UAB
Universitat Autònoma de Barcelona

Projects for Teaching and Learning Language

Code: 103536
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500798 Primary Education	OT	4

Contact

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Prerequisites

No prerequisit is required.

Teaching groups languages

You can view this information at the of this document.

Objectives and Contextualisation

Elective subject that deepens the integrated processes of teaching and learning. It aims to reflect on the challenges presented by the language training practices of schoolchildren in Catalonia and to think of new didactic approaches to work in classrooms, at a time of educational and social debate on methodologies. It is organized with a seminar work that constantly brings teaching practices into contact with the theoretical frameworks that underpin and explain them. The objectives are to acquire knowledge and skills in the following aspects of language teaching: (1) The selection and integration of the different types of linguistic and communicative content of the curriculum in teaching and learning units inspired by the results of the current research, units that are usually called "projects" or "teaching sequences". (2) The consideration of the multilingualism of our society and the school curriculum as facts that determine the planning of language learning and the proposals for intervention in the classrooms. (3) The reflective observation of the reality of the classroom in relation to the knowledge provided by didactic research as a key element for teaching innovation and the improvement of education in the schools of our country. the subject takes into account the gender perspective both in terms of specific content that needs to be worked on linked to inclusive language and in terms of the visibility of women's contributions to the disciplinary field.

Competences

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- 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.
- 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 and support curricular proposals, know how to disclose their foundations and find ways to work on language with pupils.
2. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.
3. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Manage teamwork and know how to analyse the aspects and difficulties of interest.
7. Produce didactic sequences for teaching and learning official languages in primary education.
8. Understand the possibilities of teaching resources through ICT and their specificities in relation to learning.
9. Using ICTs and CLTs in developing and drawing up practical work and in designing didactic proposals.

Content

1. The planning of language teaching in primary education.
- The integrated consideration of different languages that students must learn.
- Learning the skills of language use as a crosscutting content of the stage. Language as a construction of knowledge tool.
- The role of reflection on language and declarative content in achieving communicative and linguistic competences.
- The role of the student in language learning. Contextualitzation of teaching proposals, meaning and motivation. Learning awareness.

2. Projects (or teaching sequences) as a learning and teaching tools.
- The language as a human activity. Social aspects of the nature of the lenguages. Conception of speech genres.
- The use of languages from a process view.
- Integration of different types of learning content in units meaningful to students.
- Assessment of language and its different functions from the perspective of an inclusive school.
- Analysis of teaching materials in different media and its potential.

3. The reflective and reasoned observation of teaching situations and learning languages
- Criteria to analyze and assess the phenomena that take place in the classroom when language is taught. The role of
interaction.
- Dynamic relationship between theory and practice. Features of didactic knowledge.
- Teamwork linking theory and practice to grow knowledge and achieving better results.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Groupe sessions	45	1.8	1, 8
Type: Supervised			
Tutorials	30	1.2	1, 3, 8, 7, 6, 2, 9
Type: Autonomous			
Self-study	75	3	1, 8, 7, 6

The teaching methodology is based on the assumption that knowledge is constructed in the collaborative processes
between teachers and students, and among students. This knowledge is built mainly in
performing tasks in which acquired knowledge is mobilized in order to assimilate new
knowledge provided by teachers directly, but especially through reading and sharing experiences.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual test about the contents	45%	0	0	1, 4, 8, 7, 6, 5
Participation and tasks realized in the classroom	20%	0	0	1, 8, 7, 6, 2
Written assignment in group work	35%	0	0	1, 3, 8, 7, 6, 9

Assessment has two lines: monitoring the learning process during the course and the final achievement the
objectives and competencies. To pass the course must have attended at least 80% of the class sessions, have
developed and presented all the activities in the prescribed period and overcome each of the 3 blocks of
activities evaluation. Oral and written Catalan and Spanish languages at an academic level, equivalent to C2 of
the CEFR, is a prerequisite for pass the course. The group course work will be delivered at the end of Block 3.
The class activities will be presented in front of the whole class on the days indicated within each block. The
class activities that represent 20% will always involve a written assignment that must always be delivered
within one week after the session. This affects those who follow the continuous evaluation. For the single
evaluation, the work must be handed in on the day of the exam. For everyone, the exam on the content worked
on will be held on Wednesday, January 22, 2025 from 4:00 p.m. to 6:30 p.m.; the make-up exam will be held
the following Wednesday from 4:00 PM to 6:30 PM. If what is not passed are the class activities or the course
group work, a specific test will be taken on the class activities and/or group work. For those following the single
evaluation, the same recovery system as for continuous assessment will be applied.

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Software

The software to be used will basically be word processors and data and presentation programs as well as document repositories.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	70	Catalan	first semester	afternoon