Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education

Field of Knowledge:	Arts and Humanities

Faculty/School:	Legal and Social Science

Course:	SECOND LANGUAGE LEARNING AND BILINGUALISM

Type:	Compulsory	ECTS credits:	5

Year:	1	Code:	8361

Teaching period:	First semester

Area:	

Module:	Foundations of Bilingualism and Bilingual Education

Teaching type:	Distance

Language:	English

Total number of student study hours:	125

Teaching staff	E-mail
Ana Maria Gonzalez Martin	anaglezmartin@gmail.com

SUBJECT DESCRIPTION

La asignatura "Aprendizaje de Segundas Lenguas y Bilingüismo" es una introducción teórica-práctica a la educación bilingüe, la alfabetización bilingüe y el aprendizaje de una segunda lengua. Su contenido tiene un enfoque multidisciplinar dado que relaciona diversos campos de estudio e investigación como son la adquisición de segundas lenguas, la fonética y la fonología, la pedagogía, la lingüística, el bilingüismo, la educación bilingüe y la enseñanza/aprendizaje de segundas lenguas. La asignatura inicia al alumno en conceptos y términos fundamentales en la materia así como en la distinción de aspectos que suelen generar confusión cuando hablamos de alfabetización bilingüe para luego profundizar en aspectos relacionados con la alfabetización bilingüe y la alfabetización en una segunda lengua, bien sea de manera simultánea o secuencial.

GOAL

• Entender los procesos cognitivos que se producen cuando aprendemos una segunda lengua, siendo capaz de establecer las similitudes y diferencias que existen con aquellos de adquisición en edad temprana.

• Conocer e identificar los diferentes enfoques y metodologías para la enseñanza de segundas lenguas.

• Analizar, de manera crítica, los diferentes enfoques y metodologías para la enseñanza de segundas lenguas, siendo capaz de seleccionar los elementos útiles para la enseñanza integrada de lengua y contenido.

• Aplicar elementos de diferentes metodologías en la creación de programaciones y sesiones de clases, adaptándose a las características definidas del grupo objeto.

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

La metodología de aprendizaje utilizada en esta asignatura seguirá un enfoque teórico-práctico. Los alumnos contarán con 5 clases síncronas en las que el profesor resumirá los contenidos teóricos más importantes de la asignatura, que se encuentran también por escrito, en la plataforma

Dentro del ámbito práctico, los alumnos recopilarán información a través de diferentes lecturas (artículos y monografías de tipo académico, artículos, periodísticos, blogs; etc.), videos y/o indagaciones propias que les ayude a profundizar el conocimiento sobre la materia y realizar las actividades establecidas.

La discusión académica a través del curso virtual es otra de las metodologías de enseñanza que se promoverá desde el equipo docente de la asignatura. Será fundamental la comunicación constante con el profesor de la asignatura por medio de recursos propios del curso virtual como pueden ser foros. En definitiva, se tratará de promover la reflexión personal, discusión académica y constante actitud crítica hacia los procesos sociopolíticos y

sociolingüísticos que subyacen al bilingüismo.

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 multiplurarlity.

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

•Analizar los diferentes tipos de bilingüismo y los procesos cognitivos, sociales y psicológicos que los producen.

•Diferenciar los distintos enfoques y metodologías para la enseñanza de segundas lenguas desde un punto de vista diacrónico y sincrónico.

•Analizar, de manera crítica, los diferentes enfoques y metodologías para la enseñanza de segundas lenguas, seleccionando los elementos beneficiosos de éstas y desechando aquellos que se han probado inútiles para el aprendizaje de L2.

•Crear programaciones y/o sesiones de clases aplicando elementos de diferentes enfoques que sirvan al aprendizaje integrado de lengua y contenido y se adapten a las necesidades específicas de diferentes grupos.

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 (50%).
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. The time to complete it will be 30 minutes (1 minute and 30 seconds per question).

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. 5ª edition.

Bialystok, E. (Ed.). (1991). Language processing in bilingual children. Cambridge: Cambridge University Press.

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

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).

Genesee, F., Paradis, J. and Crago, M. B. (2004). Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning. Baltimore, MD: Paul H. Brookes Publishing Co.

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

Lightbown, P. M., & Spada, N. (2003). How languages are learned. Oxford: Oxford University Press.

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

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

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

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