

Teaching Oral Language in Early Childhood Education

Code: 103679
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Xavier Fontich Vicens
Email: Xavier.Fontich@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

Teachers

Manuela Hernandez Lopez
Rosamaria Felip Falcó

Prerequisites

It is of utmost importance that the student, as a future teacher in Early-Child Education, has (or alternatively develops all along the degree) good oral and written Catalan and Spanish communicative skills (level 1, equivalent to C1). 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: (A) 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; (B) 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; (C) 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: (1) Have integrated knowledge (linguistic, psycholinguistic, sociolinguistic and didactic) processes related to acquisition and development of oral language; (2) Know the main characteristics of language development of children from 0 to 6 years; (3) Understand the fundamental notions that current conceptions about teaching and learning languages in multilingual contexts and programs are based on; (4) Know the elements involved in the classroom communicative and linguistic interaction; (5) Recognize and identify the crucial role of oral language in different areas of teaching and learning in school; (6) Know the curriculum of the stage and know how to design activities that develop the capacities of expression and children's speech; (6) Analyze the various types of interventions that favor the development of communicative competence of children and make proposals for intervention in the classroom; (7) 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; (8) 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; (9) 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; (10) 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; (11) Have information on language policies in force in Catalonia, Spain and Europe; (12) Know the basics and some methodological proposals for the introduction of a foreign language in early childhood education; (13) Can analyze official documents regarding the kindergarten stage, which regulate linguistic activity of schools.

Competences

- 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. Critically selecting the information, the consulting tools and the resources provided by virtual platforms.
7. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
8. Describe the evolution of language in early childhood, know how to identify possible dysfunctions and know how to defend teaching guidelines for proper development.

9. Develop a critical attitude towards uniformist versions of language and acquire basic criteria for addressing language learning in multicultural and multilingual contexts.
10. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
11. 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.
12. Know Catalan literature of oral tradition (stories, rhymes, poems ...), ways of transmitting it to children and the methodology for their active participation.
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. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
17. 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.
18. Knowing how to analyse didactic sequences in which Catalan language learning situations are considered in multicultural and multilingual contexts.
19. Knowing how to analyse didactic sequences related to learning a foreign language in infant education.
20. 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.
21. Knowing how to use language strategies that aid and stimulate the development of childrens speaking capacities.
22. Knowing how to use oral verbal and non-verbal techniques that aid communication and linguistic interaction with children.
23. Knowing how to use the different registers and uses of oral Catalan language.
24. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
25. 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.
26. Making correct use of communication strategies appropriate to children of different ages (movement, gestures, intonation, volume, etc.).
27. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
28. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
29. Properly express oneself orally and in writing in Catalan and Spanish using different oral verbal and nonverbal expression techniques.
30. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
31. Recognising and, knowing how to analyse and produce the discursive genres pertaining to the academic and professional sphere with enough theoretical and argumentative foundation.
32. Recognising the literary techniques pertaining to narration and poetry.
33. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
34. Understand the languages present in the school as a set of linguistic varieties that are all equally respectable.
35. Understand the linguistic effects of contact with language in learning situations.
36. 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.
37. 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

The methodology of this Subject is divided into two areas: large group sessions and seminar sessions. In both cases, the teachers involved will seek to promote a climate not only of exhibition of ideas but also of interaction, participation, and exchange. This will be especially the case in the seminars, in which weekly tasks will be proposed that the students will have to carry out (some readings, some written reflections, the viewing of some video, etc.) in such a way that they nourish the exchange of ideas in the seminar, enabling diverse groupings between students in pairs, small group and large group. In this subject, seminars are essential spaces for the smooth running of learning and the assimilation of content taught as a whole group.

Activity Hours Methodology Learning Results

Whole group classes	15	Exhibitions by teachers of content and basic issues on the syllabus. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.	DDIL.1.1
			DDIL.2.1
			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, 35, 15, 14, 12, 8, 9, 27, 28, 34, 29, 10, 2, 32, 31, 17, 20, 16, 18, 19, 24, 22, 23, 21, 26, 36
Type: Supervised			
Preparation of activities and preparation of essay	30	1.2	3, 1, 35, 33, 15, 14, 13, 12, 8, 9, 27, 28, 34, 29, 2, 32, 31, 17, 20, 18, 24, 22, 23, 25, 21, 26, 36
Type: Autonomous			

Autonomous	75	3	3, 1, 4, 15, 14, 13, 12, 7, 8, 27, 28, 29, 10, 2, 11, 30, 32, 31, 17, 16, 18, 23, 25, 6, 37
------------	----	---	---

Assessment

In order to pass the course, the results of the assessment of each of the following two blocks must be positive: Block 1, focused on the assessment (in the form of a written exam) of the three major thematic units of the subject; and Block 2, focused on the activities tasks along the seminars. As can be seen, the assignee attaches great importance to the tasks that are done throughout the sessions (35% of the grade). In both blocks the student must have a high standard in his/her command of Catalan and Spanish.

