



Universitat de Lleida

DEGREE CURRICULUM
**TEACHING LANGUAGE IN
PRIMARY EDUCATION**

Coordination: CUTILLAS ALBERICH, LAIA

Academic year 2022-23

Subject's general information

Subject name	TEACHING LANGUAGE IN PRIMARY EDUCATION			
Code	100880			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	6		5
Coordination	CUTILLAS ALBERICH, LAIA			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BERENGUER GARCIA, YOLANDA	iolanda.berenguer@udl.cat	6	
CUTILLAS ALBERICH, LAIA	laia.cutillas@udl.cat	13,8	
GUZMAN CARRASCO, LAIA	laia.guzman@udl.cat	9	
ROLDAN FARRES, MONICA	monica.rolan@udl.cat	3	

Learning objectives

Acquire and use strategies for managing multilingualism in the classroom
 Get to know and participate in public literary and linguistic events
 Encourage reading and writing with appropriate teaching resources
 Acquire a literary training and especially children's literature
 Have the linguistic and literary knowledge necessary for the teaching of languages and literature.
 To know the school curriculum and its application in the teaching of languages and literature.

Competences

Dealing with language learning situations in multilingual contexts
 Know and use resources properly to encourage reading and writing
 Acquire literary training and especially know children's literature
 Know the school curriculum of languages and literature.
 Know the process of learning written language and its teaching.
 Develop and evaluate curriculum contents through appropriate teaching resources and promote the corresponding competencies to students.
 Speak, read and write correctly and carefully the official languages of the Autonomous Community.
 Know and be able to apply technological resources in the field of the subject.

Subject contents

Fundamentals of literature
 Young literature. Literary competence
 Oral tradition and folklore
 Analysis and evaluation of youth books
 Creativity, imagination and fantasy.
 Poetry and theater
 Resources and strategies for learning languages and literature
 The teaching of Literacy.
 Didactics of Oral Language.

Didactics of Children's Literature

Methodology

Face-to-face activities (35%):

Tutorials (10%)

Classroom internships (25%)

Non-contact activities (65%):

Study (individual 35% and group 15%)

Master class (15%)

Development plan

The development plan will be carried out in person and virtually. The practical classes will be face-to-face and the theoretical sessions will be virtual.

Evaluation

Evidence of evaluation:

Reading work: 20%

Count: 10%

Poetry practice: 20%

Literacy: 20%

Exam: 10%

Theatrical adaptation: 20%

All evaluation evidence will be delivered at the end of the course, except for the internship in the library which will take place between March and April.

Some of the evaluation evidence will be carried out during the class schedule, so it is recommended to follow the course in person.

In case of not being able to attend class for work reasons, it will be necessary to talk to the corresponding teacher.

Bibliography

Bibliography

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CLEMENTE, M. 2001. Enseñar a leer. Madrid. Pirámide.

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- COLOMER, T., i CAMPS, A. 1996. Enseñar a leer, enseñar a comprender. Barcelona.
- CONE BRYANT, S. 1996. Com explicar contes. Barcelona. Biblària. Cómo explicar cuentos. Biblària.
- COOPER, J. D. 1990. Como mejorar la comprensión lectora. Madrid: Visor.
- DÍEZ DE ULZURRUN, A. (coord.) 2008. L'aprenentatge de la lectoescriptura des d'una perspectiva constructivista. 2 vol. Barcelona: Graó.
- GARCIA MONTERO, L. 2000. Lecciones de poesía para niños inquietos. Granada, Comares. Lliçons de poesia per a nens i nenes inquietos. Granada: Comares.
- GARNER, J. F. 1995. Contes per a nens i nenes políticament correctes. Quaderns Crema.
- GRAVES, D. H. 1991. Didáctica de la escritura. Madrid: MEC/Morata.
- GRIMM. 2007. Les millors rondalles dels germans Grimm. Combel.
- LLUCH, G. 2003. Análisis de narrativas infantiles y juveniles. Arcadia.
- MARUNY, L.; MINISTRAL, M.; MIRALLES, M.: Escribir y leer. (I), (II), (III). Edelvives. Ministerio de Educación y Ciencia.
- MENDOZA, A. (coord.). 2003. Didáctica de la lengua y la literatura. Madrid: Prentice Hall
- MOLIST, P. 2008. Dentro del espejo. La literatura infantil y juvenil contada a los adultos. Barcelona: Graó
- PAGÈS, V. 2006. De Robinson Crusoe a Peter Pan. Un cànon de literatura juvenil. Barcelona: Proa.
- PELEGRIN, A. 2004. La aventura de oír. Cuentos tradicionales y literatura infantil. Madrid. Anaya.
- PROPP, V. 1977. Morfología del cuento. Madrid: Fundamentos.
- RIBAS, T. i altres. 1997. L'avaluació formativa en l'àrea de llengua. Barcelona: Graó.
- RODARI, G. 1995. Gramàtica de la fantasia. Barcelona: Columna.
- SOLÉ, I. 1992. Estrategias de lectura. Barcelona: Graó.
- SUÁREZ, A. 2000. Iniciación escolar a la escritura y lectura. Madrid: Pirámide.

Webgrafia

www.xtec.cat (Departament d'Educació)

www.unamadecontes.cat

www.clijcat.cat (Consell Català del Llibre Infantil i Juvenil)

www.fundaciongsr.es (Fundación Germán Sánchez Ruipérez)

www.rosasensat.org (Seminari de Bibliografia Infantil i Juvenil Rosa Sensat)