

| Degree programme          | Type | Course |
|---------------------------|------|--------|
| Early Childhood Education | OB   | 2      |

### Contact lecturer

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### 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.

### Group languages

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

### Objectives

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) Plurilingual education. The school's Language Project: the two co-official languages, language immersion programmes, and the foreign language. The inclusion and language education of children from diverse linguistic and cultural backgrounds.

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.

## Learning outcomes

1. Acquire knowledge of the oral language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
2. Knowing how to use language strategies that aid and stimulate the development of children's speaking capacities.
3. Knowing how to use oral verbal and non-verbal techniques that aid communication and linguistic interaction with children.
4. Making correct use of communication strategies appropriate to children of different ages (movement, gestures, intonation, volume, etc.).
5. Know Catalan literature of oral tradition (stories, rhymes, poems ...), ways of transmitting it to children and the methodology for their active participation.
6. 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.
7. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
8. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
9. Adapt the use of language to social contexts and communicative situations in the professional field.
10. Knowing how to use the different registers and uses of oral Catalan language.
11. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
12. 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.
13. Analyse situations for learning written language. Analyse and defend the proper use or not of written, oral verbal and nonverbal language.
14. Recognising the literary techniques pertaining to narration and poetry.
15. 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.
16. Knowing how to analyse didactic sequences related to learning a foreign language in infant education.
17. Understand the linguistic effects of contact with language in learning situations.
18. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.

19. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
20. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
21. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
22. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
23. Describe the evolution of language in early childhood, know how to identify possible dysfunctions and know how to defend teaching guidelines for proper development.
24. Knowing how to analyse didactic sequences in which Catalan language learning situations are considered in multicultural and multilingual contexts.
25. Develop a critical attitude towards uniformist versions of language and acquire basic criteria for addressing language learning in multicultural and multilingual contexts.
26. Understand the languages present in the school as a set of linguistic varieties that are all equally respectable.
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. Acquire a thorough knowledge of the social and cognitive dimensions of written language and the various dynamics of orality.
29. Know and use the main resources and tools of inquiry for one's language.
30. Properly express oneself orally and in writing in Catalan and Spanish using different oral verbal and nonverbal expression techniques.
31. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
32. 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.
33. 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.
34. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
35. Assessing the value of correction, adaptation and acceptability in oral and written productions.
36. Communicate using language that is not sexist or discriminatory.
37. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.

## Contents

### 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. Plurilingual Education

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.

### Learning activities and methodology

| Title                                              | Hours | ECTS | Learning outcomes |
|----------------------------------------------------|-------|------|-------------------|
| Face large group and splittings                    | 45    | 1.8  |                   |
| Preparation of activities and preparation of essay | 30    | 1.2  |                   |
| Autonomous                                         | 75    | 3    |                   |

The teaching methodology for this course is organised into two learning settings: whole-class sessions and seminar sessions.

**Whole-class sessions:** The teaching staff will introduce the key concepts and core topics of the course syllabus. These sessions involve the entire class and provide opportunities to present the main course content while encouraging students' active participation, the exchange of ideas, and the co-construction of knowledge.

**Seminar sessions:** These are supervised small-group sessions (half of the whole class) in which students engage in document analysis, case studies, and a range of practical activities to explore in greater depth the topics introduced during the whole-class sessions. Seminars promote critical reflection through oral interaction, reading, and both collaborative and individual writing. They are essential for consolidating the knowledge developed in the whole-class sessions and for fostering the professional skills and competences required for teaching oral language in Early Childhood Education and supporting the inclusion of children from diverse cultural backgrounds.

In both learning settings, the teaching staff will seek to create an environment that encourages not only the presentation of ideas but also interaction, participation, and dialogue. This is particularly important in the seminar sessions, where students will be expected to prepare weekly tasks in advance (e.g. completing the assigned readings, bringing written reflections, or watching selected videos).

Students are expected at all times to demonstrate attitudes and behaviours consistent with the teaching profession. This includes maintaining a respectful, responsible, and committed approach to both their own learning and that of the group. Students are expected to develop and demonstrate professional competences such as active listening, respect for others and their views, active participation, cooperation, empathy, kindness, punctuality, the ability to support their ideas with well-reasoned arguments, and a non-judgemental attitude towards the contributions of others. They are also expected to use electronic devices (e.g. mobile phones, laptops, and other digital tools) responsibly and appropriately during class sessions. In addition, students are expected to work independently in a responsible and rigorous manner, participate actively in learning activities, demonstrate critical thinking, and contribute to creating a welcoming, inclusive, democratic learning environment in which diversity and individual differences are valued and respected.