Activity assessment		Mark %	Criteria Evaluation
BLOCK 1	Control unit 1 corresponding to the syllabus.	10%	The control of these three parts of the syllabus will be carried out in a single exam. This exam will evaluate the essential contents of the three parts, which will have been worked upon in the face-to-face large group sessions. A maximum score of 10 points can be obtained. To be able to add the grade obtained to the rest of the notes of the subject, a minimum of 5 points must be obtained in the exam.
	Control unit 2 corresponding to the syllabus.	20%	
	Control unit 3 corresponding to the syllabus.	10%	
BLOCK 2	Subject research work (Group work) in relation to the assessment of a situation of verbal interaction adult - child.	25%	Work will be evaluated: - The clarity of the oral presentation. - Analysis of the situation of linguistic interaction and childish talk. - Relationships that work to establish the contents of the subject.
	Collecting evidence showing the use of the tasks performed. They will be revised during the course.	35%	For maximum note must have attended all sessions and submitting splitting all the tasks that have been proposed.

The last exam will be on June 2021 (date to be confirmed, the second exam will be a week later). All along the subject a number of tasks will be assigned, which will have to be submitted in due time. A submission subject to evaluation will be a collaborative research and its presentation. Attendance at meetings of large group does not count in the final mark. Attendance is mandatory in seminars in a minimum of 80% and has an impact on the final mark; no attendance will be considered. Attendance to the two sessions of course essay presentations is mandatory.

The student is expected to have a positive attitude. It is recommended that s/he maintains an proactive position when dealing with possible problems that arise as well as open to seek solutions and accept the proposals eventually arbitrated by the teacher. It is necessary to show an attitude of active listening, respect, participation, cooperation and empathy, as well as kindness, punctuality and proper use of electronic devices (mobile, computer, etc.). It is also expected that the student demonstrates that s/he is responsible and rigorous in the autonomous work, that s/he participates actively during the lectures, that s/he shows critical thinking with

others and with oneself, and that s/he maintains a favourable attitude towards a friendly, positive, and democratic environment, and where diversity is respected. We will ensure, on the other hand, that the texts delivered throughout the course as well as the final work are free of plagiarism; in the event that we detect plagiarism (through programs that detect it, for example) that work will be automatically rejected.

Students who adequately respond to the course assignments and yet cannot pass one of the assessments will be given the opportunity to pass the subject via additional autonomous work or by redoing any of the activities delivered. For each individual case a specific decision will be taken. The examination of Units 1, 2 and 3 will be in June and the course essays will also be presented over the last sessions. Results of the exams and the course essays will be published within 15 days after the exam date or the essay submission.

Assessment Activities

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

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 llengua oral un enfocament comunicatiu*. Barcelona: Editorial Horsori, S.L.
- Ferrer Serrahima, I. (2012). *L'artesanía de la comunicació. Diàleg, escolta i llenguatge en l'etapa 0-6*. Barcelona: Graó.
- Fons, M. & Palou, J. (2016). *Didáctica de la lengua y la literatura en educación infantil*. Madrid: Síntesis.
- 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 ecológade lo imaginario*. Madrid: Fundación Germán Sánchez Ruipérez.

Palou, J.; Carreras, M. & Bosch, C. (2005). *La lengua oral en la escuela: 10 experiencias didácticas*. Barcelona: Graó.

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

Perera, J. (2010) Educación plurilingüe. *Revista Aula de Innovación Educativa*, 197, 30-34.

Picq, P.; Sagart, L. & Dehaene, C. (2009). *La història més bonica del llenguatge*. Barcelona: Edicions de 1984.

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

Webs d'interès:

El pla per a l'actualització del programa d'immersió lingüística a Catalunya

http://blocs.mesvilaweb.cat/media/cGlsWzFd_153243_1_3029_1.pdf

Recursos Departament Ensenyament

www.xtec.es/recursos/catala/index.htm

Contes infantils

www.unamadecontes.cat/

Recursos contes

www.xtec.es/recursos/lit_inf/contes/

Grup Gretel literatura infantil

www.gretel-uab.pangea.org/endevinalles/