



## Information about the subject

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

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

**Code:** 1412053 **Name:** Resources for language education

**Credits:** 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 2

**Module:** Use and teaching of Valencian

**Subject Matter:** Use and teaching of Valencian **Type:** Elective

**Department:** -

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

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Use and teaching of Valencian

Subject Matter	ECTS	Subject	ECTS	Year/semester
Use and teaching of Valencian	18,00	Language teaching in multilingual contexts	6,00	This elective is not offered in the academic year 23/24
		Resources for language education	6,00	This elective is not offered in the academic year 23/24
		Resources for literary education	6,00	This elective is not offered in the academic year 23/24

## Recommended knowledge

The student understands, interprets and values critically oral, written or multimodal texts from the educational and professional fields, in the vehicular language of the subject, to participate in different contexts actively and informedly and to build knowledge.

The student is expressed in oral, written or multimodal form, in the vehicular language of the subject, with coherence, correctness and adequacy in the different social contexts, and participates in communicative interactions with a cooperative and respectful attitude, both for exchanging information, creating knowledge and transmitting opinions.

The student autonomously applies all kinds of strategies for the search, selection, management and editing of information to increase knowledge responsibly, contrast and value information from various sources, taking into account context and communicative intent, and use it by quoting sources and respecting intellectual property principles.



## 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 Students know and apply the textual properties and characteristics of different types of text and create appropriate teaching resources to work on them in the infant classroom.
- R2 Students know the sociolinguistic and pragmatic foundations that enable them to write texts of different types effectively by researching, manipulating and reflecting on these textual types.
- R3 By means of written and oral tests, students demonstrate a level of communicative competence in Valencian that is appropriate to the C1 level prescribed by the CEFR.



## 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
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
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.				X
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.		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
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				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			
E50 To cope with language learning situations in multilingual contexts.				X
EV1 To deepen the basic principles of language and communication sciences				X
EV2 Speak, read and write correctly and adequately in Valencian.	X			
EV3 Create and design strategies to promote reading and encourage writing.	X			
EV4 Reflect on the difficulties in learning the official languages of learners of other languages and create and design learning-teaching strategies related to them.				X
EV5 Effectively resolve language learning situations in multilingual contexts.				X
EV6 Create and design specific resources to develop and assess curriculum content through appropriate didactic resources and promote the corresponding competences in students.				X
EV7 To know the methodological orientations for the approach of students to literary texts through the encouragement of reading and textual production.	X			
EV8 To become aware of the role of metalinguistic knowledge and to design activities for the development of self-monitoring and creativity processes.				X
EV9 Be able to select a set of literary works to work on throughout the course, adjusted to the educational cycle.	X			
EV10 To know the main literary styles and the main authors of the culture in which the school is inserted.	X			



EV11 Be able to reflect deeply on the structure, levels, properties and functions of language.

x

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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	70,00%	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	20,00%	Oral presentation of group and individual work.
R1, R2	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

This assignment is part of the module Learning Languages and Lectoscripura, specifically of the Usage and teaching of Valencian. In accordance with the criteria of linguistic competence required for the entry into the body of teachers, the pupil will have to demonstrate the achievement of a level of linguistic competence in Valencian comparable to a level C1.

The assessment includes several well-differentiated instruments. The final rating will be the weighted average of the results obtained in each of them, provided they have all been surpassed with a 5 on a scale from 1 to 10 as the minimum grade.

All jobs will have a specific execution and delivery date, which will have to be respected for exceeding the assignment

Honor Matrix Grant Criterion: Those who obtained the best results from 9.2 and with the discretionary consideration confirmed by the professor who signed the act. Only 1 Honor Matrix can be placed every 20 pupils.



## CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## 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	R1, 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. M2, M8, M9	R1, R2, R3	2,00	0,08
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M8, M9	R1, R2, R3	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. M2, M8, M9	R1, R2	30,00	1,20
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. M2, M8, M9	R1, R2	60,00	2,40
<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. The importance of the tale as a teaching and interdisciplinary resource in Children's Education	The tale, educational and interdisciplinary resource in Child Education
2. Cognitive and metacognitive strategies for working the story.	Cognitive and Metacognitive Strategies of Oral and Written Understanding Cognitive and Metacognitive strategies of oral and written expression
3. ICT Resources	Searching and creating tales with ICT resources
4. Workshop of Didactic Resources for Language Education	Creating teaching resources for linguistic education

### Temporary organization of learning:

Block of content	Number of sessions	Hours
1. The importance of the tale as a teaching and interdisciplinary resource in Children's Education	4,00	8,00
2. Cognitive and metacognitive strategies for working the story.	4,00	8,00
3. ICT Resources	7,00	14,00
4. Workshop of Didactic Resources for Language Education	15,00	30,00



## References

- CAMARGO Z. I URIBE, G. (2011): «Secuencias didácticas y escritura». Dins García Parejo, I. (coord.): *Escribir textos expositivos en el aula. Fundamentación teórica y secuencias didácticas para diferentes niveles*. Graó, pp. 21-34.
- CAMPS, A. (Coord.) (2003): *Seqüències didàctiques per a aprendre a escriure*. Graó.
- CAÑAS, J. (2008). *Didáctica de la expresión dramática. Una aproximación a la didáctica teatral en el aula*. Octaedro.
- CASSANY, D. (1987): *Descriure escriure. Com s'aprén a escriure*. Empúries.
- \_\_\_\_\_ (1993a): *La cuina de l'escriptura*. Les Naus d'Empúries.
- \_\_\_\_\_ (1993b): *Reparar la escritura*. Graó.
- \_\_\_\_\_ (1999): *Construir l'escriptura*. Empúries.
- \_\_\_\_\_ (2011): *En línia. Llegir i escriure a la xarxa*. Graó.
- GARCÍA DEL TORO, A. (2011). *Teatralidad, cómo y por qué enseñar textos dramáticos*. Graó.
- GARCÍA, I. I FERNÁNDEZ, P. (2011): «Planificar la exposición escrita: acceder al texto y al contexto». Dins I. García Parejo (coord.): *Escribir textos expositivos en el aula. Fundamentación teórica y secuencias didácticas para diferentes niveles*. Graó, pp. 49-66.
- GIMÉNEZ, LL.; LLUCH, G.; PORTELL, J. (2014): *Més contes, per favor!* Bromera.
- LLUCH, G.; VALRIU, C. (2013): *La literatura per a infants i joves en català*. Bromera.
- MILIAN, M. (1995): «El text explicatiu. Escriure per transformar el coneixement». *Articles de Didàctica de la Llengua i de la Literatura*, núm. 5, pp. 45-56.
- PENNAC, D. (1993): *Com una novel·la*. Empúries.
- RODARI, G. (2002): *Gramàtica de la fantasia*. Columna Edicions.
- SHEDLOCK, M. L. (2017). *El arte de contar cuentos*. Ediciones Obelisco.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:

They don't need it.



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Tests written. Worker of field work memoirs. Practical Case Resolution	70	Document Worker From theoreticalcopractic reflection at from materials and readings proposals.	UCVnet Platform
Individual and in oral statements group	20	Individual oral statements virtual or eyewitness	UCVnet Platform
Active Participation in individual sessions and tracking	10	Active Participation in sessions or virtual and in forums from reflection	UCVnet Platform

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

All tasks will have delivery date specified on the platform.



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

# Course guide

Year 2023/2024

1412053 - Resources for language education

