UAB
Universitat Autònoma de Barcelona

Teaching Oral Language in Early Childhood Education

Code: 103679
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500797 Early Childhood Education	OB	2

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Teaching groups languages

You can view this information at the end of this document.

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 communicative skills in Catalan and Spanish (level 1, equivalent to C1). To pass this course, the student must demonstrate, in their different activities that are proposed, good general communication skills, both oral and in written, as well as 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, and the introduction of a foreign language in early childhood education; (C) Multilingualism in school and 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 gain knowledge (linguistic, psycholinguistic, sociolinguistic and didactic) related to the process of acquiring and developing oral languages;

(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 this educational level and know how to design activities that develop the capacities of expression and children's speech;

(7) Analyze the various types of interventions that favor the development of communicative competence of children and make proposals for intervention in the classroom;

(8) 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;

(9) 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;

(10) 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;

(11) 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;

(12) Have information on language policies in force in Catalonia, Spain and Europe;

(13) Know the basics and some methodological proposals for the introduction of a foreign language in early childhood education;

(14) Be able to 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.
- 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.
- 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. 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. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Assessing the value of correction, adaptation and acceptability in oral and written productions.
7. Communicate using language that is not sexist or discriminatory.
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 Catalan literature of oral tradition (stories, rhymes, poems ...), ways of transmitting it to children and the methodology for their active participation.
14. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
15. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
16. Know and use the main resources and tools of inquiry for one's language.
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 children's 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 children's 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.

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.

Activities and Methodology

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

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
			<pclass="Normal1">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

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
(1) Individual written test on the contents of blocks 1, 2 & 3	50%	0	0	1, 2, 3, 4, 9, 12, 13, 14, 16, 17, 18, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34
(2) Group written assigment and oral presentation	25%	0	0	1, 2, 3, 6, 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, 35, 36, 37
(3) Active participation in face-to-face sessions and completion of individual tasks related to the course contents master classes - individual activities	25%	0	0	2, 5, 7, 9, 11, 12, 14, 15, 17, 18, 19, 21, 22, 30, 31, 35, 36

Criteria for designating that a student can be assessed:

- Considerations on language proficiency: it is necessary to show a high command of the Catalan language in all three assessment activities; if this premise is not met, the subject is failed.
- Considerations on attendance:

(a) Attendance in group sessions does not count in the final grade but attendance and active participation in a minimum of 80% of the seminars is mandatory. If this requirement is not met, the grade for task 3 will be FAIL.

(b) Assessment activity number 2 consists of a group work written assignment and its oral presentation in class. Attendance at both presentation sessions of this written work is mandatory. If this requirement is not met, the grade for task 2 will be FAIL.

To be taken into account:

a) In order to pass the subject it is necessary to pass the three evaluation activities; the minimum grade for all four tasks to make an average is 4.

b) Group work and individual tasks cannot be retaken, the exam can; the maximum grade obtained in the retake of the exam is a 5.

c) Throughout the course it will be necessary to deliver several assignments as part of assessment activity number 3; they must be delivered in due time.

d) The maximum time in which students can expect to receive a return or grade after delivering an assessment activity is 20 working days.

Dates of presentations and exams:

- Group 61: presentations on April 25 and May 2; exam on June 20 and recovery on July 4.

- Group 62: presentations on April 28 and May 5; exam on June 16 and recovery on June 30.

Students are is expected to have a positive attitude. It is recommended that they maintain a proactive attitude when dealing with possible problems that might arise, as well as be open to seek solutions and accept the proposals eventually arbitrated by the teacher. Students must 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.). Student should demonstrate they are responsible and rigorous in the autonomous work and that they participate actively duringthe lectures, showing critical thinking with others and with oneself. They should maintain a favourable attitude to favour a friendly, positive, and democratic environmentin class, where diversity is respected. Finally, they must ensure that the work submitted is original and free of plagiarism; in the event that we detect plagiarism or the use of artificial intelligence(through programs that detect it, for example) that piece of will be automatically rejected.

THIS COURSE CANNOT BE PASSED WITH A SINGLE EVALUATION.

Bibliography

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Janer , G. (2010). *Literatura oral y ecologíade lo imaginario.* Fundación Germán Sánchez Ruipérez.

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Pelegrin, A. (2004). *La aventura de oir. Cuentos tradicionales y literatura infantil.* Anaya.

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

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

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

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

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

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

Vila, I.;Siqués, C. (2006). Infància estrangerai coneixement de la llengua de l'escola. *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.* 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/

Software

The software to be used will basically be word processors and presentation programs as well as document repositories.

Language list

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