

**Teaching Written Language and Literature in Early
Childhood Education**

Code: 103680
ECTS Credits: 7

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Martina Fittipaldi

Prerequisites

Students are advised to have taken and passed the course entitled Teaching Oral Language in Early Childhood Education, offered during the second year of this study programme, before enrolling in this course.

Objectives and Contextualisation

The course focuses mainly on the following areas,

- a) the features of written language discourse and the nature of reading and writing;
- b) children's learning processes concerned with the development of reading and writing skills;
- c) teaching and learning how to write and how to organize written tasks in the classroom;
- d) the different purposes of literary education at early ages, especially in the context of language immersion schools;
- e) the characteristics of children books and literature: types and formats of printed and digital books.
- f) the value of children books as educational tools to promote adult-children interaction: selection criteria to meet diverse educational goals.
- g) the importance of knowing and applying evidence-based practices for the teaching of written language and literature.

At the end of the course, students must,

- Possess (linguistic, psycholinguistic, sociolinguistic and didactic) knowledge related to the processes of acquiring, teaching, and learning how to read and write.
- Know how children acquire written language and how teachers should support early readers/writers.
- Recognize effective methods for early literacy instruction and distinguish them from pedagogical approaches with low efficacy.
- Understand the purposes of early literary education and be familiar with the various characteristics of children's books.
- Have made a proposal on the kind of criteria they would use to select books for a classroom library.
- Have sketched a literary educational plan on how they would mobilise a classroom library. Some of the proposals in the plan should be implemented.
- Appreciate the value of and be skilled in searching, critically reading, and applying evidence-based practices for teaching written language and literature in the early-years classroom.

Competences

- Acquire literary education and especially get to know children's literature.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Know and master oral and written expression techniques.
- Know and properly use resources to encourage reading and writing and develop strategies for use of the school library.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 written language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
3. Acquire literary education and especially to be familiar with children's literature.
4. Adapt the use of language to social contexts and communicative situations in the professional field.
5. Analyse situations for learning written language. Analyse and defend the proper use or not of written, oral verbal and nonverbal language.
6. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Apply the knowledge gained to the selection, reading and interpretation of literary texts.
8. Communicate using language that is not sexist or discriminatory.
9. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
10. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
11. Having the knowledge and knowing how to use the methodological strategies that aid and stimulate the development of children's capacities for acquiring written language.
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 about books for young readers and have adequate criteria for school selection on the basis of formal and literary characteristics.
14. Know about resources to encourage reading and writing and appreciate their contribution to literary education.
15. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
16. Know and appreciate the characteristics of audiovisual and digital literary products for early readers.
17. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
18. Know and use the main resources and tools of inquiry for one's language.
19. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
20. Knowing how to use the different registers and uses of oral Catalan language.
21. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
22. Learning how to use children's literature in relation to oral language learning, first learning of written language and literary education with didactic devices appropriate to their objectives.
23. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
24. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
25. Orally and in writing explain the objectives, curriculum content and evaluation criteria of spoken language in infant education.
26. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
27. Recognising and, knowing how to analyse and produce the discursive genres pertaining to the academic and professional sphere with enough theoretical and argumentative foundation.
28. Recognising the literary techniques pertaining to narration and poetry.
29. Understand oral tradition and folklore and evaluate them with literary and educational criteria.
30. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
31. 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.

Content

SECTION 1: WRITTEN LANGUAGE

Block A. The object of knowledge: written language

1. The concept of "best practices" for the teaching of written language.
2. Value and social functions of written language.
3. What is writing? The writing process.
4. What is reading? The process of reading.

Block B. The process of acquisition of reading and writing

5. Early written productions.
6. Non-conventional reading.

Block C. Written language instruction

7. Scientific evidence and classroom practices.
8. Planning: goals, contents, and activities.

SECTION 2: LITERATURE

Block D. Books and literature for children

9. Type in the production of books and literature for children and non-readers to readers first. Books and printed literature, audiovisual and digital.
10. The assessment of the quality of texts in different codes and elements. Children's literature as a reflection of the world value proposition educational situation in the artistic trends of the time and situation in Catalan cultural tradition, including the gender perspective.

