

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Faculty/School:	Postgraduate School and Vocational Training		
Course:	LANGUAGE ACQUISITION AND THE EARLY DEVELOPMENT OF BILINGUALISM		
Type:	Compulsory	ECTS credits:	5
Year:	1	Code:	8360
Teaching period:	First semester		
Area:	Applied Linguistics		
Module:	Foundations of Bilingualism and Bilingual Education		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	125		

Teaching staff	E-mail
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SUBJECT DESCRIPTION

The subject "Language acquisition and the early development of bilingualism" introduces students into the first stages of bilingualism. In order to do this, we will provide different theories and authors regarding the acquisition and learning of the mother tongue, as well as of second languages. The final goal of this subject is to show students how to put all these theories into practice in the Nursery Education class. This subject will help students understand the way in which we learn our mother tongue and second language in the early ages.

We will mainly focus in the Nursery Education Period and we will provide students with different methodologies (songs, games, storytelling, among others) to put it into practice in this stage.

GOAL

- Understand and reflect on the process of acquisition and learning of the mother tongue and second languages in early stages.
- Know how to differentiate between acquisition and learning of the language.
- Identify and use the different techniques (storytelling, songs, etc.) in the classroom in order to maintain the attention of the students, as well as the interaction and cooperation.
- Reflect on the need of knowing and understanding the process of acquisition and learning of languages from the early ages.
- Learn about the methodology Jolly Phonics. Know what it is, its characteristics and how you can put it in practice in the classroom.
- Learn and use new technologies in the Nursery Education classroom.
- Understand the difference between ICT and KLT.
- Learn about the advantages and disadvantages of using new technologies in the Nursery Education classroom.

PRIOR KNOWLEDGE

No specific theoretical requirements for this course. Good command of English is expected.

COURSE SYLLABUS

1. LANGUAGES, BRAINS AND BILINGUAL EDUCATION

- 1.1 Introduction
- 1.2 The perfect triangle: languages, brains and bilingual education
- 1.3 The acquisition of the mother tongue (L1)
- 1.4 L1 and L2 acquisition/learning: similarities, differences and factors
 - 1.4.1 Similarities
 - 1.4.2 Differences
 - 1.4.3 Summary of similarities and differences

2. LANGUAGE THEORIES AND BILINGUAL EDUCATION I: FOREIGN LANGUAGE LEARNING IN THE NURSERY EDUCATION PERIOD

- 2.1 Introduction
- 2.2 Taxonomy used for L1/L2 acquisition/learning theories
 - 2.2.1 Empirical theories
 - 2.2.2 Behaviorism
- 2.3 Rationalist theories
 - 2.3.1 Innatism
 - 2.3.2 Krashen's hypothesis
 - 2.3.2.1 Acquisition vs. Learning
 - 2.3.2.2 The monitor hypothesis
 - 2.3.2.3 The natural order hypothesis
 - 2.3.2.4 The input hypothesis
 - 2.3.2.5 The affective filter hypothesis

3. LANGUAGE THEORIES AND BILINGUAL EDUCATION II: ICT AND MULTIMEDIA

- 3.1 Introduction
- 3.2 Rationalist theories
 - 3.2.1 Cognitivism

- 3.2.2 Interactionism
- 3.2.3 Environmentalism
- 3.3 Interlanguage
- 3.4 The treatment of error

4. APPLICATIONS IN THE NURSERY EDUCATION PERIOD

- 4.1 Introduction
- 4.2 Basic aspects of Young children's learning
- 4.3 How do children learn a second language?
 - 4.3.1 The Critical Period Hypothesis (CPH)
 - 4.3.2 The Silence Period
 - 4.3.3 The Total Physical Response (TPR)
- 4.4 Teaching not only a language
- 4.5 The role of the teacher and the classroom in the early stages of language acquisition/learning
 - 4.5.1 A non-threatening environment
 - 4.5.2 Class organization
 - 4.5.3 Assessment

5. EARLY DEVELOPMENT OF COMMUNICATIVE SKILLS AND BILINGUALISM

- 5.1 Introduction
- 5.2 Learning through games
 - 5.2.1 Piaget, Vygotsky and Mead's theories on games
 - 5.2.2 Possible activities
- 5.3 Learning through stories
 - 5.3.1 Structure of stories
 - 5.3.2 Language and vocabulary of stories: literary devices
 - 5.3.3 How do we know if a story is Good or bad?
 - 5.3.4 Artigal's Methodology
 - 5.3.5 Possible activities
- 5.4 Learning through songs, rhymes and poems
 - 5.4.1 Vocabulary
 - 5.4.2 Possible activities
- 5.5 Learning through phonics: Jolly Phonics

EDUCATION ACTIVITIES

ACTIVITY 1: Working with Multiple Intelligences

As explained throughout units 1 and 2, researchers of the field have attested that we are not born with a single type of intelligence but with a number of different intelligences that are equally valuable and viable (Gardner, 1983). This author assured that we all have eight intelligences but in each individual there is one (or more) of them more pronounced. When we, as teachers, are in a classroom with 22 students we see some of them that prefer to draw, others prefer to repeat the words out loud to their classmates and others just prefer to work alone. How do we get everyone's attention? How do we assist everyone's needs?

