

Degree	Type	Year
2500797 Early Childhood Education	OB	2

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

In order to make the proposed activities, it is necessary good Catalan and Spanish skills in writing and speaking. The students will be evaluated about their knowledge in Catalan and Spanish languages. They must use one or another language taking depending on the oral and write activities proposed by the teacher.

Objectives and Contextualisation

The subject, with professors from Catalan and Hispanic Departments, is oriented to consolidate and take a close look at the linguistic knowledge. The program is complemented with language contents of other subjects that the student did in the first course and with the subject "Didactics of language and literature" that the students will do after this one.

Formative Objectives:

1. Recognize, analyze and know how to produce oral and written discourse belonging to the professional teachers in Early Childhood Education.
2. Reinforce language skills involved in language use and increase the ability to reflect linguistic studies.
3. Know and analyze multilingual educational contexts.
4. Analyze the story as a literary genre and as a basis for the expressive possibilities of language.

Provide resources for self-study language.

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 and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- 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.
- 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 oral language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
3. Acquire knowledge of the written language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
4. Acquire literary education and especially to be familiar with children's literature.
5. Adapt the use of language to social contexts and communicative situations in the professional field.
6. Analyse situations for learning written language. Analyse and defend the proper use or not of written, oral verbal and nonverbal language.
7. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
8. Apply the knowledge gained to the selection, reading and interpretation of literary texts.
9. Assessing the value of correction, adaptation and acceptability in oral and written productions.
10. Communicate using language that is not sexist or discriminatory.
11. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
12. Describe the evolution of language in early childhood, know how to identify possible dysfunctions and know how to defend teaching guidelines for proper development.
13. Develop a critical attitude towards uniformist versions of language and acquire basic criteria for addressing language learning in multicultural and multilingual contexts.

14. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
15. 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.
16. 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.
17. Know Catalan literature of oral tradition (stories, rhymes, poems ...), ways of transmitting it to children and the methodology for their active participation.
18. Know about books for young readers and have adequate criteria for school selection on the basis of formal and literary characteristics.
19. Know about resources to encourage reading and writing and appreciate their contribution to literary education.
20. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
21. Know and appreciate the characteristics of audiovisual and digital literary products for early readers.
22. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
23. Know and use the main resources and tools of inquiry for one's language.
24. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
25. 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.
26. Knowing how to analyse didactic sequences in which Catalan language learning situations are considered in multicultural and multilingual contexts.
27. Knowing how to analyse didactic sequences related to learning a foreign language in infant education.
28. 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.
29. Knowing how to use language strategies that aid and stimulate the development of children's speaking capacities.
30. Knowing how to use oral verbal and non-verbal techniques that aid communication and linguistic interaction with children.
31. Knowing how to use the different registers and uses of oral Catalan language.
32. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
33. 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.
34. Making correct use of communication strategies appropriate to children of different ages (movement, gestures, intonation, volume, etc.).
35. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
36. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
37. Orally and in writing explain the objectives, curriculum content and evaluation criteria of spoken language in infant education.
38. Properly express oneself orally and in writing in Catalan and Spanish using different oral verbal and nonverbal expression techniques.
39. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
40. Recognising and, knowing how to analyse and produce the discursive genres pertaining to the academic and professional sphere with enough theoretical and argumentative foundation.
41. Recognising the literary techniques pertaining to narration and poetry.
42. Understand oral tradition and folklore and evaluate them with literary and educational criteria.
43. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
44. Understand the languages present in the school as a set of linguistic varieties that are all equally respectable.
45. Understand the linguistic effects of contact with language in learning situations.
46. 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

