



COURSE DATA

DATA SUBJECT

Code: 33608
Name: Acquisition and development of oral language
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	2	Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Acquisition and development of oral language	BASIC
1324 - Degree in Preschool Education (Ontinyent)	ACQUISITION AND DEVELOPMENT OF ORAL LANGUAGE	BASIC

COORDINATION

PEREZ GIMENEZ MONTSERRAT

TORDERA ILLESCAS JUAN CARLOS

SUMMARY

This subject studies how oral language acquisition takes place in the first years of life in natural contexts and in interaction with other people, taking into account the main contributions of language didactics and related disciplines.

It is based on the consideration of the multilingual educational system of our schools and the intercultural and multilingual fact present in today's society. Without neglecting the need for global learning contexts in early childhood education and the diversity of the student body, the student is provided with adequate instruments to contribute to the development of oral language in school situations.

The theoretical and practical knowledge necessary to interact linguistically with children in an enriching way and to carry out activities in which both discursive and pragmatic aspects are developed, as well as those related to semantics, morphology, syntax, phonetics and phonology.



Likewise, this subject aims at developing the four communicative skills, the oral and written interactive capacity and the formal competence of the language in the future Early Childhood teacher.

The study also delves into the criteria for a formative and continuous evaluation of the students' productions and of the teaching-learning processes involved, which makes possible the detection of delays and disorders in the learning process.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

- A sufficient linguistic and communicative competence, oral and written, adequate to level C1 of the Common European Framework of Reference for Languages, in the official languages.
- Ability to elaborate oral and written discourses in the language in which the subject is taught in a coherent and adequate way to the academic field.
- Basic computer skills and the ability to retrieve and analyze information from different bibliographic and computer sources.

COMPETENCES / LEARNING OUTCOMES

-

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Deal with language learning situations in multilingual contexts.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Have resources for the systematic observation of the evolution of the oral language and know how to interact so as to enrich and correct language productions.

Know how to design games, situations and activities to consolidate oral language.



Know how to promote the acquisition of habits as regards communication, school and speaking.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the characteristics and stages of development of communication and oral language and have resources to contribute to learning them.

Know the different uses of the oral and written language that are appropriate to the age of students.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Promote speaking skills.

Recognise and value an appropriate use of verbal and non-verbal language.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the need to interact with peers and adults for the acquisition and development of oral language.

Understand the processes of oral language acquisition in the family, social and school context.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Language acquisition and development

- 1.1. Language development. Dimensions, stages and processes. Non-verbal and verbal communication
- 1.2. Explanatory theories of language acquisition (behaviorist, generativist, cognitive theories). The sociocultural perspective
- 1.3. The functions of children's speech
- 1.4. Communicative interaction and the role of adults. Corrective feedback and baby-talk
- 1.5. Language and the socio-familial environment

2. Language teaching from a multilingual perspective

- 2.1. Oral language in the Early Childhood Education Curriculum



- 2.2. Psycholinguistic, sociolinguistic and psycho-pedagogical bases
- 2.3. The plurilingual approach of the Valencian educational system
- 2.4. Linguistic immersion
- 2.5. Attention to newly arrived students with other languages of origin

3. The teaching-learning of the spoken language in the classroom

- 3.1. The development of oral language within globalization proposals
- 3.2. Interaction and communicative contexts in the classroom. Teacher intervention
- 3.3 Language in use. Discursive genres. Activities and resources
- 3.4 The units of language. Sentences, words and sounds. Activities and resources
- 3.5. Evaluation of the teaching-learning process

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,00

TEACHING METHODOLOGY

In order to achieve the objectives of this course, an active methodology will be used, which makes the students' involvement essential. A critical approach to the various theoretical postulates that will be provided will be encouraged without excluding the lectures that the subject may require.

The academic practice in this subject is structured in several levels:



Face-to-face activities (40% of the total workload).

1. Theoretical-practical classes (30%)

Theoretical-practical face-to-face classes in which the contents of the subject will be worked on, discussed and activities will be carried out using different teaching resources: lectures, seminars, workshops, working groups, etc.

The orientations and materials necessary for the development of these activities will be provided to the students either in the classroom sessions, or through the reprographic service or from the virtual classroom.

2. Group work (5%)

The purpose of the work is to emphasize the importance of cooperative learning and to reinforce individual learning. The defense of these works can be individual or collective and can be done in the classroom or in tutorials and seminars with reduced audiences.

3. Tutorials (5%)

Individual and group tutorials will serve to coordinate students in individual and group tasks, and also to evaluate individual progress as well as activities and teaching methodology.

