UFV Teaching guide

IDENTIFICATION DETAILS

Academic year:	2025-2026

Degree:	University Master's Degree in Bilingual Education

Scope	Educational sciences

Faculty/School:	Postgraduate and Lifelong Learning School

Course:	ADQUISICIÓN DEL LENGUAJE Y DESARROLLO TEMPRANO DEL BILINGÜISMO

Type:	Compulsory	ECTS credits:	4

Year:	1	Code:	8394

Teaching period:	First semester

Subject:	Applied Linguistics. Language Acquisition and Bilingualism/Applied Linguistics

Module:	

Teaching type:	Virtual

Language:	English

Total number of student study hours:	100

Teaching staff	E-mail
Antonio Terrón Barroso	antonio.terron@ufv.es

SUBJECT DESCRIPTION

The subject "Language acquisition and the early development of bilingualism" introduces students into the first

stages of bilingualism. In order to do this, we will provide different theories and authors regarding the acquisition and learning of the mother tongue, as well as of second languages. The final goal of this subject is to show students how to put all these theories into practice in the Nursery Education class. This subject will help students understand the way in which we learn our mother tongue and second language in the early ages.

We will mainly focus on the Nursery Education Period and we will provide students with different methodologies (songs, games, storytelling, among others) to put it into practice in this stage.

GOAL

• Understand and reflect on the process of acquisition and learning of the mother tongue and second languages in early stages.
• Know how to differentiate between and acquisition and learning of the language.
• Identify and use the different techniques (storytelling, songs, etc.) in the classroom in order to maintain the attention of the students, as well as the interaction and cooperation.
• Reflect on the need of knowing and understanding the process of acquisition and learning of languages from the early ages.
• Learn about the Jolly Phonics methodology. Know what it is, its characteristics and how you can put it into practice in the classroom.
• Learn and use new technologies in the Nursery Education classroom.
• Understand the difference between ICT and KLT.
• Learn about the advantages and disadvantages of using new technologies in the Nursery Education classroom.

PRIOR KNOWLEDGE

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

COURSE SYLLABUS

1. LANGUAGES, BRAINS AND BILINGUAL EDUCATION
1.1 Introduction
1.2 The Perfect Triangle: Languages, Brains and Bilingual Education
1.3 The Acquisition of the Mother Tonge (L1)
1.4 L1 and L2 acquisition/learning: similarities, differences and factors
1.4.1 Similarities
1.4.2 Differences
1.4.3 Summary of Similarities and Differences

2.LANGUAGE THEORIES AND BILINGUAL EDUCATION I: FOREIGN LANGUAGE LEARNING IN THE NURSERY EDUCATION PERIOD
2.1 Introduction
2.2 Taxonomy used for L1/L2 acquisition/learning theories
2.2.1 Empirical theories
2.2.2 Behaviorism

EDUCATION ACTIVITIES

The subject is developed with distance methodology through the Virtual Classroom where the student will have:
• Synchronous online classes taught by the teacher in which theoretical and practical aspects will be worked on in which the student can participate during them.
• In them the contents will be reviewed and the student's doubts will be answered live. These classes will be recorded on the platform.
• Tutorials to resolve doubts.
• Study material for the required reading subject: Teaching units, presentations with the summary of the classes and other material selected by the teacher (articles, videos and audios).
• Work and activities to be carried out by the student and debate and participation forums that aim to deepen the subject.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
4 Hours	96 Hours

LEARNING RESULTS

Critically review the organization and organization of bilingual English-Spanish schools at the different levels of compulsory education in Spain.

Analyze the cognitive processes and the basic conditioning factors involved in the acquisition and learning processes of the mother tongue (s) and the second language (s) (English language).

Analyze examples of effectiveness and failure in the application of the curriculum, selecting the characteristics that must be observed for good teaching practice.

SPECIFIC LEARNING RESULTS

Differentiate between the characteristics of the most relevant theories regarding the acquisition and learning of both the mother tongue and second languages in the early stages of life.

Know how to put into practice in the classroom of Nursery Education the techniques that ease the interaction and cooperation among students.

Understand the processes that children undergo during the early stages of their lives in order to acquire their mother tongue and to learn another language.

Get familiar with the Jolly Phonics method, what it is and how it is put into practice in the Nursery Education period.

Distinguish and compare both the language acquisition and learning processes in the different contexts of the English class.

Select and pedagogically exploit English songs, storytelling and games in order to use them in Nursery Education.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EXAM.
EXAM. Multiple choice test 50% (5 points).
- It will be necessary to take 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 the 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 take 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 (suspended): 0-4.99/Pass (approved): 5-6.99/Remarkable (notable): 7-8.99/Excellent (outstanding): 9-10 and Matriculation of Honor (enrollment of 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.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Armstrong, R.A. The Overstrain in Education 2024

Baker, C. Foundations of Bilingual Education and Bilingualism 2011

Cameron, L. Teaching languages to young learners 2001

Chomsky, N. Language and mind 2006

Ellis, P.; Kirby, A.; Osborne, A. Neurodiversity and Education 2023

Gardner, H.E.   Multiple Intelligences: New Horizons in Theory and Practice 2008

Lewis, G. ; Bedson, G. Games for children. Oxford Resource Book for Teachers. 2013

Martí, E. After Piaget 2017

Wright, A. Creating stories with children 2007

Additional

Artigal, J.M Ready for a story! Teacher's Book 2000

Brown, D. H. Principles of language learning and teaching 2007

Dörnyei, Z The psychology of second language acquisition. 2009

Montrul, S. El bilingüismo en el mundo hispanoahablante 2013

Lightbown, P. M.; Spada, N. Explaining second language learning. How Languages are Learned. 2006

Vygotsky, L. Educational Psychology 1997