Module Title:	Language and Multilingualism in Early Childhood Practice
Language of Instruction:	English

Credits:	5

NFQ Level:	6

Module Delivered In	2 programme(s)

Teaching & Learning Strategies:	Lecture. Presentation. Discussion. Case Study. collaboration and Group Activities. Observation and Analysis of Video clips. Guest Speaker. Reflection. Enquiry based learning. Feedback on learning activities.

Module Aim:	The aim of this module is to introduce learners to the ways in which the child's language learning can be supported in Early Childhood Practice. Possibilities and challenges concerning multilingualism will be considered. Learners will explore the range of resources that can be used with children in setting to enhance and encourage language and literacy. They will demonstrate an understanding of the topic in relation to the Aistear theme of 'Identity and Belonging' and 'Communicating' and the DCYA (2016) Diversity, Equality and Inclusion Charter

Learning Outcomes
On successful completion of this module the learner should be able to:

LO1	Outline the principal theories of language acquisition in relation to children as language learners and users in linguistically diverse settings.
LO2	Apply the theories and practices as outlined in the Aistear themes of 'Identity and Belonging' and 'Communicating' in collaboration with parents and others.
LO3	Understand the role of language in collaborating with the child in the co-construction of learning and the use of the strategies of sustained shared thinking.
LO4	Demonstrate use of conversation, finger play, songs and rhymes, and read-aloud in support of children's developing language use in early childhood settings in English, Irish and their own home language as applicable.

Pre-requisite learning
Module Recommendations   *This is prior learning (or a practical skill) that is recommended before enrolment in this module.*
No recommendations listed
Incompatible Modules   *These are modules which have learning outcomes that are too similar to the learning outcomes of this module.*
No incompatible modules listed
Co-requisite Modules
No Co-requisite modules listed
Requirements   *This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.*
No requirements listed

Module Content & Assessment

Indicative Content

The principal theories of language acquisition
• Language Acquisition theories: Nativist; Sociocultural; Learning • The beginnings of language in the home – non-verbal and verbal • Language and the development of identity in the home • The role of parents and others in the home and language development

'Identity and Belonging' and 'Communicating'
• 'Identity and Belonging' and 'Communicating'. • Cultural Diversity and Language use – English, Irish, ISL, Shelta (Cant), other home languages in line with the DCYA (2016) Diversity, Equality and Inclusion Charter • Making the transition from home to school • Identity and Belonging - the child finding the self in the commutative practice in early childhood settings • The links between oracy, story-telling and mark making in early childhood • Article 30 UNCRC

Co-construction of learning & strategies of sustained shared thinking
• The role of language and interactions in the co-construction of knowledge with children. • Sustained shared thinking and the links to play, action, agency, creativity, and knowledge.

Use of conversation, finger play, songs and rhymes, and read-aloud
• Preparation for a 'print rich' environment – conversations, circle time (developmentally appropriate for the early childhood setting), finger play, songs and rhymes in a multicultural and multilingual setting. • Strategies for read-aloud – the selection of suitable books with regard to language, story and illustration in the context of a multicultural, multilingual and equity aware early childhood setting.

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Portfolio	Learners will be invited to prepare a poster for parents on the role of language support in the home, together with a rationale for their choice.	1,2	50.00	n/a
Practical/Skills Evaluation	Learners will present to a small group suitable read-aloud activities supported by links to theory to support their choice and action.	3,4	50.00	n/a

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time

Workload Type	Frequency	Average Weekly Learner Workload
Lecture	12 Weeks per Stage	2.00
Independent Learning Time	15 Weeks per Stage	6.73
	Total Hours	125.00

Workload: Part Time

Workload Type	Frequency	Average Weekly Learner Workload
Lecture	12 Weeks per Stage	1.50
Independent Learning Time	15 Weeks per Stage	7.13
	Total Hours	125.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HWECE_B	[Bachelor of Education (Honours) in Early Childhood Education and Practice](#)	4	Mandatory
CW_HWECE_D	[Bachelor of Education in Early Childhood Education and Practice](#)	4	Mandatory