

Languages and Curricula

Code: 102076
ECTS Credits: 6

2025/2026

Degree	Type	Year
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 and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.

14. 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.
15. 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.
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, 14, 9, 8, 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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activity of writing the script of a literary conversation	20%	0	0	13, 14, 4, 8, 3, 18, 17, 2
Design, implementation and assessment of reading comprehension activities	20%	0	0	1, 5, 23, 13, 10, 4, 11, 20, 16, 26, 6, 2
Oral presentation of expressive reading aloud	10%	0	0	13, 15, 10, 4, 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, 14, 9, 25, 19, 11, 3, 20, 16, 17, 22, 6, 2

To approve this course, it is necessary that the student show a nice communicative competence general, so much orally how in writing, and a nice command of the Catalan tongue.

At all the activities (individual and at band) will take into account the linguistic correction, the writing and the formal aspects of presentation. The students has to be capable to express fluently, clarity and correction and has to show a tall rank of realization of the academic texts. An activity can be returned (no assessed) or suspended if the teacher/at considers that it does not conform these requisites.

To opt at the appraisal continued, the students has to conform a minimum of the 80% assistive and turnout. The delays and the starts anticipated habitual will impede to consider this requisite attained.

The final appraisal will base at the following proofs and activities:

Activity of expressive reading at tall voice, couples. Presentation of an activity of literary reading at initial cycle. 10% of the global note.

Activity of hyphen of a literary conversation, grupal. Work at bands of 3 on the readiness of a hyphen to prepare a literary conversation at class on a work of childish literature. At this note can append evidences of individual work and of the turnout at class on the bloc 1. 20% of the final note.

Design, implementation and appraisal of activities of realization reader on a text. Grupal. The work will direct at boys and girls of initial cycle, half cycle or superior cycle. The criteria of appraisal will take into account the quality of the mediation at the design of the activities of reading, the depth of the appraisals on the

implementation of the activities and the account with the contents of the subject. The work, that will make at bands of four, will a conjoint part, the design of the activities and the evidences of the implementation (15% of the note) and another of individual, the appraisal of the implementation (5% of the note). 20% of the final note.

Proof written of the bloc of literature, individual. Control on: the obligatory theoretic reading (Colomer, T.; Manresa, M.; Ramada, L.; Reyes, L. (2018). Narrativas literarias at Educación child y Primaria. Syntheses), the bibliography on the bloc 1 of the program, the readings of childish books, and the creation of activities of didactic exploitation of literary texts. The reading of childish books includes a pool of varied works of contemporary childish literature and some classics. This examination has to approve with 5. 25% of the global note.

Proof written of the bloc of reading, individual. The bloc of education-learning of the reading will assess by means of an examination that includes the contents of this bloc in addition to the reading of the obligatory articles worked. The criteria of appraisal of this proof will take into account the attainment of the corresponding contents at the bloc 2 of the program. The examination on the bloc 2 has to approve with 5.25% of the global value of the subject.

The results of the exercises handed and of the proofs will publish at the virtual campus with a maximum of 20 deft days following at his delivery. The student will 5 days to request the review of the proofs from the date of his publication.

The works of the subject LiC are not recoverable at any case, only are it the two proofs of appraisal.

Of chord at the rule UAB, the plagiarism or copy of some work will penalise with a 0 as a final note of this work missing the possibility to recover it, whether it is an individual work how at band (at this case, all the members of the band will a 0). If during the realisation of an individual work at class the teacher considers that a student is trying to copy or discovers him some type of document or unauthorized device for the professorship, will qualify the work with a 0, without option of recovery.

The students as to abstain to utilise any type of techs, tools and systems of artificial intelligence or of others that can comport fraud at the academic activities that develop. Will be able to make concrete validations to guarantee the authorship and the acquisition of competences at case of suspicion of academic fraud. Confirmation of fraudulent use of AI will result in a grade of 0, with no option to recover.

The first day of class the educational will make the concrete proposal of dates of delivery of the works of the subject in order that they stay parted among one and two weeks after the seminars devoted at the work of the contents of each work. They have programmed the examinations and recoveries at the following dates: 18/06, 06/05, 07/05, 08/05 (bloc of reading); 07/05, 17/06, 18/06, 19/06 (bloc literature). 01/07, 02/07, 03/07 (recovery). The recovery of each bloc will consist at a proof written on the same contents that the proofs suspended.

