

Degree	Type	Year
2500797 Early Childhood Education	OB	3

Contact

Name: Nayme Daniela Salas

Email: nayme.salas@uab.cat

Teachers

Martina Fittipaldi

Maria Neus Real Mercadal

Teaching groups languages

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

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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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

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

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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	25%	0	0	4, 1, 5, 8, 30, 18, 17, 15, 24, 25, 2, 26, 27, 19, 11
Individual exam on the literacy instruction section	25%	0	0	4, 1, 6, 5, 8, 30, 23, 24, 2, 26, 27, 19, 20, 11
Individual literary analysis	15%	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	15%	0	0	4, 6, 7, 8, 18, 15, 16, 29, 13, 23, 24, 10, 3, 12, 26, 28, 27, 19, 21, 20, 22, 31

Important: this subject does not offer the option of a single evaluation.

PRIOR REQUIREMENTS*

Having an N2 Catalan Language certificate for early-years and primary education students is a mandatory requisite to pass the subject. Students must pass the N2 exam that students registered in the subject take towards the end of the first semester. Alternatively, students may have already taken and passed this exam on the June call; that is, before taking up the subject.

Students who hold a C2 Catalan Language level issued by the Direcció General de Política Lingüística or by the Servei de Llengües at UAB are exempt from taking the exam and their level will be justified upon presenting the corresponding certificate.

Should a student not pass the N2 exam, a final grade of 3 will appear on their academic record.

Should a student pass the subject but not the N2 exam, they will need to retake it or provide a C2 certificate the following academic year. In addition, they will have to take the written exam of the written Language section of the subject, and the final diagnosis, corresponding to the Literature section of the subject.

Students are expected to show an attitude that is compatible with the professional field of Education as a requisite to pass the subject. This includes active listening, respect, participation, cooperation, empathy, kindness, punctuality, and adequate and responsible use of electronic equipment.

Assessment

The assessment of the course will take place throughout the semester in the form of a series of learning-evidence activities, which are detailed in the grid below. Students must deliver all activities or they will not pass the course.

Assessment of the subject will be divided into the two main sections that constitute it: written language teaching and literature teaching. Please, note that each section must be passed independently of each other, having obtained a minimum mark of 5 (over 10) in each section, before the mean across sections is calculated to determine the final mark for the entire subject. In other words, the final grade will not be calculated if one or both sections have a grade below 5. In this case, the final grade will be the one that corresponds to the unpassed section or the mean of both, if neither section has been passed.

A good command of oral and written Catalan is expected to pass the subject.

	Assessment activities	% of grade	Learning outcomes
Section 1	Individual exam on the contents on the teaching written language in early-years education	25%	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,
	Seminar activities (both individual and in groups) on the contents on the teaching written language in early-years education	25%	EI.1.1, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.4, G01, G01.26, TF.1.1
Apartat 2	Literature course work (in groups): written assignment and oral presentation	15%	TF.8, EI.13, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.7, DDIL.8, DDIL.8.1, DDIL.8.2,
	Individual assignment on literary analysis	15%	EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.3, EI.11.4, G01, G01.26, TF.1.1
	Final individual diagnosis exercise on Literature	20%	

The final grade of the course is obtained by calculating the mean of the grades for the written language section and the literature section, only if each grade is equal or higher than 5 points out of a maximum of 10. Otherwise, the student will have failed the subject. The final exam/assessment for both sections of the subject will take place on December 16th and reassessment will take place on January 13th.

Section 1: Teaching of written language in early-years education. To pass this part of the subject a student must have obtained at least 5 points (out of 10) as a result of applying the weighted mean across the assessment activities in the section. A student may be reassessed of the individual exam if their initial grade is lower than 5. This is because the subject cannot be passed if the exam has a mark under 5, even if the weighted mean is 5 or higher. The maximum grade for the reassessment is 5 points.

Seminar activities may not be reassessed. Please, note that although assistance to seminars is not mandatory, there will always be some kind of assessment activity during seminars. Only students who attended the entire seminar may obtain a grade for the assessment activity; otherwise, they will get a grade of 0 for that particular seminar. It is important to note that providing justification for not attending a seminar will not change the grade, because seminar activities are especially designed to be implemented in class and, thus, they cannot be compensated in any way. However, if the mean across all seminar activities is 4 or higher, the final grade for the seminar can be averaged with the exam grade.

Example 1: A student obtained an average grade across all seminar activities of 4 (e.g., because he/she did not attend all of them) and obtained a grade of 6 in the written exam. His/her final grade will be calculated as $4 \cdot 0,50 + 6 \cdot 0,50 = 5$. This means they will have passed this section of the subject.

Example 2: A student obtained an average grade across all seminar activities of 4 (e.g., because he/she did not attend all of them) and obtained a grade of 3,5 in the written exam. This student cannot pass the section (and, thus, neither the subject), because even if they pass the reassessment exam they will get a maximum score of 5 in it. Applying the same calculation as above, the student will not achieve the minimum grade of 5 for the section: $4 \cdot 0,50 + 3,5 \cdot 0,50 = 4,25$, over a maximum of 10 points.

Example 3: A student obtained a grade of 8 across all seminar activities and obtained a grade of 2 in the written exam. If they pass the reassessment (thus getting a grade of 5 for the exam), their final grade will be calculated as follows: $8 \cdot 0,50 + 5 \cdot 0,50 = 6,5$. Therefore, they will have passed the subject.

In short, even though assistance to the theory or the seminars for the written language section is not mandatory, it is highly advisable that students do attend to pass the subject.

Section 2: Teaching of Literature in early-years education. To pass this part of the course, students must obtain a weighted average of 5 (out of 10) in each of the assessment activities. 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, because it is the result of a long process under the supervision of the lecturer and with ample time to make any necessary improvements.

Considerations affecting both sections. (1) A student may be regarded as not assessable ("no evaluable") if they have not handed in assignments and assessments with a joint weight under 30% of the subject. This percentage applies to both sections together (and not under 30% for one section and another 30% for the other section). (2) Students will receive some sort of feedback or grade within a period that should not exceed 20 working days from the date in which assessment took place or the last day to submit, according to the academic calendar for the degree. (3) According to UAB regulations, plagiarism of any kind will result in students automatically failing of the entire subject, with no possibility to 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

Bibliography

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

SECTION 1: WRITTEN LANGUAGE

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

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

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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. & 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.

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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.

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Oral tradition literature

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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>

- CljCAT (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

Language list

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