

31100 - Teaching Resources for Language Development

Syllabus Information

Academic year: 2023/24

Subject: 31100 - Teaching Resources for Language Development

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

This subject aims to prepare the future teacher for teaching Spanish as a first or second language and for the development of communicative and linguistic skills, focusing attention on the diversity of students, in order to respond to the different needs of the classroom from an inclusive approach. Therefore, the undergraduate student must know the processes of language acquisition and learning, as well as the appropriate didactic resources to develop teaching planning, evaluation, prevention and treatment of oral and written language skills.

These approaches and goals are aligned with the Sustainable Development Goals (SDGs) of the 2030 Agenda of United Nations (<https://www.un.org/sustainabledevelopment/es/>), such that the acquisition of the learning results of the subject will contribute to some extent to the achievement of goals 3, 4, 5, 8, 9, 9, 10, 11, 16 and 17.

2. Learning results

1. Knows the functions of language and is able to enhance its use in inclusive contexts as an instrument of communication, representation and knowledge in children with difficulties in the field of oral language.
2. Knows the dimensions of language (form, use and content) and its components (phonetic, phonological, morphological, syntactic, semantic and pragmatic) and can apply this knowledge in the selection of inclusive educational activities and resources for children with oral language difficulties.
3. Knows and uses educational resources to promote the development of linguistic skills, at an expressive level and comprehension, in students in the inclusion process.
4. Knows and manages different educational resources for the stimulation and development of oral and written language as a tool for social interaction and learning in early childhood and primary education.
5. Knows and uses different educational strategies for the introduction to oral and written language, in early childhood education and primary, to students who do not know the Spanish language.

3. Syllabus

1. Oral and written communication and its elements. Functions and dimensions of language: form, content and use.
2. Components of linguistic communication competence: linguistic, pragmatic-discursive, socio-cultural, strategic and personal, and its didactics in inclusive and immigration contexts.
3. Methodologies, strategies and didactic resources for the development of the linguistic communication competence of students with difficulties. Uses and types of curricular adaptations.

4. Academic activities

Face-to-face activities (60 hours):

1. Participative master classes (30 h.): The contents of the subject will be presented with a practical orientation.
2. Practical classes (30 h.). Working groups will be formed to carry out the following activities:
 - Commentary on the curriculum of the area in attention to diversity.
 - Presentation of didactic resources for teaching Spanish as a first or second language from an inclusive approach.
 - Case analysis.
 - Reflection, discussion and application activities.
 - Presentation and commentary on curricular adaptations.
 - Possible field trips or sessions with guest speakers.

3. Final assessment test: 2 h.

Non-attendance activities (90 hours):

4. Personal work: readings and directed completion of assignments.

5. Assessment system

The subject will be evaluated in the global test modality by means of the following instruments:

1. Theoretical-practical monographic work and oral presentation (60% of the grade, minimum 5 out of 10)

A written work related to the topics covered in the subject will be done and presented in class.

Assessment criteria:

- Adequacy of the topic and justification of its interest.
- Theoretical foundation.
- Adequacy of the methodology and, if applicable, of the intervention proposal.
- Quality of the contributions and of the learning process.
- Rigor in the handling of the pertinent bibliography.
- Mastery of academic discourse.
- Clarity, organization and resources used in the oral presentation.

2. Practical and reflective homework (40% of the grade, minimum 5 out of 10)

One of the following tasks will be proposed:

- Critical commentary of didactic resources.
- Case analysis.
- Portfolio or report of activities.
- Educational intervention project.

Assessment criteria:

- Presentation and originality of the proposal.
- Linkage between theoretical contents and their practical application.
- Adequacy and justification of selected resources.
- Quality of the contributions and of the learning process.
- Level of critical reflection.

When students are unable to participate in class activities, this assignment may be substituted by an exam (40% of the grade).

In any case, as part of the evaluation, the teacher may request, at random, the oral defense of the test or assignment submitted in writing, for the verification of the grade.

Assignments may be handed in during the school term or at the official call.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

This assessment system will be maintained in all the calls.