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                                                          | Weight | Hours | ECTS | Learning outcomes                                                                                   |
|----------------------------------------------------------------|--------|-------|------|-----------------------------------------------------------------------------------------------------|
| (2) Group written assignment and oral presentation             | 25%    | 0     | 0    | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 23, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37 |
| (1) Individual written test on the contents of blocks 1, 2 & 3 | 50%    | 0     | 0    | 1, 2, 3, 5, 8, 9, 11, 12,                                                                           |

|                                                                                                                                                                      |     |   |   |                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|-----------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                      |     |   |   | 13, 14, 16, 17, 18, 19,<br>20, 22, 23, 24, 25, 26,<br>28, 30, 31, 32, 33, 34,<br>35, 36, 37                           |
| (3) Active participation in face-to-face sessions and completion of individual and group tasks related to the course contents master classes - individual activities | 25% | 0 | 0 | 2, 3, 4, 8, 9, 10, 11, 12,<br>13, 16, 17, 18, 19, 20,<br>21, 22, 25, 26, 27, 29,<br>30, 31, 32, 33, 34, 35,<br>36, 37 |

## CONTINUOUS ASSESSMENT

1. The three assessment activities are **COMPULSORY**, including attendance and active participation in at least 80% of class sessions, as this constitutes one of the three assessment activities. Students are not required to provide supporting documentation for absences, as such documentation only explains the reason for the absence and does not exempt students from the requirement to attend and actively participate in class.
2. To pass the course, students must successfully complete all three assessment activities. The minimum mark required on the written examination for it to be included in the overall course average is 5 out of 10. Students who do not achieve this mark must take the resit assessment. The minimum mark required for each of the other two assessment activities to be included in the overall course average is 3.5 out of 10. Failure to achieve this minimum mark will result in a fail for the course.
3. All assessment activities (both individual and group) must be completed in Catalan. Linguistic accuracy, writing quality and formal presentation will be taken into account. Students are expected to express themselves fluently and accurately, both orally and in writing, and to demonstrate a high level of comprehension of academic texts. An assignment may be returned (without being assessed) or failed if the lecturer considers that these requirements have not been met.
4. Although some activities will be carried out in small groups, grades will be awarded individually. Therefore, members of the same group may receive different marks. This is particularly relevant in the assessment of students' communicative competence.
5. Students must be the authors of the work they submit. All assignments must be original. Total or partial plagiarism in any assignment will automatically result in the cancellation of all submitted coursework and a final grade of FAIL (0) for the course.
6. The use of Artificial Intelligence (AI) technologies is not permitted at any stage of this course. Any assignment containing AI-generated content will be considered a breach of academic integrity and may result in a partial or total reduction of the mark awarded for the activity, or more severe disciplinary sanctions in serious cases.
7. All bibliographical references included in assignments must be correctly cited in accordance with the APA Style (7th edition) guidelines.
8. A gender perspective must be incorporated into the design, writing and presentation of all assignments, and inclusive, non-sexist language must be used. Likewise, texts, images, examples and all other visual elements must avoid stereotypes and discriminatory representations based on gender, origin, ethnicity or race, language, culture, sexual orientation, gender identity, disability, or any other personal or social condition or circumstance.

## SUBMISSIONS:

- Written examination based on the content covered in Blocks 1, 2 and 3.

Group 61: 28 May 2027, 9:00 a.m. - 12:00 p.m.

Group 62: 24 May 2027, 4:00 p.m. - 7:00 p.m.

- Group written assignment and oral presentation

Group 61: Oral presentations will take place on 4 and 11 June, during the corresponding seminar sessions.

Attendance at both seminars is compulsory in order to pass this assessment activity. All groups must submit the written assignment in class on 11 June.

Group 62: Oral presentations will take place on 31 May and 7 June, during the corresponding seminar sessions. Attendance at both seminars is compulsory in order to pass this assessment activity. All groups must submit the written assignment in class on 7 June.

- Active participation in class sessions and submission of individual and group tasks related to the course content

This is a practice-based course. Therefore, active participation in all class sessions is expected (and assessed). During the first-class session, a schedule for the submission of the activities used to assess active classroom participation will be established.

Feedback and grades for assessment activities will be provided within a maximum of 20 working days from the corresponding submission date.

RESIT ASSESSMENT: Only the written examination may be retaken.

Resit dates:

- Group 61: Friday, 18 June, 9:00 a.m. - 12:00 p.m.
- Group 62: Monday, 21 June, 4:00 p.m. - 7:00 p.m.

The maximum mark that can be awarded in the resit assessment is 5 out of 10.

#### SINGLE ASSESSMENT

This course does not offer a Single Assessment option.

#### SYNTHESIS ASSESSMENT

This course does not offer a Synthesis Assessment option.

#### IMPORTANT:

a) If students have not provided sufficient assessment evidence to allow an overall course grade to be awarded, the final record will state Not Assessed.

b) Students are expected to participate actively in class sessions in a respectful, well-reasoned and constructive manner, as described in the Teaching Methodology section.

#### Bibliography

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## OTHER RESOURCES:

Recursos i orientacions de Generalitat de Catalunya per aquesta etapa:

<https://xtec.gencat.cat/ca/curriculum/infantil/>

## Software

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

## Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

| Type of teaching | Group | Language | Semester        | Shift         |
|------------------|-------|----------|-----------------|---------------|
| (TE) Theory      | 61    | Catalan  | second semester | morning-mixed |
| (TE) Theory      | 62    | Catalan  | second semester | afternoon     |
| (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     |