1. Oral Language: the speech of Early Childhood Education teachers (Catalan) Philology)
 1. 1. The speech of Early Childhood Education teachers in the classroom.
 - 1.1.1. From colloquial registers to simplified registers.
 - 1.1.2. Discourse strategies of Early Childhood Education teachers.
 - 1.2. The colloquial register and the standard oral.
2. The multilingual educational contexts and linguistic attitudes. (Spanish Philology)
 - 2.1. The linguistic variation: varieties according to time, space, social class and situation.
 - 2.2. Languages in contact: Catalan-Spanish linguistic interference.
 - 2.3. Differences in the use of language in speaking and writing expression.
3. The oral transmission literature and other recreational manifestations. (Spanish Philology)
 - 3.1. Children stories.
 - 3.2. Poems and folk songs.
4. Written Language. (Catalan Philology)
 - 4.1. Genres and textual typology.
 - 4.2. The texts of education.
 - 4.2.1. The structure of the text.
 - 4.2.2. Coherence and cohesion.
 - 4.2.3. The sentence structure. The topicalization. The parenthetical remarks.
 - 4.2.4. Punctuation: functions and conventions.
 - 4.3. The narrative text: linguistic and narrative analysis of stories for children.
5. Resources and query tools (Spanish Philology)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Instrumental Aspects of Languages	47	1.88	8, 23, 41
Type: Supervised			
Instrumental Aspects of Languages	20	0.8	8, 23, 41

Type: Autonomous

Instrumental Aspects of Languages	65	2.6	8, 13, 23, 26, 36, 41, 44, 45
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The protagonist in the learning process is the student. Then, the methodology of the subject is planned under this premise as shown in the table below:

Seminars are workspaces for small groups (half the group) managed by teachers. The program contents are crafted through teacher expositions, texts analysis and productions, student expositions and lectures and other individual and teamwork activities (oral and writing).

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam Oral Language (Catalan) (individual)	50%	2	0.08	1, 3, 5, 7, 8, 10, 11, 14, 16, 23, 24, 25, 35, 36, 37, 38, 41
Exam Written Language (Catalan) (individual)	50%	2	0.08	7, 8, 10, 35, 41
Final exam points 2,3, 5 (Spanish) (individual)	50%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46
Mandatory activities (individual)	50%	10	0.4	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46
Regulation tests (Catalan) (individual)	0%	2	0.08	9, 38

The evaluation of the subject will be held throughout the academic year according to the activities shown in the grid below. The final grade will be obtained from the sum of scores relating to each percentage for language (67% Catalan Philology; 33% Spanish Philology).

In order to pass the course is essential the mastery of oral and written Catalan and Spanish. In Catalan, the student must to proof in practice a language skill equivalent to Level 1 of Catalan Language for Teachers and Primary Education (you can find more information on this level and linguistic competence in general <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>). Moreover, they must to pass different exams about regulations, lexical and phonetic correction and it should be passed each exam papers. Furthermore, they must also have a grade of 5 points or more in each language. Otherwise, it will be

suspended. In the case of Catalan, there will be an average between qualifications obtained in both oral and written exams; a final qualification will be given provided the minimum mark of both parts is 5.

Both, in Catalan and Spanish, every misspelling and typography, vocabulary or syntax errors will be penalized with 0.2 points on the final grade of each assessment activities. In Catalan, if the student exceeds 15 errors or if the final score remained below 5 because his/her errors they will resubmit controls regulations although they had previously passed. In Spanish, if the student accumulates more than 15 errors in any test or if the result of the examination is lower than 5 due to discount for orthographical and typographical mistakes, you must make a complementary activity related linguistic correctness.

Class attendance is mandatory: students must attend all classes to be evaluated (it provides 20% of incidents). Otherwise it will be considered absent. It is also considered absent the student who has not delivered all evaluation activities within the established deadlines.

See the schedule of the course to know the dates of the exams.

It is expected a recovery of evaluation activities for those students who have attended classes but have not passed the course

In accordance with UAB regulations, the copy or plagiarism, both in the case of works and in the case of exams, constitute a crime and will be penalized with a 0 as a mark of the subject losing the possibility of recovering it, whether it is individual or group work (in this case, all members of the group will have a 0). If during the realization of an individual work in class, the teacher considers that a student is trying to copy or some type of document or device not discovered by the teaching staff is discovered, the same will be described with a 0, without option of recovery, and therefore, the subject will be suspended. It will be considered that a job, activity or examination is "copied" when it reproduces a significant part or a part of the work of one or the other partner. It will be considered that a work or activity is "plagiarized" when a part of an author's text without citing the sources is presented, regardless of whether the original sources are on paper or in digital format. (More information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

UNIQUE ASSESSMENT

Students who wish to take part in the single assessment must request it from the teacher via email between October 1 and 31, 2024.

