

Degree	Type	Year
2500798 Primary Education	OB	2

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Teaching groups languages

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

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:

- The teaching and learning of literary competence in primary education
- The teaching and learning of the reading competence in primary education

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 (informative and literary reading) along primary education.
- Become acquainted with children literature for young learners and to acquire educational and professional competencies necessary to teach literacy using literary texts and materials.
- 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. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Assessing the value of correction, adaptation and acceptability in oral and written productions.
3. Being aware of the educational functions of literature and being familiar with the production of children's literature.
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. Knowing how to use literature in relation to the centre's reading plans, educating school library users and creating reading habits.
18. 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.
19. 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.
20. Propose projects and actions that incorporate the gender perspective.
21. Reading literary texts appropriate to the students' initial cycle with expressiveness and explaining stories and other oral literature texts.
22. 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.
23. Understand the initial process of learning to read and write, taking into account variations occurring in the multilingual classroom context.
24. Understand the school library as an educational tool at the school, know how to plan the training of library users and design reading schemes.
25. Understand the theoretical framework for acquisition and learning of languages and the didactics of languages on which the existing curriculum is based.
26. 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?

THE TEACHING OF THE READING COMPETENCE

- Cognitive foundations of reading activity: the reading process, reading strategies.
- Reading understood as a social practice.
- Reading learning difficulties.
- The situations and practices of reading learning: design of learning activities, didactics and mediation strategies.
- Reading in all areas of the curriculum (reading to learn).
- The initial learning of reading. Progress in learning to read during primary school.

- General planning of reading in an educational center: reading to learn, reading for pleasure, reading to read, free reading programs and the role of the school library.

Activities and Methodology

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	7, 23, 15, 8, 9, 24, 25, 19, 21, 16, 18, 22, 26

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

IN CLASS WITH THE WHOLE CLASS GROUP

The large group sessions include expositions by the teaching staff of the content and basic issues of the syllabus, presentation of the readings and assignments and feedback on the work carried out.

They are developed with the whole class group and allow the presentation of the main contents through open and active participation by the students, who will also be able to present the results of their work.

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.

SEMINARS

Seminars are small group learning spaces (1/2 part of the large group) guided by the teacher, in which, through the analysis of documents, resolution of cases or various activities, the contents and topics worked on in the large group are deepened.

The sessions on teaching and learning the literary competence literature combine theory classes in large groups to offer basic concepts for literary reading and the foundations of the didactics of literature, with reading workshops of specific works. The seminars function as practical moments in which we put the rules of distant reading to work to learn to read literature and focus our gaze on the hows of the works, rather than the whats. Both the proposed assignments and the exam aim to give students tools on how to read and work with literature at school.

The sessions on teaching and learning the reading competence combine theoretical classes in large groups, which offer explanations about the process of learning reading competences, with seminars that offer practical

exercises in applying these concepts. Both the proposed work and the exam have the goal of checking the students' competence to accompany the development of reading in all primary school cycles from the didactic knowledge of the processes of acquiring the written language.

Evaluation of the teaching performance and the subject: approximately fifteen minutes of some class will be allocated to allow students to answer the evaluation surveys of the teaching performance and the evaluation of the subject.

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
Activity of writing the script of a literary conversation	20%	0	0	4, 14, 15, 8, 3, 18, 17, 2
Group observation of children's productions	20%	0	0	1, 5, 4, 10, 23, 14, 11, 20, 16, 26, 6, 2
Oral presentation of expressive reading aloud	10%	0	0	4, 10, 14, 13, 9, 21, 18
Written test	25%	0	0	1, 5, 8, 24, 25, 19, 11, 12, 20, 18, 6, 2
Written test of the literature block	25%	0	0	7, 1, 5, 15, 9, 25, 19, 11, 3, 20, 16, 17, 22, 6, 2

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, both for students in the formative assessment and in the one-off assessment: students must attend at least 80% of classes, otherwise they will get a not evaluable.

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.

FORMATIVE, 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, the reading of the compulsory articles worked on, the activities worked on in class and in-depth analysis of children's productions. 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 reading aloud activity will be scheduled for the last session of the literature set of sessions. The conversation script activity will be delivered two to three weeks after the "How to Guide a Literary Conversation" seminar. The activity about observing literacy children's productions will be presented orally in the last session of the reading set of sessions and will be handed in in writing right a week later. The exams have been scheduled on the following dates: June 18th/19th/20st, the exams of the two blocks; July 2rd/3th/4th 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. The recovery of the literature part and the part on written language will consist of a written exam on the same contents as the standard exams.

SINGLE ASSESSMENT

Students opting for the single assessment must pass the following tests on the day of their group exam (June 18th/19th/20st):

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 qualifier of the continuous assessment activities carried out during the development process of the subject. The lliurament will be unique and concentrated in one mateix day.

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IBBYcat (Consell Català del Llibre Infantil i Juvenil): <https://www.ibbycat.cat/es/>

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/>

Aprenentatges basats en situacions

<https://portaldogc.gencat.cat/utillsEADOP/PDF/8762/1928585.pdf#page=456>

Competències transversals <https://portaldogc.gencat.cat/utillsEADOP/PDF/8762/1928585.pdf#page=453>

Vectors i models de plantilla de programació:

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Ensenyaments al llarg de la vida. Currículum d'educació d'adults.

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Software

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

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	Catalan	second semester	afternoon
(SEM) Seminars	712	Catalan	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	Catalan	second semester	afternoon