Tutorials will also be used to monitor oral expression, which is essential to pass the course.

Non-face-to-face activities (60% of the total workload)

4. Study and independent work (60%)

The model of the teacher as a researcher in the classroom focuses the individual activity of the student in the formulation of relevant questions and in the search, analysis, elaboration and subsequent communication of information. In this sense, there will be individual work and others of a cooperative nature, all of them guided, supervised and evaluated by the professors.

EVALUATION

At the end of the course, the student should be able to:

Reflect on the oral language as an object of study.



Demonstrate linguistic and communicative competence, both oral and written; in this aspect the evaluation will be continuous or summative.

Demonstrate the level achieved in the acquisition of knowledge, skills, strategies,

techniques, etc., specific to the subject and proper of a future teacher.

Be able to understand the globalizing approaches of Early Childhood Education and to propose consequent activities.

Express themselves correctly, coherently, cohesively and adequately, orally and in writing, in formal situations.

For the final evaluation of the course, the following will be taken into account:

The level achieved in the acquisition of knowledge and specific skills of the subject.

The mastery of methods, techniques and other skills and abilities of a student of Magisterio

The attitude towards the subject and the respect for classmates, the attendance to classes and the participation in these; the interest and perseverance to achieve a positive progression, and also the ability to work in a group.

The linguistic and communicative competence of the student, both oral and written, in relation to the level C1 of the European Framework of Reference, especially of the language in which the subject is taught.

Total or partial plagiarism is not allowed. Plagiarism or improper use of artificial intelligence tools or similar may be considered as plagiarism.

The subject cannot be passed if these minimum objectives are not met.

The achievement of these criteria will be observed through tests such as the following:

- In general, there will be a final written and/or oral test (60%-70%). It will be necessary to have approved this test to be able to add the grade of the rest of parts and to be able to approve the subject.



- Completion of assignments (10%-20%). This part is not recoverable.
- Attendance, participation and classroom activities (10%-20%). This part is not recoverable.

In case a continuous evaluation is not possible, the final grade will depend on the final exam grade

In the written tests and papers, the presentation and appropriate handwriting for a future teacher will be taken into account, as well as the spelling, lexical and grammatical correctness, and the aspects referred to the adequacy, coherence and cohesion of the text. In the tests and oral works, the correct expression in the formal oral variant of the language used will be taken into account. In this sense, the criteria established by the Catalan and Spanish teaching units will be applied. The language in which the subject is taught will be the one that the students must use in class and in all the instruments of evaluation.

REFERENCES

BASIC REFERENCES

BIGAS, M.; CORREIG, M. (ed.) (2001). *Didáctica de la Lengua en la Educación Infantil*. Síntesis.

BRUNER, J. (1987). *La parla dels infants*. Eumo.

FONS, M.; PALOU, J. (2016). *Didáctica de la lengua y la literatura en educación infantil*. Síntesis.

MATA, J.; NÚÑEZ, P.; RIENDA, J. (coords. & eds.) (2015). *Didáctica de la lengua y la literatura*. Pirámide.

PASCUAL, V. (2006). *El tractament de les llengües en un model d'educació plurilingüe per al sistema educatiu valencià*. Generalitat Valenciana.



RUIZ BIKANDI, U. (ed.) (2000). *Didáctica de la segunda lengua en la Educación Infantil i Primaria*. Síntesis.

TOUGH, J. (1987). *El lenguaje oral en la escuela*. Aprendizaje Visor/MEC.

VIGOSTSKI, L.S. (1988). *Pensament i llenguatge*. Eumo-Diputació de Barcelona.

VILA, I. (1989). *Adquisició i desenvolupament del llenguatge*. Barcelona.

VOLTAS, M. ET ALII (1989). *La immersió lingüística a parvulari*. Generalitat de Catalunya.

COMPLEMENTARY REFERENCES

ALLER, C.; ALLER, C. (1991). *Juegos y actividades de lenguaje oral: procesos didácticos* / Equipo pedagógico "Juego y vida". Marfil.

MONFORT, M.; JUÁREZ, A. (1980). *El niño que habla: el lenguaje oral en el preescolar*. Ciencias de la Educación Preescolar y Especial.

RIBERA, P. (2008). *El repte d'ensenyar a escriure*. Perifèric.



SANTOLÀRIA, A.; RIBERA, P. (2017). *Escrivim. Seqüències didàctiques per a l'escola*. Edicions del Bullent.