Through this activity I want you to design activities to teach young learners a number of linguistic aspects. Herein you will find a list among which you would have to choose ONLY TWO to work with.

- a) Verb TO BE
- b) Numbers
- c) Colours
- d) Animals
- e) Jobs
- f) Must / mustn't

After choosing two of these linguistic aspects you will have to design and explain activities for the classroom in which you include, at least, three different multiple intelligences (apart from the verbal linguistic one, which will be included in all of them). There is not a maximum of activities that you would have to design. I leave this choice to you but take into account the maximum length established.

For each activity you must include:

- A brief presentation of the group of students for which you have prepared the activity
- Objectives
- Procedure: how would you present the activities?
- Material: what would you use?
- Language used in the classroom: how would you explain it to the students?

Moreover, you will have to explain how you would integrate Vygotsky's theory "Zone of Proximal Development (ZPD)" in the activities explained, that is, how the teacher, as an adult, can help the child to carry out a number of actions that he or she could not do by himself or herself. At the end of this activity, I would like you to write a brief conclusion in which you include the difficulties that you have come across while doing this activity, as well as your thoughts on the two theories used: do you find these theories useful when facing a group of young learners?

Length: minimum 3 pages – maximum 6 pages.

Format: Times New Roman 12 – single spaced. DO NOT FORGET TO USE THE TEMPLATE YOU WILL FIND AT THE END OF THE "PÁGINA DE INICIO" WITHIN THE "ACTIVITIES" SECTION.

ACTIVITY 2: LANGUAGE AND OTHER COGNITIVE PROCESSES

In order to research on Noam Chomsky's innate ability to learn languages, we ask you to watch the following video: Noam Chomsky: Language and Other Cognitive Processes (Enlaces a un sitio externo.)

After watching it, summarize the main ideas Chomsky mentioned in his intervention. Include your own thoughts and final conclusions.

Length: minimum 1 page – maximum 2 pages.

Format: Times New Roman 12 – single spaced. DO NOT FORGET TO USE THE TEMPLATE YOU WILL FIND AT THE END OF THE "PÁGINA DE INICIO" WITHIN THE "ACTIVITIES" SECTION.

FORUM ACTIVITIES:

There will be two forum activities in which you will have to discuss, with the rest of students, the topics presented in these two tasks. The forums will be opened throughout the subject.

- FORUM 1: Activities to put the Theory of the Total Physical Response into practice

All together we are going to create a repository of activities through which the Theory of the Total Physical Response (TPR) can be applied in our classrooms.

Imagine that you are a teacher at a Preschool in Spain and need to design one activity making use of the TPR. You have 15 students in your group. Follow this outline:

Objectives: what will you teach?

Procedure: how would you present the activities?

Material: what would you use?

Assessment: how would you evaluate the activities?

- FORUM 2: Activities to use songs, poems, rhymes and games in the classroom

All together we are going to create a repository of activities through which songs, poems, rhymes and games can be used in our classrooms. Make use of the different resources learned along Unit 5 to design one activity. Bear in mind that that all the activities must be intended for students in an early learning English class. Include the following details:

Objectives: what will you teach?

Characteristics of your students: age, motivations, features.

Procedure: how would you present the activities?

Material: what would you use?

Assessment: how would you evaluate the activities?

Everyone is more than welcome to give positive and constructive feedback on any of the activities included in this repository. If you have used some of them in a real classroom, please let us know how it went!

Number of posts: 2 to obtain the 10%.

Format of participation: elaborated and coherent answers. Good use of the English language.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
5 hours	120 hours

SKILLS

Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

Analyse diachronically, the educational responses to social multilingualism as well as their social and legislative treatment received in different societies.

To critically revise the management and organisation of the English-Spanish bilingual centres in the different levels of obligatory education in Spain.

Analyse examples of effectiveness and failure in the implementation of the curriculum, selecting those features that must be observed for good teaching practice.

LEARNING RESULTS

Differentiates the characteristics of the different theories regarding the acquisition and learning of both the mother tongue and second languages in the early stages.

Knows how to put into practice in the classroom of Nursery Education the techniques that ease the interaction and cooperation among students.

Understands the processes that children undergo during the early stages of their lives in order to acquire their mother tongue and their second language.

Knows how to explain the Jolly Phonics method, what it is and how it is put into practice in the Nursery Education period.

Knows how to differentiate between the acquisition and learning of the language in the different contexts of the teaching of the English language.

Knows songs, storytelling and games in the English language in order to use them in the Nursery Education classroom.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EXAM.

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

•Activity 1: 2 points

•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

•Forum 1: 0.25 points

•Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0,5 points

Participation will be valued through proactive participation in the class sessions.

PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that they must upload to the platform.

Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.

- The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

EXTRAORDINARY CALL

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

•Activity 1: 2 points

•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

•Forum 1: 0.25 points

•Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES.

The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations. Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified.

The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspense): 0-4.99 / Pass (aprobado): 5-6.99 / Notable (notable): 7-8.99 / Excellent (sobresaliente): 9-10 and Matriculation of Honor (matrícula de honor), which will imply having obtained outstanding, in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

- Writ of summons.
- Hospitalization.
- Death of direct family member.

BIBLIOGRAPHY AND OTHER RESOURCES

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