



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1410107 **Name:** Development of Oral Language

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Language learning and literacy

**Subject Matter:** Language learning **Type:** Compulsory

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Valencià

**Lecturer/-s:**



## Module organization

### Language learning and literacy

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language learning	12,00	Development of Oral Language	6,00	1/1
		Literary Background for Teachers	6,00	3/2
Learning to read and write	6,00	Written Language in Early Childhood Education	6,00	2/1
Modern language	6,00	English	6,00	1/2

## Recommended knowledge

Students understand, interpret and critically evaluate oral, written or multimodal texts, from the educational and professional fields, in the vehicular language of the subject, to participate in different contexts in an active and informed way and to build knowledge.

The students express themselves orally, in writing or multimodally, in the language of the subject, with coherence, correction and adaptation to different social contexts.

Students apply, autonomously, all kinds of strategies for searching, selecting, managing and editing information in order to expand knowledge in a responsible way, compare and evaluate information from various sources, taking into account the context and the intention communicative, and use it by citing its sources and respecting the principles of intellectual property



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student evidences in their productions a degree of communicative competence in Valencian of advanced level.
- R2 The student knows the curriculum of the teaching of languages of this stage and knows how to apply it in the didactic proposals, especially in the area of languages: Communication and representation.
- R3 The student knows the theories about the acquisition and development of the corresponding learning and applies them to any of the methodologies undertaken in Early Childhood Education, planning, designing and evaluating oral language teaching-learning processes.
- R4 The student reads, interprets and reflects on the readings proposed in the course through textual analysis, written exercises or discussions.
- R5 The student demonstrates in all his/her written and/or oral productions a level of communicative competence in the language of the course at an advanced level.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.		X		
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.		X		
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.				X

  

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.				X
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X



G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.					X
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.					X

SPECIFIC		Weighting				
		1	2	3	4	
E43	To know the language and literacy curriculum for this stage.					X
E44	To know the theories on the acquisition and development of the corresponding learning.					X
E45	To encourage speaking and writing skills.					X
E46	To know and master oral and written expression techniques.			X		
E47	To know the oral tradition and folklore.					X
E48	To understand the transition from orality to writing and to know the different registers and uses of the language.		X			
E50	To cope with language learning situations in multilingual contexts.		X			
E51	To recognize and value the appropriate use of verbal and non-verbal language.					X
E53	To be able to promote a first approach to a foreign language.		X			



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

This subject is part of the Language Learning and Literacy module, specifically of the Language Learning subject. Students will have to demonstrate throughout the course the achievement of an advanced level of linguistic competence in Valencian (Level C1 of the MECR).

Passing the subject implies obtaining a final grade equal to or higher than 5/10, provided that the grade of the written test is also equal to or higher than 5/10. Criteria for awarding Honor Rolls:

Those who obtain the best results from 9. Only 1 Honor Roll can be given for every 20 students and this will be subject to spelling and grammar correction and the discretionary consideration confirmed by the teacher who signs the minutes.

The written test will consist of two parts:

1. PRACTICAL PART (40%). This part, at the choice of the teaching staff, will consider:

- Elaboration of resources and materials from the folkloric literary tradition
- Participation in activities to encourage reading (storytellers)
- Elaboration of didactic proposals for the development of oral language in Early Childhood Education

2. THEORETICAL PART (40%). This part, at the choice of the teaching staff, will include:

- Short questions about the theoretical and practical content of the subject
  - Test or quiz on the theoretical and practical content of the subject
  - Elaboration of critical reviews of academic articles
- During the course, the students will have to do two readings.

These readings will be assessed through an oral presentation or a written test.

The students will be able to choose the books they will read from a list that will be provided by the teachers on the first day of the course.



## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M8, M9, M10	R2, R3	56,00	2,24
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M8, M9	R1, R4	2,00	0,08
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M9, M10	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M8, M9, M10	R1, R2, R3, R4	40,00	1,60
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M8, M9, M10	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Language acquisition: theories	1.1. Oral language 1.2. Factors involved in language development
2. The children's language. Evolutive stages of children's verbal expression	2.1. Children's language 2.2. the dimensions of language 2.3. Evolutionary stages of language - Prelinguistic stage - Linguistic stage 2.4. The language from 2 to 4 years 2.5. The language from the age of 4 2.6. Tips to encourage language 2.7. Bilingualism and second languages.
3. The curriculum of the second cycle of Early Childhood Education	3.1. Languages: Communication and representation
4. Didactics of the oral language	4.1. Oral expression: speech 4.2. Oral expression: listening 4.3. Orality materials 4.4. Teaching strategies



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Language acquisition: theories	7,00	14,00
2. The children's language. Evolutive stages of children's verbal expression	7,00	14,00
3. The curriculum of the second cycle of Early Childhood Education	5,00	10,00
4. Didactics of the oral language	11,00	22,00



## References

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