

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education
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Faculty/School:	Postgraduate School and Vocational Training
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Course:	BILITERACY AND SECOND LANGUAGE LITERACY
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Type:	Compulsory	ECTS credits:	4
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Year:	1	Code:	8364
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Teaching period:	First semester
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Area:	Developing Language Competences
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Module:	The Bilingual Classroom
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Teaching type:	Distance
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Language:	English
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Total number of student study hours:	100
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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.

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N.B. As this is a subject in an online master's program, the contents, classes, assessment, activities, etc., will not undergo any modification even if health considerations involve remote learning changes.

In case health authorities' warnings force us to return to a remote teaching scenario, the assessment will not be affected in any way, since this is an online, distance learning master's program subject.

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.

PRIOR KNOWLEDGE

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

COURSE SYLLABUS

1. BILITERACY AND LITERACY IN THE SECOND LANGUAGE

- 1.1 Context and basic concepts
- 1.2 Some abbreviations and terms
- 1.3 Simultaneous biliteracy
- 1.4 Sequential biliteracy

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

- 2.1 Emergent Literacy
- 2.2 Analytic phonics

- 2.3 Synthetic phonics
- 2.4 Advantages and disadvantages of analytic and synthetic phonics

3. APPROACHES TO TEACHING READING AND ITS CONSEQUENCES FOR BILITERACY

- 3.1 Introduction – problems when teaching bilingual children
- 3.2 Vowel and consonant sounds in Spanish
- 3.3 Vowel and consonant sounds in English
- 3.4 Spanish and English pronunciation – differences and pronunciation problems for bilingual native Spanish speakers

4. CONSOLIDATION OF READING AND WRITING IN A BILINGUAL PROGRAM

- 4.1 Reading development in an integrated curriculum
- 4.2 Reading and writing across subjects
- 4.3 New technologies and reading and writing

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
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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

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

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.

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