

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	2	2

## Contact

Name: Manuela Hernandez Lopez  
Email: Manuela.Hernandez.Lopez@uab.cat

## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

The student / a, as a future teacher / a child education, has to have good oral and written Catalan and Spanish language (level C2).

To pass this course, the student must demonstrate, in their different activities that are proposed, a good general communication skills, both orally and in writing and a good command of the language contained in the teaching guide.

## Objectives and Contextualisation

The course focuses mainly on three areas:

1. The development of communication and language of children from 0 to 6 years, its role in cognitive development and social factors and intervention models that facilitate it.
2. The use of language school: educational resources and educational intervention to both the first cycle and the second cycle of early childhood education. The introduction of a foreign language in early childhood education.
3. Multilingualism in school. The language center project: the two official languages, immersion programs and foreign language. The welcome and language training for children from other cultures.

At the end of the course, students will:

- Having integrated knowledge (linguistic, psycholinguistic, sociolinguistic and didactic) processes related to acquisition and development of oral language.
- Know the main characteristics of language development of children from 0 to 6 years.
- Understand the fundamental notions that current conceptions about teaching and learning languages in multilingual contexts and programs are based on.
- Know the elements involved in the classroom communicative and linguistic interaction.
- Recognize and identify the crucial role of oral language in different areas of teaching and learning in school.

- Know the curriculum of the stage and know how to design activities that develop the capacities of expression and children's speech.
- Analyze the various types of interventions that favor the development of communicative competence of children and make proposals for intervention in the classroom.
- Analyze the various types of interventions that favor the development of communicative competence of children from other cultures and make proposals for intervention in the classroom.
- Know the educational and methodological resources for the work of oral language in the classroom to the two cycles of Early Childhood Education and know how to analyze the forms of educational intervention proposals.
- Know how to use educational resources that facilitate the educational intervention can improve language skills in multicultural and multilingual contexts and promote the use of Catalan in school.
- Know the sociolinguistic and psycholinguistic foundations necessary to analyze the treatment of the two languages of the country in school and to develop a multilingual education project contextualized.
- Have information on language policies in force in Catalonia, Spain and Europe.
- Know the basics and some methodological proposals for the introduction of a foreign language in early childhood education.
- Can analyze official documents regarding the kindergarten stage, which regulate linguistic activity of schools.

## **Skills**

- Acquire literary education and especially get to know children's literature.
- Being able to encourage an initial approach to a foreign language.
- Deal effectively with language learning situations in multicultural and multilingual contexts.
- Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development.
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Demonstrating knowledge of the evolution of non-verbal communication and language in early childhood, knowing how to identify possible dysfunctions and ensuring their proper development.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Know and master oral and written expression techniques.
- Know the language, reading and writing curriculum at this stage as well as theories on the acquisition and development of relevant learning.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Manage information related to the professional environment for decision-making and reporting.
- Promote speaking and writing skills.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand oral tradition and folklore.
- 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.
- Understand the shift from orality to writing and understand the different registers and uses of language.

## **Learning outcomes**

1. Acquire a thorough knowledge of the social and cognitive dimensions of written language and the various dynamics of orality.
2. Acquire knowledge of the oral language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
3. Adapt the use of language to social contexts and communicative situations in the professional field.
4. Analyse situations for learning written language. Analyse and defend the proper use or not of written, oral verbal and nonverbal language.
5. Assessing the value of correction, adaptation and acceptability in oral and written productions.
6. Being able to establish links between environmental knowledge and actions and sustainable consumption.
7. Critically selecting the information, the consulting tools and the resources provided by virtual platforms.
8. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
9. Describe the evolution of language in early childhood, know how to identify possible dysfunctions and know how to defend teaching guidelines for proper development.
10. Develop a critical attitude towards uniformist versions of language and acquire basic criteria for addressing language learning in multicultural and multilingual contexts.
11. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
12. Integrate a respectful attitude to the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
13. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
14. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
15. Know and use the main resources and tools of inquiry for ones language.
16. Know Catalan literature of oral tradition (stories, rhymes, poems ...), ways of transmitting it to children and the methodology for their active participation.
17. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
18. Knowing how to analyse aspects of the evolution of non-verbal communication and language in early childhood, identifying possible dysfunctions and suggesting proposals for its proper development.
19. Knowing how to analyse didactic sequences in which Catalan language learning situations are considered in multicultural and multilingual contexts.
20. Knowing how to analyse didactic sequences related to learning a foreign language in infant education.
21. Knowing how to analyse different learning situations for the Catalan language in multilingual contexts. Recognising, simulating and modelling oral verbal and non-verbal language uses.
22. Knowing how to use language strategies that aid and stimulate the development of childrens speaking capacities.
23. Knowing how to use oral verbal and non-verbal techniques that aid communication and linguistic interaction with children.
24. Knowing how to use the different registers and uses of oral Catalan language.
25. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
26. Learning how to use childrens literature in relation to oral language learning, first learning of written language and literary education with didactic devices appropriate to their objectives.
27. Making correct use of communication strategies appropriate to children of different ages (movement, gestures, intonation, volume, etc.).
28. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
29. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
30. Properly express oneself orally and in writing in Catalan and Spanish using different oral verbal and nonverbal expression techniques.
31. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
32. Recognising and, knowing how to analyse and produce the discursive genres pertaining to the academic and professional sphere with enough theoretical and argumentative foundation.
33. Recognising the literary techniques pertaining to narration and poetry.

34. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
35. Understand the languages present in the school as a set of linguistic varieties that are all equally respectable.
36. Understand the linguistic effects of contact with language in learning situations.
37. Using verbal interaction in the classroom to promote an exchange of ideas about literary texts that teach children to talk about books and to interpret them.
38. Using virtual platforms as a work tool that allows effective communication in Catalan and Spanish and the development of critical thinking.

## Content

### Contents

#### 1. Communication and language

- 1.1 The concepts communication, language and speech.
- 1.2 Communicative language and representative functions.
- 1.3 The evolutionary and gradual process of learning acquisition.
- 1.4 Communicative and linguistic functions in the family context.

#### 2. The communication and language development in the school context.

- 2.1 The objectives of the work of oral language to children's education.
- 2.2 The verbal communication at the first cycle of infant education interaction: educational proposals and educational resources.
- 2.3 The verbal communication at the second cycle of early childhood education interaction: educational proposals and educational resources.
- 2.4 Analysis of child oral language and teaching suggestions for improvement.

#### 3. Multilingualism school

- 3.1 The oral language in the curriculum of the first and second cycle of Early Childhood Education.
- 3.2 The linguistic diversity in the classroom. The linguistic diversity of society: language legislation and situation of languages.
- 3.3 The language school project. The plan for updating the language immersion program in Catalonia and the language integration of children from other cultures. Models of multilingual education: success factors.
- 3.4 The introduction of a foreign language to children's education.

## Methodology

Activity Hours Methodology Learning Results

---

Whole group	15	Exhibitions by teachers of content and basic issues	DDIL.1.1
classes		on the syllabus. It is done with the whole group class and allows exposure of the main content	DDIL.2.1

		through an open and active participation by students.	DDIL.3.1 DDIL.3.2 DDIL.5.1 DDIL.6.1 DDIL.9.1 EI.1.1 EI.8.1 EI.9.1 EI.10.1 EI.11.1 EI.12.1 TF.1.1 TF.5.1
Seminars	35	Workspaces in doublings (1/2 large group) supervised by faculty where by analyzing documents, case resolution or various activities delves into the contents and topics presented in lectures large group.	DDIL.2.1 DDIL.3.1 DDIL.3.2 DDIL.3.3 DDIL.5.1 DDIL.6.1 DDIL.9.1 EI.9.1 EI.10.1 EI.11.1 EI.11.2 EI.12.1 TF.1.1 TF.5.1

## Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			

Face large group and splittings	45	1.8	3, 1, 36, 15, 14, 16, 9, 10, 28, 29, 35, 30, 11, 2, 33, 32, 18, 21, 17, 19, 20, 25, 23, 24, 22, 27, 37
<b>Type: Supervised</b>			
Preparation of activities and preparation of essay	30	1.2	3, 1, 36, 34, 15, 14, 13, 16, 9, 10, 28, 29, 35, 30, 2, 33, 32, 18, 21, 19, 25, 23, 24, 26, 22, 27, 37
<b>Type: Autonomous</b>			
Autonomous	75	3	3, 1, 4, 15, 14, 13, 16, 8, 9, 28, 29, 30, 11, 2, 12, 31, 33, 32, 18, 17, 19, 24, 26, 7, 38

## Evaluation

Activity assessment		Mark	Criteria Evaluation
		%	
BLOCK 1	Control unit 1 corresponding to the syllabus.	10%	The review will assess the essential contents of the three units, been remarking to the sessions of la get a maximum score of 4 points. To add obtained the remaining marks of the have to get a minimum of 2 points to the exam.
	Control unit 2 corresponding to the syllabus.	20%	
	Control unit 3 corresponding to the syllabus.	10%	
BLOCK 2	Group work in relation to the assessment of a situation of verbal interaction adult - child / a.	30%	Work will be evaluated: - The clarity of the oral presentation. - Analysis of the situation of linguistic childish talk. - Relationships that work to establish the subject.
	Collecting evidence showing the use of the tasks performed. They will be revised during the course.	30%	For maximum note must have attended and submitting splitting all the tasks proposed.

In order to pass the course must pass the assessment of each of the two blocks. The first block includes the evaluation -as an exam of the three major thematic units of the subject. The second section evaluates the work of the course and seminar activities or splittings . In the two blocks will have to demonstrate control and correction of the two languages, Catalan and Spanish.

Attendance at meetings of large group does not count in the final mark. Attendance is mandatory in splits a minimum of 80% and has an impact on the final mark, otherwise it will be considered absent.

Students in the course will making adequate monitoring of the subject and nevertheless left them some aspect not overcome, they will be given the opportunity to pass the subject, making an additional autonomous work or redoing any of the activities delivered or made . You will have to study each case depending on the situation of each student.

The examination of Units 1, 2 and 3 will be in June and the work of the subject will also be featured in the latest developments. Test results and the work of the subject will be published in the virtual campus during the 15 days following delivery. The student will have 7 days to request a review of the evidence from the date of publication.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assistance and evidence and unfolding tasks master classes.	30%	0	0	36, 14, 13, 9, 35, 30, 11, 2, 12, 31, 18, 21, 17, 19, 22, 7, 38
Course essay	30%	0	0	3, 1, 36, 15, 14, 13, 16, 8, 9, 10, 28, 29, 35, 30, 11, 2, 12, 31, 33, 32, 18, 21, 17, 19, 20, 25, 23, 24, 26, 22, 7, 27, 37, 5
Study on the essential contents of the course and examination (Blocks 1, 2 and 3)	40%	0	0	3, 1, 4, 34, 15, 13, 16, 9, 10, 28, 29, 35, 30, 2, 12, 31, 33, 32, 18, 21, 17, 19, 20, 25, 24, 26, 6

## Bibliography

### Bibliography

Bigas, M.; Correig, M. (2000). Didáctica de la lengua en la educación infantil. Madrid: Síntesis.

Bullich, E.; Maure, M. (1996). Manual del rondallaire. Barcelona: Edicions de la Magrana.

Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press.

Del Rio Pérez, M. J. (1999). La llengua oral a l'escola: una introducció. Barcelona: Edicions de la Universitat Oberta de Catalunya.

Del Rio Pérez, M. J. (1993). Psicopedagogia de la lengua oral un enfoque comunicativo. Barcelona: Editorial Horsori , S.L.

Ferrer Serrahima, Isabel (2012) L'artesanía de la comunicació. Diàleg, escolta i llenguatge en l'etapa 0-6. Barcelona: Graó.

Generalitat de Catalunya. Departament d'educació (2008). Currículum d'Educació Infantil. Barcelona.

Generalitat de Catalunya. Departament d'ensenyament (2003). L'ús del llenguatge a l'escola. Propostes d'intervenció per a l'alumnat amb dificultats de comunicació i llenguatge. Barcelona.

Hermoso, A i altres (2013) Dos nens, una nena i un cargol. Ensenyar llengua i ciències en la diversitat lingüística de Parvulari. Barcelona: Barcanova

Huguet, T.; Solé I.; Bassedas E. (1999). Aprender i ensenyar a l'Educació infantil. Barcelona: Graó.

Janer , G. (2010). Literatura oral y ecología de lo imaginario. Madrid: Fundación Germán Sánchez Ruipérez.

Pelegrin, A. (2004). La aventura de oír. Cuentos tradicionales y literatura infantil. Madrid: Grupo Anaya SA.

Perera, J. (2010) Educació plurilingüe. Revista Aula de Innovació Educativa. UB (197), 30-34.

Picq, P.; Sagart, L.; Dehaene, C. (2009). La història més bonica del llenguatge. Barcelona: Edicions de 1984. Col·lecció de bat a bat

Pinter, A. (2006). Teaching Young Language Learners. Oxford: Oxford University Press

Ruiz Bikandi, U. (ed.) (2000). Didáctica de la segunda lengua en la educación infantil y primaria. Madrid: Síntesis.

Sánchez-Cano, M. (2009). La conversa en petits grups a l'aula. Barcelona: Graó

Sánchez-Cano, M. (2001). Aprendiendo a hablar con ayuda. Lleida: Milenio

Sánchez Cano, M. (1999). Aprenent i ensenyant a parlar. Lleida: Pagès Editors

Unamuno, V. (2003). Lengua, escuela y diversidad sociocultural. Barcelona: Graó

Vila, I.; Siqués, C. (2006). Infància estrangera i coneixement de la llengua de l'escola. Revista Articles de Didàctica de la Llengua i la Literatura (38), 29-37.

Vila, I.; Siqués, C.; Roig, T. (2006). Llengua, escola i immigració: un debat obert. Barcelona: Graó

#### **Websites of interest:**

Updating language immersion program in Catalunya

[http://blocs.mesvilaweb.cat/media/cGlsWzFd\\_153243\\_1\\_3029\\_1.pdf](http://blocs.mesvilaweb.cat/media/cGlsWzFd_153243_1_3029_1.pdf)

Teaching Resources Department

[www.xtec.es/recursos/catala/index.htm](http://www.xtec.es/recursos/catala/index.htm)

Children's tales

[www.unamadecontes.cat/](http://www.unamadecontes.cat/)

Stories resources

[www.xtec.es/recursos/lit\\_inf/contes/](http://www.xtec.es/recursos/lit_inf/contes/)