The single assessment consists of a test that integrates the different contents of the subject.

For the morning group, the single assessment test for the Spanish part will be on November 27. The reassessment, December 11. from 9 to 10.30

For the morning and afternoon group, the single assessment test for the Catalan part will be on May 28. The re-evaluation will be on June 25.

If the student taking the single assessment has pending the regulations part, he must appear for this part on the same dates as the rest of the group. I

COMMUNICATION OF RESULTS

In all cases, whether continuous evaluation or single evaluation, the deadline for communication of results will not exceed 15 or 20 days from the delivery of the evidence

Bibliography

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Bassols, M. i Torrent, A. M. (1996). Models textuels. Teoria i pràctica. Vic: EUMO.

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Castellà, J. M.; Comelles, S.; Cros, A. i Vilà, M. (2007). Entendre's a classe. Barcelona: Graó.

Cazden, C. B (1991). El discurso en el aula. El lenguaje de la enseñanza y del aprendizaje. Barcelona: Paidós.

Cuenca, M. J. (2003). Sintaxi catalana. Barcelona: UOC.

Lodge, D. (1992). L'art de la ficció. Barcelona: Empúries.

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Gómez, L. (2002). Manual de español correcto I y II. Madrid: Arco/Libro.

Medina, J. (2002). Lenguas en contacto. Madrid: Arco/Libro.

Payrató, Ll. (1990). Català col·loquial. Aspectes de l'ús corrent de la llengua catalana. València: Universitat de València.

Palou, J. i Bosch, C. (eds), (2005). La llengua oral a l'escola. Barcelona: Graó.

Penny, R. (2004). Variación y cambio en español. Madrid: Gredos (BRH: Estudios y Ensayos, 438).

Segarra, M.(1985). Història de la normativa catalana. Barcelona: Enciclopèdia Catalana.

Tusón, J. (1996). L'escriptura. Barcelona: Empúries.

Webs d'interès

<http://www.iec.cat>

<http://www.termcat.cat>

Diccionari de la llengua catalana, de l'Institut d'Estudis Catalans (DIEC): <https://dlc.iec.cat>

Gramàtica essencial de la llengua catalana, de l'Institut d'Estudis Catalans (GEIEC): <https://geiec.iec.cat/>

Ortografia catalana, de l'Institut d'Estudis Catalans (OIEC):
https://www.iec.cat/llengua/documents/ortografia_catalana_versio_digital.pdf

Proposta per a un estàndard oral de la llengua catalana 1, de l'Institut d'Estudis Catalans (PEOLC-Fonètica):
<https://publicacions.iec.cat/repository/pdf/00000039/00000072.pdf>

Proposta per a un estàndard oral de la llengua catalana 2, de l'Institut d'Estudis Catalans (PEOLC-Morfologia):
<https://publicacions.iec.cat/repository/pdf/00000039/00000073.pdf>

Proposta per a un estàndard oral de la llengua catalana 3, de l'Institut d'Estudis Catalans (PEOLC-Lèxic):
<https://estandard-oral.llocs.iec.cat/>

Optimot, consultes lingüístiques: <http://optimot.gencat.cat>

Cercaterm del TERMCAT: <http://www.termcat.cat>

Gran diccionari de la llengua catalana (GDLC): <http://www.diccionari.cat/medi> (B2):
<http://aplicacions.llengua.gencat.cat/itineraris-aprenentatge/intermedi/index.htm>

<http://www.elcastellano.org/>
<http://cvc.cervantes.es/oteador/>
<http://www.rae.es>
<http://www.fundeu.es>

Software

Special software it's not needed.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	annual	morning-mixed
(SEM) Seminars	612	Catalan	annual	morning-mixed
(SEM) Seminars	621	Catalan	annual	afternoon
(SEM) Seminars	622	Catalan	annual	afternoon
(TE) Theory	61	Catalan	annual	morning-mixed
(TE) Theory	62	Catalan	annual	afternoon