Block E. The planning of school literature at the early-years stage

11. The functions of the literary education: language development, cognitive, emotional and artistic, cultural socialization, access to the collective imagination and social cohesion.
12. Educational planning literary library and classroom space, orality, exploration and reading independently, guided and shared reading.
13. The selection criteria of literary texts by quality, educational objectives and recipients.
14. The interaction between books, adult and children. Teach you to talk about books and interpret them. Learning reading and writing literary texts.
15. The relationship between the school and family literary activities.

All these contents are worked on in the gender perspective.

Methodology

The methodology of the course is planned on the premise that the student is the protagonist of the teaching-learning process, as shown in the following table:

Activity	Hours	Methodology	Learning Results
Theory	18		

Lectures on the contents and key issues in the course followed by discussions in which students are expected to participate actively.

TF.8, EI.13, DDIL.1.1, DDIL.2.1, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.5, DDIL.7, DDIL.8, DDIL.8.1, DDIL.8.2, EI.11.3, EI.11.4,

Half-group seminars	35	Seminar sessions in split groups to discuss the practical application of theoretical content.	TF.8, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.6, EI.1.1, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.3, TF.1.1
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Either independently and/or through supervised tuition, students must spend a significant number of study hours to the preparation for the class activities to be presented in class, reading literature on the issues discussed, and elaborating the various assignments (see the section on assessment).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face seminar sessions	35	1.4	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Theory	18	0.72	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Type: Supervised			
Preparation and elaboration of evaluation activities and assignments	35	1.4	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Type: Autonomous			
Study hours, searching for materials, readings, preparation of activities and elaboration of the various assignments	87	3.48	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31

Assessment

Note: This subject does not offer the possibility of a single assessment date.

PRELIMINARY CONDITIONS*

The achievement of Level 2 of the Catalan Language for Teachers of Primary and Infant Education is an indispensable requirement to be able to pass the subject. To show that this level is available, the student must pass the Level 2 test that is done at the end of the semester for students enrolled in the subject (or have passed one of the calls during June).

Students who have the Catalan Language Level C2 Certificate awarded by the General Directorate of Language Policy or the UAB Language Service will be exempt from the test, since the level will be certified by the presentation of this certificate.

In the event that the student has not obtained Level 2 of Catalan Language for Teachers of Primary and Infant Education, the grade that will be included in the grade will be 3.

The next academic year the student will have to show that s/he has achieved it. With respect to the course as a whole, s/he will have to proceed with the synthetic evaluation that the teacher foresees.

Students must also show a compatible attitude with the educational profession as a requirement to pass the subject, which implies active listening, respect, participation, cooperation, empathy, kindness, punctuality, and proper use of electronic devices.

EVALUATION (ONLY WITH PRELIMINARY CONDITIONS ACCOMPLISHED)

Assessment of the course will address its two main content areas: written language (Section 1: blocks A, B and C) and literature (Section 2: blocks D and E). In order to pass the course, students must get a minimum of a pass mark (5 out of 10) in both content areas, separately. For each area, students must submit three evaluation activities, as shown in the grid below. Plagiarism of any kind will result in a FAIL of the entire subject. A good command of Catalan is essential to pass the course.

	Evaluation activities	% of the final grade	Learning outcomes
Section 1	Field-work assignment (in groups) on literacy development	10%	TF.8, DDIL.1.1, DDIL.2.1, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.5, DDIL.6, DDIL.7, EI.1.1, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.4, G01, G01.26, TF.1.1
	Individual and group seminar activities on literacy	20%	
	Individual exam on literacy development and instruction	20%	
Section 2	Literature course work (in groups): written assignment and oral presentation	10%	TF.8, EI.13, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.7, DDIL.8, DDIL.8.1, DDIL.8.2, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.3, EI.11.4, G01, G01.26, TF.1.1
	Individual assignments on literary analysis (Literature): written paper and oral presentation	20%	
	Final individual diagnosis exercise on Literature	20%	

The final mark for the subject is obtained by averaging the mark for the written language and the literature sections. The final assessment for both sections of the subject will take place on January 8th and reassessment will take place on February 5th.

Written-language section. To pass this part of the course, students must obtain a weighted average of 5 (out of 10). The individual exam and the group fieldwork group assignment may be reassessed if they initially obtain a mark under 5 points. Seminar activities cannot be reassessed; however, if the individual average across all seminar activities equals or is superior to 4, it may be averaged with the rest of the evaluation activities of the block. Note that a student who is absent from a seminar will get 0 points for the specific seminar activity evaluated.

