

## Language in Preschool and Primary Education (H002050)

Course size (nominal values; actual values may depend on programme)  
Credits 6.0 Study time 180 h Contact hrs 55.0 h

### Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 2)	Dutch	fieldwork	10.0 h
		seminar	20.0 h
		group work	10.0 h
		lecture	15.0 h

### Lecturers in academic year 2018-2019

Van Keer, Hilde	PP06	lecturer-in-charge
Van Avermaet, Piet	LW06	co-lecturer

### Offered in the following programmes in 2018-2019

Programme	crdts	offering
<a href="#">Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	6	A
<a href="#">Linking Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	6	A
<a href="#">Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	6	A

### Teaching languages

Dutch

### Keywords

Mother tongue education and emergent literacy (oral discourse, listening, writing, reading, language awareness), Multilingualism and Dutch as a foreign language.

### Position of the course

This course is in-depth by nature and focuses on subject-specific instructional strategies.

### Contents

This course discusses theory, empirical research and didactics regarding:

- early literacy;
- oral language skills: education on listening and oral discourse;
- reading: word recognition, reading fluency, reading comprehension and reading for learning;
- writing: psychomotion for writing, spelling and composition;
- reading and writing motivation;
- language awareness;
- literature education;
- dutch as a foreign language;
- multilingualism in education

### Initial competences

Instructional sciences.

### Final competences

- 1 To interpret the influence of different learning and developmental theories on language education.
- 2 To interpret the specificity of language education with respect to various educational levels from the perspective of the psychology of education and the sociology of education/knowledge.
- 3 To interpret processes in the acquisition of language skills.

- 4 To interpret the basic assumptions and interpretation of developmental goals, standards, and curricula regarding language education.
- 5 To reflect critically on trends and developments in language education and teaching materials for education based on theory and current empirical research.
- 6 To analyse and reflect critically in language education in real classroom practices.
- 7 To collaborate with other students when developing and realising teaching activities in an authentic educational setting.
- 8 Identifying the central role of language development and support in the context of pre-primary school.

#### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Group work, lecture, fieldwork, seminar

#### Learning materials and price

Reader containing articles and book chapters.  
Estimated cost: 20 EUR

#### References

- Kamil, M., Pearson, P., Birr Moje, E., Afflerbach, P. (2010). Handbook of Reading research (Volume IV). Taylor & Francis;
- McArthur, C., Graham, S, & Fitzgerald, J. (2008). Handbook of Writing Research. Guilford Press.
- Van der Leeuw & Van den Hauwe (Red.). bijVoorbeeld. Exemplarische opleidingsdidactiek voor taalonderwijs op debasissschool. Coutinho.

#### Course content-related study coaching

- interactive support using Minerva;
- by appointment;
- feedback on group work by means of a progress and supervision discussions.

#### Evaluation methods

end-of-term evaluation and continuous assessment

#### Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

#### Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

#### Examination methods in case of permanent evaluation

Assignment

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

#### Extra information on the examination methods

Details on periodic evaluation: Written examination with open questions.

Details on permanent evaluation:

- method: group assignment on a didactical topic;
- frequency: evaluation of the completed assignment
- consequences of unmotivated absence: students must pass both the periodic and permanent evaluation;
- description of second exam opportunity: revision of assignment;
- feedback: interim feedback on permanent evaluation by means of progress discussions in group.

#### Calculation of the examination mark

A combination of periodic (50%) and permanent (50%) evaluation.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20). Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).

#### Facilities for Working Students

An alternative assignment is possible as to the permanent evaluation. in view of this, you can get into contact through e-mail.