The proofs of appraisal will contemplate the with regard to the inclusion and the perspective of genus tracking the following criteria:

Communicate making a no sexist use or discriminatory of the language.

Value how the stereotypes and the rols of genus incideixen at the professional exercise.

Identify the principal inequalities and discriminations for reason of sex/present genus at the society.

Analyse the inequalities for reason of sex/genus and the biases of genus at the field of own ken.

Propose projects and acts that incorporate the perspective of genus.

CALCULUS OF THE NOTE OF The SUBJECT

The final qualification of the course is the average ponderada of the activity of hyphen of a literary conversation (20%), of the activity of expressive reading (10%), of the activity of design, implementation and appraisal of activities of realization reader of a text (20%) and of the notes of the proofs written of each bloc (25% + 25%), but only if they fulfil the following conditions:

It is necessary to have removed a minimum of 5 at the proofs of the two blocs or at the proofs of recovery. If it does not obtain a minimum of 5 at the proofs of the two blocs or at the of recovery, will not surpass the course and the final qualification of the subject will be a 3.

The delivery out of term and the no presentation of the activities of appraisal will revert at a 0 of note.

The activities of appraisal are not recoverable at any case, removed of the proofs written.

To opt at the recovery it is necessary to have carried out 2/3 of the activities of appraisal of form that the percentages stay balanced among the two blocs. To opt at the recovery has to have a minimal note of 3,5 at the average of the subject. The maximum note of the proofs recovered (cadascun of the examinations) will be of 5.

In spite of having surpassed the proofs of the two blocs or the recovery, if the average ponderada of all the notes does not arrive at the 5, does not surpass the subject and the final qualification at the record will be a 3.

PROOF OF SYNTHESIS

The students that enrols this subject for the second time will be able to solicit a proof of only synthesis that will consist at an oral proof and/or written. This proof will agree with the professorship the first day of class.

ONLY APPRAISAL

This modality of appraisal does not exempt of the criterion of the minimal assistance at the 80% of the sessions. All the proofs and activities will make individually. The students that opt at only appraisal have to hand or make the following proofs the corresponding days at the last examination of his band. 17/06, 18/06, 19/06.

Proof written of the bloc of reading. Value: 25% of the global note

Proof written of the bloc of literature. In addition to the questions on the contents detailed at the proof of appraisal continued, will include the readiness of the hyphen of a literary conversation on a text that will provide during the proof. Value: 30% of the global note.

Design, implementation and appraisal of activities of realization reader on a text. Individual. The work will direct at boys and girls of initial cycle, half cycle or superior cycle. The criteria of appraisal will take into account the quality of the mediation at the design of the activities of reading, the depth of the appraisals on the implementation of the activities and the account with the contents of the subject. 20% of the global note.

Activity of hyphen of a literary conversation. Work on the readiness of a hyphen to prepare a literary conversation at class on a work of childish literature that will have provided previously. 10% of the global note.

Individual reflection, from the readings of reference, on the didactic potentialities of the expressive reading at primary. 5% of the global note.

Oral interview. 10% of the global note.

It will apply the same system of recovery that for the students assessed at the frame of the continual appraisal. To present at the recovery have to have presented a pool of activities the weight of which are amounting at a minimum of two third parts of the total qualification of the subject with balance among blocs. The no presented works comport a 0 at his appraisal. To access recovery, a minimum grade of 3.5 is required in the average of

the tests and activities presented. The recovery dates will be the same as those of the group in which the student is enrolled: 07/01, 07/02, 07/03.

The students that receive at the only appraisal will not get return valoratiu or qualifier of the activities of appraisal continued realised during the process of development of the subject. The delivery will be only and massed at a same day.

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Portals i recursos digitals

Recursos de literatura infantil i juvenil: http://www.xtec.net/recursos/lit_inf/index.htm i www.gretel-uab.pangea.org/

http://www.xtec.net/epergam/quins/quins.htm?codi=quins_llib

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/>

Aprendentatges basats en situacions

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

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

Vectors i models de plantilla de programació:

<https://projectes.xtec.cat/nou-curriculum/educacio-basica/situacions-aprenentatge/>

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

<https://xtec.gencat.cat/ca/curriculum/educacio-llarg-vida/>

Servei d'educació al llarg de la vida.

<https://projectes.xtec.cat/xarxadults/ensenyaments/llengua-catalana-i-llengua-castellana/>

Software

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

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
(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