Literature section. To pass this part of the course, students must obtain a weighted average of 5 (out of 10). The individual assignment on literary analysis and the final individual diagnosis exercise may be reassessed if the student initially obtains a mark under 5 points. The literature coursework (in groups) may not be reassessed.

*This information is only applicable to students of the Early Years Degree. Students of the Double Degree Early-Years/Primary must take the exam on Catalan knowledge linked to the subject Llengües i Aprenentatge of the Primary Education Degree

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Field-work assignment (in groups) on literacy development	10%	0	0	4, 1, 6, 5, 8, 30, 18, 17, 23, 24, 10, 2, 12, 26, 27, 19, 20, 11
Final individual diagnosis exercise on Literature	20%	0	0	4, 6, 7, 8, 18, 17, 16, 29, 13, 14, 9, 23, 24, 3, 12, 26, 28, 27, 19, 21, 20, 22, 31
Individual and group seminar activities on literacy	20%	0	0	4, 1, 5, 8, 30, 18, 17, 15, 24, 25, 2, 26, 27, 19, 11
Individual exam on the literacy instruction section	20%	0	0	4, 1, 6, 5, 8, 30, 23, 24, 2, 26, 27, 19, 20, 11
Individual literary analysis	20%	0	0	4, 6, 7, 8, 18, 16, 29, 13, 14, 23, 24, 3, 12, 26, 28, 27, 19, 21, 20, 22, 31
Literature course work (in groups): written assignment and oral presentation	10%	0	0	4, 6, 7, 8, 18, 15, 16, 29, 13, 23, 24, 10, 3, 12, 26, 28, 27, 19, 21, 20, 22, 31

Bibliography

Bibliography and other sources of information (elaborated taking into account the gender perspective, with predominance of female authors)

SECTION 1: WRITTEN LANGUAGE

DDAA (2006). "El primer aprenentatge de la lectura i l'escriptura" (monogràfic). *Articles de Didàctica de la Llengua i la Literatura* 40.

Bigas, M.; Correig, M. (eds.) (2000). *Didáctica del lenguaje en la Educación Infantil*. Madrid: Síntesis.

Carlino y Santana, D. (coord.) (1999). *Leer y escribir con sentido: una experiencia constructivista en educación infantil y primaria*. Madrid: Visor.

Diez, C. (2004). *La Escritura colaborativa en educación infantil: estrategias para el trabajo en el aula*. Barcelona: ICE/Horsori.

Fons, M. (1999). *Llegir i escriure per viure*. Barcelona: La Galera.

Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction. 2nd edition*. Guilford Press.

Graham, S., MacArthur, C. A., & Hebert, M. (Eds.). (2018). *Best practices in writing instruction. 3rd edition*. Guilford Press.

Julia, T. (1995). *Encetar l'escriure. Per un aprenentatge lúdic i funcional de la llengua escrita*. Barcelona: Rosa Sensat.

Nemirovsky, M. (2009). *Experiencias escolares con la lectura y la escritura*. Barcelona: Graó.

Nemirovsky, M. (1999). *Sobre la enseñanza del lenguaje escrito y temas aledaños*. Barcelona: Paidós.

Ribera, P. (2008). *El repte d'ensenyar a escriure*. Perifèric Edicions SL.

Snowling, M. J., & Hulme, C. E. (2005). *The science of reading: A handbook*. Blackwell Publishing.

Teberosky, A. (1992). *Aprendiendo a escribir*. Barcelona: ICE/Horsori.

Tolchinsky, L. (1993). *Aprendizaje del lenguaje escrito. Procesos evolutivos e implicaciones didácticas*. Barcelona: Anthropos.

Tolchinsky, L.; Simó, R. (2001). *Escribir y leer a través del currículum*. Barcelona: ICE-Horsori.

Tolchinsky, L. (2003). *The cradle of culture and what children know about writing and numbers before being taught*. Mahwah, NJ: Lawrence Erlbaum.

SECTION 2: LITERATURE

Mandatory readings

Correro, C. i Real, N. (coord.) (2017). *La literatura a l'educació infantil*. Barcelona: Associació de Mestres Rosa Sensat.

Colomer, T. (dir.) (2002). *Siete llaves para valorar las historias infantiles*. Madrid: Fundación Germán Sánchez Ruipérez.

General

Bosch, E. (2020). *Sense paraules. Sis tallers de lectura d'àlbums sense mots per a totes les edats*. Barcelona: Rosa Sensat.

