

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education
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Field of Knowledge:	Arts and Humanities
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Faculty/School:	Education and Humanities
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Course:	
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Type:	Compulsory
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ECTS credits:	5
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Year:	1
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Code:	8361
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Teaching period:	First semester
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Area:	Applied Linguistics
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Module:	Foundations of Bilingualism and Bilingual Education
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Teaching type:	Distance
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Language:	English
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Total number of student study hours:	125
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

The subject of "Second languages learning and bilingualism" is directly related to "Language acquisition and the early development of bilingualism" since both study the processes of acquisition, language learning and the different types of bilingualism from a cognitive, psychological and social point of view. "Second language learning and bilingualism" focuses on sequential bilingualism and the learning processes of a second language. We will therefore review not only the cognitive processes in learning a L2 but also the different approaches and methodologies for its teaching.

GOAL

- To understand the cognitive processes of second language learning, establishing the similarities and the differences with those of acquisition at an early age.
- To know and identify the different approaches and methodologies for the teaching of second languages.
- To critically analyze the different approaches and methodologies for second language teaching, selecting the useful elements for the integrated teaching of language and content.
- To apply tools and processes from different methodologies in the design of teaching sessions adapted to the needs of a specific target group.

COURSE SYLLABUS

UNITS 1– Types of bilingualism Minimal and maximal bilinguals.
Simultaneous and sequential bilingualism. Early and late bilingualism.
The critical period. Cognitive theories.

UNIT 2 – Similarities and differences between first language acquisition and second languages learning.
Acquisition and learning by Krashen.
Acquisition and learning by McLaughlin, Bialystok and Ellis. Individual learner’s differences
Cognitive advantages of bilingualism.

UNIT 3 – Linguistic theories, approaches and methodologies. Structural versus functional approaches.
Grammar translation methodology. Audiolingual methodology.
TPR activities.

UNIT 4 – Chomsky and the universal grammar
Corder and Selinker. The importance of mistakes and the interlanguage. Definition of interlanguage.
Direct approach.
The natural approach.

UNIT 5 – Communicative language teaching. Content and language integrated learning
Other methodologies: PPP; ARC; ESA; TBL; Task-based learning (TBL); Community Language Learning;
Suggestopaedia; Humanistic teaching; The lexical approach

EDUCATION ACTIVITIES

The methodology will be both theoretical and practical. Students will have 5 online lessons in which the teacher will summarize the most important contents of the subject. Students will be asked to participate and interact in the multiple debates during the lessons and in the forums.
They also will gather information through different papers, videos and / or own investigations in order to do several activities which main goal is to improve their knowledge in SLL and bilingualism.

At the end of the subject, a self-correcting test will help students to evaluate if they have acquired the necessary knowledge of the subject.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
7,50 hours	117,50 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

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

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

Assess the cognitive processes and the basic conditioning factors that are involved in the acquisition and learning processes of a mother tongue (or tongues) and learning a second language (or languages) such as English.

Assess the different methodologies used for the teaching of English, being then able to select the positive elements of each one for their subsequent use in the classroom.

Analyse communication in different bilingual environments (English language), gaining an understanding of the phenomena that occur when in contact with languages.

LEARNING RESULTS

- To analyze the different types of bilingualism and the cognitive, social and psychological processes that produce them.

- To differentiate approaches and methodologies for the teaching of second languages from a diachronic and synchronic point of view.

- To analyze critically the different approaches and methodologies for second language teaching, selecting the beneficial elements of these and discarding those that have proved useless for learning L2.

- To design class sessions with tools and processes from different approaches integrating language and content

and adapting them to students' needs.

LEARNING APPRAISAL SYSTEM

Participation (10%). 2 forums. After reading an assigned article, the students would participate at least one in every forum setting out logical and pertinent arguments with examples.

Activities (40%).

1. Presentation explaining the following points:

- The concept of interlanguage and its different features.
- English interlanguage of Spanish speakers. Errors' typology and examples.
- When and how to correct errors in the SL classes. Types of corrective feedback.

2. Summary chart explaining the following methodologies: Grammar-translation, Audiolingual, TPR, Natural Approach - Direct Method, Communicative approach. You have to include the following points: Psychological / linguistic bases, advantages and drawbacks (focusing on the competences) and an activity sample. It could be done in pairs.

Final test (50%) Online multiple choice test on the subject content topics.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. This second call will have 2 elements: Final test (50%) and final activity (50%). If one of these assessments elements has a passing grade in the first call, students can choose between retaking the element or keeping the grade obtained in the first call.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Altarriba, J. and R.R. Heredia (Eds.). (2008). An introduction to bilingualism: Principles and processes. New York: Lawrence Erlbaum Associates, Taylor & Francis Group.

Baker, C. (2011): Foundations of Bilingual Education and Bilingualism. Barnes and Noble. 5^a edition.

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Bialystok, E., & Werker, J. F. (2017). The systematic effects of bilingualism on children's development. *Developmental science*, 20(1), e12535.

Cameron, L. (2001): Teaching languages to young learners. Cambridge: Cambridge University Press.

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Krashen, S (1988). Second Languages acquisition and second languages learning. Prentice Hall. Available at: http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf

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Miller, D., Bayram, F., Rothman, J., & Serratrice, L. (Eds.). (2018). Bilingual Cognition and Language: The state of the science across its subfields (Vol. 54). John Benjamins Publishing Company.

Hadley, A. (2000): Teaching languages in context. Heinle & Heinle. 3th edition.

Richards, J. and Rodgers, T (2014): Approaches and Methods in Language Teaching CUP Cambridge. 3th edition.

Additional

Chen, H. and Zhao, B. (2013). A Study of Interlanguage Fossilization in Second Language Acquisition and Its Teaching Implications. International Conference on Educational Research and Sports Education (ERSE 2013).

García, O., & Lin, A. M. (2017). Translanguaging in bilingual education. In Bilingual and multilingual education (pp. 117-130). Springer, Cham.

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Krashen, S. 2017. Polyglots and the Comprehension Hypothesis. Turkish Online Journal of English Language Teaching (TOJELT), 2 (3), 113-119. English Language Teaching (TOJELT), 2(3), 113-119.

Kumaravadivelu, B. (2006). Understanding language teaching: From method to post method. New York: Routledge.

Rivers, W. M. (2018). Teaching foreign-language skills. University of Chicago Press.

Stern, H.H. (2001). Fundamental Concepts of Language Teaching. New York: Oxford University Press.

Hall, G. (2017). Exploring English language teaching: Language in action. Routledge.