# Prifysgol **Wrecsam**
# **Wrexham** University

## Module specification

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| Module Code | EDY505 |
|---|---|
| Module Title | Speech and Language Development in Early Childhood |
| Level | 5 |
| Credit value | 20 |
| Faculty | FSLS |
| HECoS Code | 100463 |
| Cost Code | GAEC |

## Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|---|---|
| BA (Hons) Early Childhood Studies | Core |

## Pre-requisites

None

## Breakdown of module hours

| | |
|---|---|
| Learning and teaching hours | 30 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| **Total active learning and teaching hours** | **30** hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 170 hrs |
| **Module duration (total hours)** | 200 hrs |

| For office use only | |
|---|---|
| Initial approval date | 21/8/23 |
| With effect from date | 1/9/24 |

## Module aims

This module aims to explore speech and language development in relation to early childhood. It begins by establishing the meaning of language and asks students to critically explore the theories of language acquisition and the concept of critical periods. Students will then analyse the early stages of language development and consider the importance and types of interactions which are meaningful to children. Finally the module will consider the diverse needs of children in relation to speech and language development and the role a practitioner can play in supporting those needs.

## Module Learning Outcomes - at the end of this module, students will be able to:

| 1 | Examine the meaning of language and explore the associated theoretical approaches |
|---|---|
| 2 | Critique the basic theories of language acquisition and the concept of critical periods for language development. |
| 3 | Analyse the stages of language development in early childhood and evaluate the importance of meaningful interaction. |
| 4 | Explore the diverse needs of children in relation to speech and language development and the role of the practitioner in providing support within early childhood settings. |

## Assessment

Indicative Assessment Tasks:

Written Assignment - Students will write a 2000 word essay exploring the meaning, theories and concepts of speech and language development.

Coursework - Students will analyse a case study in relation to the stages of language development recognising the diverse needs of children and the role of the practitioner. (2000 words).

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|---|---|---|---|
| 1 | 1,2 | Written Assignment | 50% |
| 2 | 3,4 | Coursework | 50% |

## Derogations

None

## Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

## Indicative Syllabus Outline

This module will explore:

The meaning and importance of speech and language.
Learning about language from the study of animals.
Theories of language acquisition and the concept of critical periods.
The importance of interaction in language development.
The stages of language development in early childhood.
Common difficulties in speech and language development and the role of the Speech and Language Therapist.
The bilingual child
The role of the practitioner in supporting speech and language in early childhood practice.

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

**Essential Reads**

Saxton, M. (2017), *Child Language: Acquisition and Development*. 2nd ed. London: Sage.

McQueen, D. and Williams, J. (2022), *Supporting the Development of Speech, Language and Communication in the Early Years*. London: Jessica Kingsley Publishers

**Other indicative reading**

Crowley, K. (2017), *Child Development: a Practical Introduction*. 2nd ed. Los Angeles: SAGE

Crystal, D. (2010), *Cambridge Encyclopaedia of Language*. 3rd ed. Cambridge: Cambridge University Press.

Doherty, J. and Hughes, M. (2014), *Child Development: Theory and Practice 0 – 11.* 2nd ed. Harlow: Pearson Longman.

Slee, P. T., and Shute, R.H. (2015), *Child Development: Theories and Critical Perspectives*. 2nd ed. London: Routledge.

# Employability – the University Skills framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

**Core Attributes**
Ethical

**Key Attitudes**
Curiosity

**Practical Skillsets**
Communication
Critical Thinking