

Liverpool John Moores University

Title: SPEAKING AND LISTENING IN THE EARLY YEARS
Status: Definitive
Code: **5504ECCUGP** (115382)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Stockport College

Team	Leader
Sharron Galley	Y

Academic Level: FHEQ5
Credit Value: 24.00
Total Delivered Hours: 61.00
Total Learning Hours: 240
Private Study: 179

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	36.000
Seminar	10.000
Tutorial	13.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay	50.0	
Presentation	AS2	Poster presentation	25.0	
Exam	AS3	Examination	25.0	2.00

Aims

The starting point is a review of the key theories and arguments around language acquisition and development and the significance of these ideas for early years practitioners. Practitioners will be aware that children use language differently and with different levels of confidence and proficiency; explanations for these differences will be examined.

For some children speech development is significantly delayed and impaired; one learning outcome focuses on some of the reasons for this and how professionals can work with the child and the family to provide support.

Finally in this module, students will investigate the way in which the early years curriculum seeks to promote speaking and listening skills. Students will consider the impact that practitioners can have on a child's language use and knowledge given the range of other influences on language, for example the family, electronic media and celebrity role models.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate a knowledge of, and ability to compare, theories that seek to explain how children come to acquire and develop spoken language.
- 2 Analyse the factors that account for variations in language use in children.
- 3 Compare a range of conditions that lead to language delay and difficulties in children and identify strategies that may support children and their families.
- 4 Review early years curriculum guidance on 'speaking and listening' and identify the impact teaching has on a child's language learning.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2
Poster presentation	3	
EXAM	4	

Outline Syllabus

Key theories and debates to do with language acquisition and development: e.g. Skinner, Chomsky, Lenneberg, Vygotsky, Snow, Karmiloff-Smith, and 'child-directed speech'.

Theoretical models and bodies of research that seek to explain variations in language use: e.g. sociolinguistics, psycholinguistics Bernstein, Brice Heath, Halliday,

Range of known and described conditions that explain aspect of language delay or impairment – to include biological/environmental, receptive/expressive, organic/functional, delay/deviance classificatory approaches. Assessment of conditions and role of professionals who can work together to identify language needs and support them – e.g. therapists, psychologists.

Aims and principles of teaching speaking and listening within the Birth to Five Framework, National Curriculum and Primary National Strategy; role of adults in

developing children's speaking and listening skills; the contribution of researchers such as Barnes, Wells, Mercer and Alexander.

Learning Activities

Lectures, group work, student-lead seminar papers, directed reading and private study, placement-based activity, discussions on VLE.

References

Course Material	Book
Author	Aitchinson, J.
Publishing Year	2007
Title	The Articulate Mammal.
Subtitle	
Edition	5th ed.
Publisher	London. Routledge.
ISBN	

Course Material	Book
Author	Browne, A.
Publishing Year	2001
Title	Developing Language and Literacy 3 - 8.
Subtitle	
Edition	2nd ed.
Publisher	London, Sage.
ISBN	

Course Material	Book
Author	Corden, R.
Publishing Year	2000
Title	Literacy and Learning Through Talk.
Subtitle	
Edition	
Publisher	Maidenhead. Open University.
ISBN	

Course Material	Book
Author	Lust, B., Anderson, S. & Bresnan, J.
Publishing Year	2006
Title	Child Language
Subtitle	Acquisition and Growth.
Edition	
Publisher	Cambridge. University Press.
ISBN	

Course Material	Book
Author	Myhill, D., Jones, S. & Hopper, R.
Publishing Year	2006
Title	Talking, Listening, Learning.
Subtitle	
Edition	
Publisher	Maidenhead. Open University.
ISBN	

Course Material	Book
Author	Wardhaugh, R.
Publishing Year	2005
Title	An Introduction to Sociolinguistics.
Subtitle	
Edition	5th ed.
Publisher	Oxford, Blackwell.
ISBN	

Notes

This module aims to provide learners with some analytical insights into the way in which speech develops and is used; the teaching of speaking and listening is also considered. This unit builds on some of the work done at Level 1 in the Holistic Child and in the Early Years Curriculum modules. This module also connects with the Level 3 module Literacy in the Early Years