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:	BILITERACY AND SECOND LANGUAGE LITERACY

Type:	Compulsory	ECTS credits:	4

Year:	1	Code:	8364

Teaching period:	First semester

Subject:	The Development of Language Competences/ Developing Language Competences

Module:	

Teaching type:	Virtual

Language:	English

Total number of student study hours:	100

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 undestand 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 Emerging 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 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
6 Hours	94 Hours

LEARNING RESULTS

Apply the knowledge acquired about cognitive and psychological processes in learning L2 to design activities and projects in which the student uses communicative and cultural competencies in English in real contexts.

Characterize the most common mistakes made by Spanish-speaking students in the English language learning process and select the most appropriate resources to overcome them.

Learn specific teaching strategies to improve English linguistic and cultural competence in teaching non-linguistic subjects.

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

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 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

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Sammy Liberman Yaconi. Marketing: Metrics & Frameworks (Bilingual Edition) / 1ª ed. Santiago de Chile :Ediciones Universidad Finis Terrae,2015.

Veronique Bodoutchian-Sáiz. Diccionario jurídico-empresarial español - inglés - español= Bilingual dictionary of legal and business terms english - spanish - english / Madrid :Fundación Confemetal,2000.