

## 26635 - Diversity: Language Didactics

### Syllabus Information

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**Academic Year:** 2019/20

**Subject:** 26635 - Diversity: Language Didactics

**Faculty / School:** 107 -

202 -

301 -

**Degree:** 300 - Degree in Primary School Education

298 - Degree in Primary School Education

299 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 300 - Degree in Primary School Education: 4

299 - Degree in Primary School Education: 4

298 - Degree in Primary School Education: 4

**Semester:** 298 - First semester

298 - First semester

298 - First semester

298 - First semester

298 - First semester

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299 - First semester

299 - First semester

299 - First semester

300 - First semester

300 - First semester

**Subject Type:** Optional

**Module:** ---

## 1.General information

### 1.1.Aims of the course

### 1.2.Context and importance of this course in the degree

### 1.3.Recommendations to take this course

Subject program

1. Attention to diversity in the acquisition and learning process of L1 and L2. Opportunities offered by the context of diversity and inclusive education for the development of communication skills and abilities. Methodological strategies and digital environments.

2. Attention to diversity in the development of oral language. Psycholinguistic bases and oral language acquisition: phonological, morphological-syntactic, lexical-semantic, discursive and pragmatic aspects. The evaluation of oral language. Prevention and intervention in children with communication difficulties and oral language in Primary Education.

3. Attention to diversity in the process of learning to read. Relevant factors in the teaching-learning of reading and writing. The reading process. The development of comprehension and expressive reading skills. Reading evaluation. Prevention and intervention in the difficulties of reading in Primary Education.

4. Attention to diversity in the learning of writing. The writing process. The development of writing skills. Writing evaluation. Prevention and intervention in the difficulties of written language: calligraphy, spelling and written expression in Primary Education.

5. Attention to diversity in the acquisition and learning process of L2. Key concepts and factors in the acquisition of a second language in the school context. Institutional framework of the Community of Aragon. Sequencing of learning an L2: from basic communication skills to academic communication skills. Oral communication needs of immigrant students. Written communication needs of immigrant students.

## 2. Learning goals

### 2.1. Competences

### 2.2. Learning goals

### 2.3. Importance of learning goals

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The methodology developed in the subject combines different learning situations, which address the following learning processes:

1. Reading and exposition of documentation and reference articles on the theoretical topics, as the foundation of the practical part of the subject.
2. Activities of application of concepts, debates and discussions around different cases and curricular materials corresponding to different situations and learning levels of the Spanish language in this stage.
3. Design and planning of diverse activities and didactic resources adapted to the diversity of the students and the different communicative difficulties.
4. Analysis and collective comment of the developed designs.

### 4.2. Learning tasks

**The program offered to the student to help them achieve the expected results comprises the following activities...**

**Classroom activities** (60 hours):

1. Explanation of contents by the teacher.
2. Final evaluation test.
3. Practice of the subject.

Class activities:

Presentation and comment of tasks in class. Work groups will be formed for the following activities:

- ? Comment on the curriculum of the area in attention to diversity.
- ? Presentation of books or articles related to the teaching of oral or written language in the context of attention to diversity.
- ? Commentary of didactic materials and evaluation tests.
- ? Study and presentation of cases.
- ? Presentation and comment on curricular adaptations typical of the educational stage.
- ? Production in class of activities of reflection, comment, debate and application of theoretical contents, legislation, technical procedures, scientific or academic texts, didactic resources, digital supports, etc.
- ? The possibility of making external outings external as well as the organization of conferences or seminars with invited speakers that facilitate the acquisition of the own competences of the subject will be considered.

Autonomous work (90 hours):

1. Readings and personal study of scientific texts and the legislation of the area for comment and discussion in class.
2. Reading and analysis of evaluation tests, didactic materials, etc.
3. Production of directed academic activities, applying the guidelines offered by the teacher.
4. Research and preparation of the exam.

5. Voluntary activities: Students who wish, on their own initiative or at the suggestion of the teacher, may carry out voluntary activities or tasks related to the field of knowledge of the subject.

### **4.3.Syllabus**

Subject program

1. Attention to diversity in the acquisition and learning process of L1 and L2. Opportunities offered by the context of diversity and inclusive education for the development of communication skills and abilities. Methodological strategies and digital environments.

2. Attention to diversity in the development of oral language. Psycholinguistic bases and oral language acquisition: phonological, morphological-syntactic, lexical-semantic, discursive and pragmatic aspects. The evaluation of oral language. Prevention and intervention in children with communication difficulties and oral language in Primary Education.

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### **4.4.Course planning and calendar**

Calendar of class sessions and presentation of works

The calendar of class sessions and presentation of papers will be communicated through the Digital Teacher Ring (ADD) or in a written document delivered by the teacher.

The activities and key dates are communicated through the Digital Teacher Ring (ADD) at the beginning of the academic term of the subject, or through a written document delivered by the teacher. The dates of the final exams can be consulted on the website of the different Faculties that teach the degree.

### **4.5.Bibliography and recommended resources**

To be found on the library's website

<http://psfunizar7.unizar.es/br13/eBuscar.php?tipo=>