Chambers, A. (2007). *El ambiente de la lectura*. México: FCE.

Chambers, A. (2009). *Dime. Los niños, la lectura y la conversación*. México: FCE.

Colomer, T. (2005). *Andar entre libros. La lectura literaria en la escuela*. México: FCE.

Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*. Madrid: Síntesis.

Correro, C.; Gil, M. R.; Juan, A.; Real, N. (2016). "Joc, llengua i literatura: de l'oralitat a la multimodalitat". Dins Edo, M.; Blanch, S.; Anton, M. (eds.). *El joc a la primera infància* (pp. 109-124). Barcelona: Octaedro.

Correro, C.; Real, N. (2014). Literatura infantil digital 0-6. Present i futur. *Faristol* 79. En línia: http://www.clijcat.cat/faristol/paginas/detall_articles.php?recordID=294.

Molist, P. (2008). *Dins del mirall. La literatura infantil explicada als adults*. Barcelona: Graó.

Munita, F.; Real, N. (2019). Simple o ximple? Una reflexió sobre la poesia infantil. *Faristol* 89. En línia: https://www.clijcat.cat/faristol/descargas/89/6_89.pdf.

Teixidor, E. (2007). *La lectura i la vida*. Barcelona: Columna.

Vilà Miquel, N.; Correro, C. (2023). La poesia a les primeres edats. Inici d'un itinerari. Barcelona: Associació de Mestres Rosa Sensat.

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Bullich, E.; Maure, M. (1996). *Manual del rondallaire*. Barcelona: La Magrana.

Lluch, G. (ed.) (2000). *De la narrativa oral a la literatura per a infants. Invenció d'una tradició literària*. Alzira: Bromera.

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

Books for very young learners

Bonnafé, M. (2008). *Los libros, eso es bueno para los bebés*. México: Océano.

Duran, T. (2002). *Leer antes de leer*. Madrid: Anaya.

Teberosky, A. (2001). *Proposta constructivista per aprendre a llegir i a escriure*. Barcelona: Vicens Vives.

History of Children's Literature

Duran, T.; Luna, M. (2002). *Un i un i un... fan cent!* Barcelona: La Galera.

Valriu, C. (2010). *Història de la literatura infantil i juvenil catalana*. Barcelona: La Galera.

Webs of resources and documentation centres:

- Biblioteca Xavier Benguerel. Centre de Documentació del Llibre infantil: <http://www.bcn.cat/bibxavierbenguerel>

- ClijCAT (Consell Català del Llibre Infantil i Juvenil): <http://www.clijcat.cat/>

- Fundación Germán Sánchez Ruipérez. Centro de Documentación e Investigación: <http://www.fundaciongsr.es/>

- GRETEL: Pàgina de Literatura infantil de la UAB: <http://www.gretel.cat/>

- JOCS DE FALDA (blog): <https://jocsdefaldablog.wordpress.com/>

- Revista *Faristol*, publicació de referència en l'àmbit de la LIJ a Catalunya: <http://www.clijcat.cat/faristol/paginas/>

- Per a educació infantil (amb poemes recitats, escrits i il·lustrats per temes i d'autors molt diversos): <http://www.edu365.cat/infantil/poesia/portada.htm>

- Musiquetes.cat: recull de cançons infantils tradicionals per escoltar en xarxa, forma part d'un dels projectes de la Bressola de la Catalunya Nord: <http://www.musiquetes.cat/canco/num/16>

- Seminari de bibliografia infantil i juvenil de Rosa Sensat (llibres recomanats):
<http://www2.rosasensat.org/pagina/el-garbell>
- Canal Lector (FGSR): <http://canallector.com/>
- Una mà de contes: contes per veure i escoltar, que es poden triar a partir del tema, l'autor, l'il·lustrador, l'origen geogràfic...: <http://www.unamadecontes.cat/>
- ANIN: Associació de narradores i narradors: <http://www.anincat.org/narradores-i-narradors/>
- XTEC, web del Departament d'Educació: <http://www.xtec.cat/> 8en podem destacar l'apartat "Escola oberta", que inclou materials de tot tipus per a totes les assignatures i tots els nivells educatius: <http://www.xtec.cat/escola/index.htm>; a l'apartat de llengua catalana: "Una mà de contes", "Racó de contes", "El pou de la goja. Revista interactiva de literatura oral", "Els contes d'en Tom i la Laia", etc.)

Software

Not applicable