

Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	DEVELOPMENT OF LANGUAGE SKILLS II		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	7331
Teaching period:	Fifth semester		
Area:	Language learning and literacy		
Module:	Teaching and discipline		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

This course provides an essential overview of many of the aspects related to language learning studied in previous courses. Students are therefore trained to understand and successfully handle the teaching-learning process in Spanish at the Infant Education stage.

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To be familiar with the goals, syllabus content and assessment criteria of early childhood education

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

Specific skills

To be familiar with the syllabus for language and literacy at this stage as well as theories on learning acquisition and development.

To favour speaking and writing skills.

To be familiar with and master oral and written expression techniques.

To be familiar with oral tradition and folklore.

To be aware how to make the transition from verbal to written text, learning the various registers and uses of language.

To be familiar with the learning and teaching process in reading and writing.

To be familiar with and suitably use the right resources to encourage reading and writing.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours