

Degree	Type	Year
Early Childhood Education	OT	4
Primary Education	OT	4

Contact

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Teaching groups languages

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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 and 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	8, 2, 6, 7, 1, 9
Type: Autonomous			
Readings, project preparation, analysis of materials and situations	75	3	3, 8, 5, 2, 4, 6, 7, 1, 9

Teaching methodology

The teaching methodology of this course is based on the assumption that knowledge and teaching skills are constructed through collaborative processes between faculty and students, as well as among the students themselves. These processes are primarily developed through tasks that activate students' prior knowledge in order to incorporate new declarative and/or procedural knowledge, built through interaction with others or through independent research and work with documents and materials.

The sessions will be organized around:

- Lectures by the professor to present the course content and readings, to explain assignments and discuss how to approach them, and to reflect on the progress of the course.
- Group presentations of activities related to the assigned readings.
- Group workshops with guidance from the instructor.
- Development and analysis of teaching and intervention proposals for classroom and school settings.
- Presentation and discussion of individual and group projects.

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: design of proposals	40%	3	0.12	3, 8, 2, 5, 4, 6, 1, 9

(2) Individual reflections based on readings and classroom activities	50%	4	0.16	3, 8, 4, 6, 7, 1, 9
(3) Group presentation of activities based on the readings	10%	1	0.04	3, 8, 2, 6, 7, 1, 9

Continuous assessment

Students must attend at least 80% of the classes. Even if all required activities have been submitted and completed, attendance below the minimum threshold will result in a "not assessable" grade until a passing grade (if applicable) is validated during the resit period. In all cases, to qualify for the resit, students must have previously submitted at least 66% of the assessment activities (this percentage will be calculated based on the weight of each activity in the final grade) and achieved a minimum average score of 3.5. Absence notes, when provided, only serve to explain the reason for the absence; they do not exempt students from the attendance requirement.

Each block of assessment activities must be passed independently in order to pass the course overall. The first block includes the following evaluative activities: (1) Two group activities: design of proposals, and (3) Group presentation of activities based on readings. The second block consists of: (2) Individual reflections based on the readings and classroom activities.

Submission Deadlines

(1) The first group proposal design activity will be submitted mid-course (25.03.2026). The second will be submitted on 17.06.2026.

(2) Individual reflection submission dates are: 25.02.2026, 11.03.2026, 08.04.2026, 20.05.2026, 03.06.2026.

(3) Readings and presentation dates will be assigned on the first day of class.

Individual reflections and group proposal design activities must be submitted by 15:59 on the due date. Late submissions will not be accepted under any circumstances and will receive a grade of 0.

Individual contributions to group proposal design activities will be taken into account.

Single Assessment

This course offers the option of single assessment, although it is not recommended due to the nature of the course methodology. To apply for this option, students must follow the deadlines and procedures set by Academic Administration.

Students must attend at least 80% of the classes. If they cannot meet this requirement, they will receive a "not assessable" grade until a passing grade (if applicable) is validated during the resit period. In all cases, students must have submitted at least 66% of the assessment activities (based on their weighted value in the final grade) and earned a minimum average of 3.5 in order to qualify for resit.

The assessment activities are the same and have the same weight as in continuous assessment, but group activities (1 and 3) must be completed individually. Thus, the assessment activities in this modality are: (1) Two individual proposal design activities; (2) Individual reflections based on readings and classroom activities; and (3) Individual presentation of activities based on readings.

Each block of assessment activities must be passed independently to pass the course overall. The first block includes: (1) Two proposal design activities and (3) Presentation of activities based on readings. The second block consists of: (2) Individual reflections based on readings and classroom activities.

The single assessment will take place on 17.06.2026.

Synthesis Assessment

Students enrolled in the course for a second time may request to complete only a final synthesis assessment. Conditions and dates will be the same as for the single assessment, but the attendance requirement is waived if it was met in the previous academic year. The synthesis assessment must be requested in writing from the course instructor during the first week of class.

Resits

In both the continuous and single assessment modes, the only recoverable activity is (2): individual reflections based on readings and classroom activities.

Non-recoverable activities: (1) Two group proposal design activities; (3) Group presentation of activities based on readings.

The resit procedure for individual reflections (2) will follow this protocol:

- If all reflections were submitted and earned a minimum score of 3.5, resit will consist of one comprehensive reflection.
- If not all reflections were submitted or the average score was below 3.5, resit will consist of five reflections.

The maximum grade for a resit block is 5 out of 10. Previous grades for the resat block will not be considered in the resit calculation.

If attendance is below 80%, an additional individual assignment must be completed, to be delivered in written and oral form during the resit period. The maximum final course grade in this case will be 5 out of 10.

Resits will be held on 01.07.2026.

Applicable to All Assessment Modes

To pass this course, students must demonstrate strong general communicative competence, both orally and in writing, and a good command of the vehicular language(s) indicated in the course guide. All activities (individual and group) will be assessed for linguistic accuracy, writing quality, and formal presentation. Students must be able to express themselves fluently and accurately and show a high level of comprehension of academic texts. An activity may be returned (not graded) or failed if the instructor considers that it does not meet these requirements.

According to UAB regulations, plagiarism or copying in any type of assessment activity will result in a grade of 0 for the course, with no possibility of resit, regardless of whether the work is individual or group-based (in which case all group members will receive a 0). A paper, activity, or exam is considered "copied" when it reproduces all or a significant part of another student's work. A paper or activity is considered "plagiarized" when it presents as original any part of a text from another author without proper citation, whether the source is in print or digital format. Reproducing course materials (slides, activities, etc.) provided by the instructor is also considered plagiarism. Work generated by digital applications or tools that do not involve an individual creative process will be treated under the same rules as copying or plagiarism.

For this course, the use of Artificial Intelligence (AI) technologies is permitted only for support tasks such as information or bibliographic searches and text proofreading. Students must clearly identify which parts were generated with such technologies, specify the tools used, and include a critical reflection on how they influenced the process and final outcome. The final result must reflect significant student contribution in analysis and personal reflection. Lack of transparency or non-genuineness in the use of AI in evaluable activities will be considered academic dishonesty and may result in a grade of 0 for the activity.

All written tasks must be submitted via the Campus Virtual. Submissions via other means (e.g., email) will not be accepted.

Faculty will grade assessment activities within a maximum of 20 working days.

Inclusive language will be promoted.

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Software

Specific programs will not be used.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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