

# Teaching guide

## IDENTIFICATION DETAILS

|                                      |   |               |      |
|--------------------------------------|---|---------------|------|
| Degree:                              | University Master's Degree in Bilingual Education   |               |      |
| Faculty/School:                      | Postgraduate School and Vocational Training         |               |      |
| Course:                              | SECOND LANGUAGE LEARNING AND BILINGUALISM           |               |      |
| Type:                                | Compulsory  | ECTS credits: | 5    |
| Year:                                | 1   | Code:         | 8361 |
| 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  |               |      |
| Aurora Murga Aroca                   | aurora.murga@ufv.es                                 |               |      |

## 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.

## PRIOR KNOWLEDGE

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

## COURSE SYLLABUS

1. VARIABLES IN THE LEARNING OF SECOND LANGUAGES AND TYPES OF BILINGUALISM
  - 1.1 Introduction
  - 1.2 Context
  - 1.3 Age
  - 1.4 Psychosocial factors
  - 1.5 Psychosocial factors and types of bilingualism
2. FOREIGN LANGUAGE ACQUISITION AND LEARNING
  - 2.1 Second language pedagogy
    - 2.1.1 Stephen Krashen's Theory
  - 2.2 Cognitive Neuroscience of Language
3. STRUCTURAL METHODS FOR THE TEACHING OF SECOND LANGUAGES
  - 3.1. Introduction to methods for the teaching of second languages
  - 3.2. Theoretical bases and precedents
  - 3.3. Methods for the teaching of second languages
  - 3.4. Grammar-Translation Method
  - 3.5. Audiolingual Method
  - 3.6. Total Physical Response (TPR)
4. FUNCTIONAL METHODOLOGIES FOR THE TEACHING OF SECOND LANGUAGES
  - 4.1. Chomsky and the universal grammar
  - 4.2. Contrastive and error analysis
  - 4.3. The interlanguage approach
  - 4.4. The Direct Method
  - 4.5. The natural approach
  - 4.6. Communicative Approach (or Communicative Language Teaching- CLT)

## 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

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**

### **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 (suspension): 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

### Basic

Colin Baker. Foundations of Bilingual Education and Bilingualism / Bristol :Multilingual Matters,2011.

[edited by] Sharon Verner Chappell and Christian J. Faltis. The arts and emergent bilingual youth :building culturally responsive, critical, and creative education in school and community contexts / New York :Routledge,2013.

Annette M.B. de Groot. Language and cognition in bilinguals and multilinguals :an introduction / 2011.

edited by Juan de Dios Martinez Agudo. Teaching and learning English through bilingual education / Newcastle upon Tyne, UK :Cambridge Scholars Publishing,c2012.

María Estela Brisk. Bilingual education [electronic resource] :from compensatory to quality schooling / 2nd ed. Mahwah, N.J. :L. Erlbaum Associates, Publishers,2006.

Lulia Vescan (editor). Spanish vs. American :perspectives on bilingual education / Alcalá de Henares :Servicio de Publicaciones. Universidad de Alcalá,[2015]

Geri Smyth. Helping bilingual pupils to access the curriculum / London :David Fulton,2003.

edited by M. Teresa Calderón-Quindós, Natalia Barranco-Izquierdo and Tina Eisenrich. The manifold nature of bilingual education / Newcastle upon Tyne, England :Cambridge Scholars Publishing,2020.

Barbara Abdelilah-Bauer. El desafío del bilingüismo :crecer y vivir hablando varios idiomas / Segunda edición. Madrid :Ediciones Morata, S. L.,2011.

Colin Baker ; asesora académica Ofelia García. Fundamentos de educación bilingüe y bilingüismos / Madrid :Cátedra,D.L. 1997.

Jesús Royo Arpón. Argumentos para el bilingüismo / Barcelona :Montesinos,2022.

Omer Silva Villena, Mireya Cisneros Estupiñán. Lenguaje y bilingüismo en la infancia :perspectiva psicolingüística / Bogotá :Ediciones de la U,2015.

María Isabel Flors Aparicio, Gloria Alvarez Lozano. Comunicación y bilingüismo en el contexto europeo /

### Additional

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

Miller, D., Bayram, F., Rothman, J., & Serratrice, L. (Eds.). Bilingual Cognition and Language: The state of the

science across its subfields (Vol. 54). Vol. 54). John Benjamins Publishing Company.  
2018

Nunan, D. Teaching English to speakers of other languages: An introduction Routledge. Hadley, A.  
2015

Antoniou, M. The advantages of bilingualism debate Annual Review of Linguistics, 5, 395-415.  
2019

Caffarra, S., & Martin, C. D. Not all errors are the same: ERP sensitivity to error typicality in foreign accented  
speech perception cortex, 116, 308-320.  
2019

González Martin, A. (2020) What electroencephalogram studies can tell us about the teaching of second  
languages J. M. Liceras, M. Planelles, A. Foucart. Current Perspectives in Language Teaching in Multicultural  
Context. 2020. Thomson Reuters Aranzadi  
2020

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

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