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:	APRENDIZAJE DE SEGUNDAS LENGUAS Y BILINGÜISMO

Type:	Compulsory	ECTS credits:	4

Year:	1	Code:	8395

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
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SUBJECT DESCRIPTION

The subject of 'Second languages learning and bilingualism' is directly related to 'Language acquisition and the

early development of bilingualism' since both study the processes of acquisition, language learning and the different types of bilingualism from a cognitive, psychological and social point of view.

'Second language learning and bilingualism' focuses on sequential bilingualism and the learning processes of a second language. We will therefore review not only the cognitive processes in learning a L2 but also the different approaches and methodologies for its teaching.

GOAL

• To understand the cognitive processes of second language learning, establishing the similarities and the differences with those of acquisition at an early age.

• To know and identify the different approaches and methodologies for the teaching of second languages.

• To critically analyze the different approaches and methodologies for second language teaching, selecting the useful elements for the integrated teaching of language and content.

• To apply tools and processes from different methodologies in the design of teaching sessions adapted to the needs of a specific target group.

PRIOR KNOWLEDGE

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

COURSE SYLLABUS

UNIT 1. VARIABLES IN THE LEARNING OF SECOND LANGUAGES AND TYPES OF BILINGUALISM
1.1. Introduction
1.2. Context
1.3. Age
1.4. Psychosocial factors
1.5. Psychosocial factors and types of bilingualism

UNIT 2. Foreign Language Acquisition and Learning
2.1. Second Language Pedagogy 2.1.1. Stephen Krashen's Theory 2.1.2. Output Hypothesis (Swain, 1985) 2.1.3. Interaction Hypothesis (Long, 1983, 1996)
2.2. Cognitive Neuroscience of Language 2.2.1. fMRI studies 2.2.2. EEG studies 2.2.3. Variables modulating the processing of l2 in cognitive neuroscience studies 2.2.4. Implication for the teaching of L1

UNIT 3 STRUCTURAL METHODS FOR THE TEACHING OF SECOND LANGUAGES
3.1. Introduction to methods for the teaching of second languages

3.2. Theoretical bases and precedents.

3.3. Methods for the teaching of second languages

3.4. Grammar-Translation Method

3.5. Audiolingual Method

3.6. Total Physical Response (TPR)

UNIT 4. FUNCTIONAL METHODOLOGIES FOR THE TEACHING OF SECOND LANGUAGES

4.1. Chomsky and the Universal Grammar

4.2. Contrastive and error analysis

4.3. The interlanguage approach

4.4. The Direct Method

4.5. The natural approach

4.6. Communicative Approach (or Communicative Language Teaching - CLT)

4.7 CLIPS

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 communication in different bilingual environments (English language), knowing the phenomena that occur in the contact of languages.

Analyze, in a diachronic way, educational responses to social multilingualism, as well as its social and legislative treatment in different societies.

Evaluate the different English language teaching methodologies, being able to select the positive elements of each of them for subsequent application in the classroom.

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

To analyze the different types of bilingualism and the cognitive, social and psychological processes that produce them.

To differentiate approaches and methodologies for the teaching of second languages from a diachronic and synchronic point of view

To critically analyze the different approaches and methodologies for second language teaching, selecting the beneficial elements of these and discarding those that have proved useless for learning L2.||To design class sessions with tools and processes from different approaches integrating language and content and adapting them to students' needs.

It studies the way people communicate in different contexts, with different languages

Analyze the different ways of teaching English.

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

Herschensohn, J., & Young-Scholten, M. The Cambridge handbook of second language acquisition
.

Ellis, R Handbook of research in second language teaching and learning

Grosjean, F. Bilingual: Life and Reality

Cummins, J. Language, Power, and Pedagogy: Bilingual Children in the Crossfire

Garcia, O., & Wei, L. Translanguaging: Language, Bilingualism, and Education

Swain, M., Kinnear, P., & Steinman, L. Sociocultural Theory in Second Language Education: An Introduction Through Narratives 2nd ed.

Additional

Brown, H. D. Principles of Language Learning and Teaching Pearson Education