Barcelona.

Bou Rueda, Marta (2019). Asking for volunteers: a teacher's strategies to enhance learning while organizing participation. In Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo (Ed.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 275-286). Rothersthorpe: Paragon Publishing.

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Llompart, Julia & Nussbaum, Luci. (2023). Explorar la interacció per entendre les polítiques lingüístiques practicades a l'aula. *Bellaterra Journal of Teaching and Learning Languages and Literature*, 16(1).

Marçal, Heura, Kelso, Fiona, & Nogués, Mercè (2011). *Guia per a l'ús no sexista del llenguatge a la Universitat Autònoma de Barcelona*. Bellaterra: Servei de Llengües i Observatori per a la Igualtat de la Universitat Autònoma de Barcelona.

Masats, Dolors (2017). *Key Concepts in Describing Plurilingualism: A Brief Glossary*. Open Educational Resources developed within the Making Literacy Meaningful Project (Erasmus+ Key Action 2. 2016-1-DE03-KA201-023008). Barcelona: GREIP.

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Nussbaum, Luci (2013) De las lenguas en contacto al habla plurilingüe. In Virginia Unamuno & Ángel Maldonado (Ed.), *Prácticas y repertorios plurilingües en Argentina* (pp. 273-283). Bellaterra: Servei de Publicacions de la UAB.

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## Software

No special software is required to enrol in this course.

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(SEM) Seminars	411	Catalan	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	afternoon
(SEM) Seminars	711	English	second semester	afternoon

(SEM) Seminars	712	English	second semester	afternoon
(TE) Theory	21	Catalan	second semester	morning-mixed
(TE) Theory	31	Catalan	second semester	morning-mixed
(TE) Theory	41	Catalan	second semester	afternoon
(TE) Theory	71	English	second semester	afternoon

PROVISIONAL