

# Teaching guide

## IDENTIFICATION DETAILS

Degree: University Master's Degree in Bilingual Education

Field of Knowledge: Arts and Humanities

Faculty/School: Education and Humanities

Course: BILITERACY AND SECOND LANGUAGE LITERACY

Type: Compulsory

ECTS credits: 4

Year: 1

Code: 8364

Teaching period: First semester

Area: Developing Language Competences

Module: The Bilingual Classroom

Teaching type: Distance

Language: English

Total number of student study hours: 100

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

This theoretical-practical subject is meant as an introduction to bilingual education, biliteracy and second language learning. The contents of this subject have a multidisciplinary focus, as they are related to a number of research and study fields such as second language acquisition, phonetics and phonology, pedagogy, linguistics, bilingualism, bilingual education and the teaching and learning of second languages. This subject introduces the student to core concepts and terms in this discipline as well as to aspects that can be easily confused when we speak about biliteracy. It also delves into aspects related to biliteracy and literacy in the second language, either simultaneously or sequentially.

## GOAL

This subject has two main goals:

1. That the students develop a critical perspective on bilingualism, biliteracy, and the acquisition of a second language.
2. Efficiently approaching the teaching and learning of foreign languages in multicultural and multilingual contents. Promoting the reading and the critical analysis of texts from several scientific and cultural fields related to bilingualism in general and to biliteracy in particular.

The specific aims of the subject are:

Through this subject, students will gain a better capacity to reflect on and understand the process of acquisition of a second language so as to reach a bilingual level within a school system and within a multicultural and multilanguage context.

## COURSE SYLLABUS

### MODULE 1 - BILITERACY AND LITERACY IN THE SECOND LANGUAGE

Context and basic concepts  
Some abbreviations and terms  
Simultaneous biliteracy  
Sequential biliteracy  
Conclusions

### MODULE 2 –READING AND WRITING IN A BILINGUAL PROGRAM –DIFFICULTIES AND THEIR RESOLUTION

Emergent Literacy  
Analytic phonics  
Synthetic phonics  
Advantages and disadvantages of analytic and synthetic phonics  
Conclusions

### MODULE 3 - APPROACHES TO TEACHING READING AND ITS CONSEQUENCES FOR BILITERACY

Introduction – problems when teaching bilingual children  
Vowel and consonant sounds in Spanish  
Vowel and consonant sounds in English  
Spanish and English pronunciation – differences and pronunciation problems for bilingual native Spanish speakers  
Conclusions

### MODULE 4 - CONSOLIDATION OF READING AND WRITING IN A BILINGUAL PROGRAM

Reading development in an integrated curriculum  
Reading and writing across subjects  
New technologies and reading and writing  
Conclusions

## EDUCATION ACTIVITIES

The learning approach used in this subject will take a theoretical/practical approach.

Within the practical approach, students will read texts from a number of sources (academic articles, journalistic pieces, blogs, first-hand accounts, etc., among others) related to bilingualism and biliteracy. To tackle these texts, students will make use of their previous personal experience when it comes to teaching and learning foreign languages as well as their own background in traditional and bilingual educational programs. Thus, the activities assigned will make use of the students' previous knowledge and expertise from their personal and professional lives. The goal is that students connect their own experience to the core concepts of bilingualism, multilingualism and the tasks assigned.

Academic discussion by means of the forums is another of the teaching methodologies that will be promoted by the professor of this subject. Constant communication with the professor, by means of the virtual course resources

such as the forums, will be vital. The goal will be to promote personal reflection, academic discussion and a critical attitude towards the socio-political and socio-linguistic processes surrounding bilingualism.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
6 hours	94 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 teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

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

Devise both national and international projects in which the student may develop linguistic skills in real contexts.

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

Apply the knowledge acquired regarding the cognitive and psychological processes in learning the L2, in order to design activities and projects in which the student may use the communicative and cultural skills of the English language in real contexts.

Characterise the most frequent errors committed by a Spanish L1 speaker when learning English and select the most suitable resources to resolve them.

Know and understand how to apply specific teaching strategies in order to improve English linguistic and cultural competence in the teaching of non-linguistic content.

## LEARNING RESULTS

Recognizing core terms and concepts usually used in the fields of second language acquisition, bilingualism and multilingualism, bilingual education and second language teaching.

Identifying and critically analyzing the main contexts, situations, opportunities and personal differences in the process of learning and using a non-native language.

Analyzing bilingual educational programs; discussing the main advantages and disadvantages of the different programs and approaches to bilingual education.

Recognizing and assessing the principles, procedures and techniques used in biliteracy.

Applying core terms and concepts usually used in the fields of second language acquisition, bilingualism and multilingualism, bilingual education and second language teaching.

## LEARNING APPRAISAL SYSTEM

### CONVOCATORIA ORDINARIA

#### 10% STUDENT PARTICIPATION

First reading assignment (5%)

Second reading assignment (5%)

#### 40% CASE STUDY

It will consist of a case study dealing with a case related to biliteracy. This case study will be presented as a Powerpoint presentation (minimum length: 20 slides). It will be in English.

The topic must have been chosen (and approved by the professor) before the third session.

#### 50% TEST

Online multiple choice test covering the contents of the subject.

### CONVOCATORIA EXTRAORDINARIA

#### 50% CASE STUDY

It will consist of a case study dealing with a case related to biliteracy. This case study will be presented as a Powerpoint presentation (minimum length: 20 slides). It will be in English.

The topic must have been chosen (and approved by the professor) before the third session.

#### 50% TEST

Online multiple choice test covering the contents of the subject.

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. The evaluation system will remain the same and the final exam as well as the activities of the subject will be retaken in the dates established by the Department.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

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