

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:	Legal and Social Science
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Course:	LANGUAGE ACQUISITION AND THE EARLY DEVELOPMENT OF BILINGUALISM
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Type:	Compulsory
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ECTS credits:	5
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Year:	1
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Code:	8360
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Teaching period:	First semester
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Area:	
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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
Alexandra Santamaria Urbieta	

SUBJECT DESCRIPTION

La asignatura "Language acquisition and the early development of bilingualism" pretende introducir al alumno/alumna en las primeras etapas del bilingüismo y, para ello, se le proporcionarán las corrientes y teorías acerca de la adquisición y aprendizaje de la lengua materna, así como de segundas lenguas. Todo ello con el fin de que sea capaz de ponerlo en práctica en el aula de educación infantil. Esta asignatura ayudará al estudiante a entender la manera en la que aprendemos nuestra lengua materna, así como una segunda lengua, desde edades tempranas. En esta materia nos centraremos únicamente en la etapa de educación infantil y facilitaremos a los alumnos diferentes metodologías (canciones, juegos, cuenta cuentos, entre otros) para poner en práctica durante esta etapa escolar.

GOAL

- Entender y reflexionar sobre el proceso de adquisición y aprendizaje de la lengua materna y de segundas lenguas en edades tempranas.
- Saber diferenciar entre adquisición de la lengua y aprendizaje de la lengua.
- Identificar y utilizar diferentes técnicas (narración de cuentos, canciones, etc.) en el aula para mantener la atención de los alumnos y para desarrollar la interacción y cooperación.
- Reflexionar sobre la necesidad de conocer y detectar el proceso de adquisición y aprendizaje de lenguas desde edades tempranas.
- Adentrarse, a modo de introducción, en la metodología Jolly Phonics. Saber lo que es, sus características y cómo se pone en práctica en el aula.

COURSE SYLLABUS

UNIT 1 – Learning and Development. Pedagogical approaches on learning languages

- Piaget: the child and his/her interaction with the environment
- Vygotsky: Social Development Theory
- Bruner: scaffolding and routines
- Gardner: theory of multiple intelligences

UNIT 2 – Foreign language learning in the Nursery Education period

- Introduction to teaching in the Nursery Education Period
 - oDifferences between US and UK early education systems
- Objectives in the Nursery Education Period
- Basic aspects of very young children's learning: motivation
- How do children learn English?
 - oLanguage acquisition vs. language learning
 - oThe critical period hypothesis (CPH)
 - oThe Silence Period and Total Physical Response activities (TPR)
 - oChomsky and the Universal Grammar
- Teaching not only a language
- The role of the English language teacher in the Nursery Education
 - oA non-threatening environment
 - oClass organization
 - oAssessment

UNIT 3 – ICT and multimedia applications in the Nursery Education period

- Technologies in the classroom
 - oWhat does ICT stand for?
 - oWhat does KLT stand for?
- ICT in the Nursery Education period, why?
- Advantages and disadvantages of using technology in the early education classroom
- ICT tools
 - oReady-to-use materials
 - oWhiteboard
 - oWebquests
 - oDesigning your own materials

UNIT 4 – Developing communicative skills

- Learning through games
 - oGames and culture
 - oPiaget, Vygotsky and Kohlberg Mead's theories
 - oPossible activities
- Learning through stories
 - oStructure
 - oLanguage and vocabulary
 - oTopics
 - oQuality
 - oPossible activities
- Learning through songs and rhymes/poems
 - oVocabulary
 - oPossible activities

UNIT 5 – Literacy learning: phonics

- What is Jolly Phonics?
- How does Jolly Phonics work? – Principles and the 5 skills
- The Letter-Sounds and the letter-sound groups
- Letter formation
- Blending or decoding words
- Identifying the sounds in words
- Tricky words
- Teaching ideas and activities

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 person 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.

- Verb TO BE
- Numbers
- Colours
- Animals
- Jobs
- 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 Vykotsky'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.

ACTIVITY 2: The role of the teacher

In this activity I want you to design three activities in which you include three different classroom arrangements. You will have to include the following points for each activity:

- Preparation and procedure
- Brief introduction of the classroom and students
- Objectives
- Place
- Previous knowledge
- Why do you think one arrange

ACTIVITY 2: Creating my own activity

In this activity I want you to design (at least) one activity using any application or software you find on the Internet. You can also work on a webquest. You can create your activity for any subject. You can send me the activity or include snapshots of it on a Word/PPT document. Apart from creating the activity itself, you have to include in a

Word/PPT document the following points:

- Brief introduction of the classroom and students
- Objectives
- Materials
- Assessment

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 importance of the use of ICTs in the classroom.

Length: minimum 1 page – maximum 3 pages (+ the created activity)

Format: Times New Roman 12 – single spaced

ACTIVITY 3: Working with stories, games and poems

After studying different ways in which to work with stories, games and poems, I want you to choose either a story, a game or a poem and prepare an activity to use in the classroom in which you include both vocabulary and grammar. You would have to include the following points and answer the following questions:

- Name of the story, game or poem
If it is a story or a poem, include the story or a link to the story
If it is a game – explain how it is played
- Brief introduction of the class and students
- Objectives
- Preparation and procedure
- Materials used
- Arrangement

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 inclusion of images when telling stories and the use of them afterwards as complementary material, as explained by Artigal.

Length: minimum 3 pages – maximum 6 pages.

Format: Times New Roman 12 – single spaced.

FORUM ACTIVITIES: Researching

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. An email will be sent to the students to let them know when to participate.

- Watch the following conference given by Sandie Mourao. Include your ideas in the forum and discuss.

<https://www.teachingenglish.org.uk/article/sandie-mourao--potential-picturebooks-young-learners>

- Read the following articles: “Early language learning in the USA” (Helena Curtain) and “Teaching English to young learners in Hong Kong” (David R. Carless and P. M. Jennie Wong), summarise their main ideas and compare them. Include your ideas in the forum and discuss. (Find the articles here: <http://archive.ecml.at/documents/earlystart.pdf>)

Number of posts: 2 to obtain the 5%.

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 / general / cross 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.

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 multilinguality.

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

- Diferencia las características de las distintas teorías y corrientes acerca de la adquisición y aprendizaje tanto de la lengua materna como de segundas lenguas en edades tempranas.
- Sabe poner en práctica en el aula de educación infantil técnicas que facilitan la interacción y la cooperación de los alumnos.
- Entiende los procesos por los que pasan los niños en edades tempranas para adquirir tanto su lengua materna como una segunda lengua.
- Sabe explicar qué es y cómo se pone en práctica en el aula de educación infantil el método Jolly Phonics.
- Sabe diferenciar entre adquisición de la lengua y aprendizaje de la lengua en los diferentes contextos de

enseñanza del inglés.

•Conoce canciones, cuenta cuentos y juegos en lengua inglesa para emplear en el aula de educación infantil.

LEARNING APPRAISAL SYSTEM

- Conocimiento: 50% (examen final)
- Actividades obligatorias: 45%. El alumno/alumna que no presente las actividades, no podrá presentarse al examen final.
- Actividad 1 (15%)
- Actividad 2 (15%)
- Actividad 3 (15%)

- Participación en el foro: 5% (mínimo dos intervenciones en el foro)

La calificación final se basará en una puntuación total de 10 puntos obtenida por el estudiante, de acuerdo a la siguiente escala: Suspenso: 0-4,9 / Aprobado: 5-6,9 / Notable: 7-8,9 / Sobresaliente: 9-10 y Matrícula de Honor, lo cual implicará haber obtenido sobresaliente, además de una mención especial.

Se valorará muy especialmente la originalidad y creatividad a la hora de realizar cualquiera de las actividades e intervenciones en el foro.

El plagio, en cualquiera de los aspectos evaluadores de la materia, será motivo de suspenso de la asignatura.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

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

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

Ellis, R. (2008): The Study of Second Language Acquisition. Oxford: Oxford University Press. 2ª edition.

Howe, D., Payne, K., Rohe, B., Spalding, G., Stei, L. & Whitbeck, D. (1996): Teaching young children using themes. Good Year Books. Glenview, IL.

Lewis, G. (1999): Games for children. Oxford Resource Book for Teachers. Oxford University Press. Oxford.

Morgan, J.; Rinvolutri, M. (1984): Once upon a time: Using stories in the language classroom. Cambridge Handbooks for Language Teachers. Oxford University Press. Oxford.

Nunan, D. (1988): The learner centred curriculum. Cambridge University Press. Cambridge

Read, C. (2007): 500 activities for the primary classroom. Macmillan.

Wright, A. (1997): Creating stories with children. Oxford Resource Books for Teachers. Oxford University Press. Oxford.