

## 1. BASIC INFORMATION

<b>Course</b>	Language Acquisition and Bilingualism Development
<b>Degree program</b>	Master's Degree in Bilingual Education
<b>School</b>	Online
<b>Year</b>	1
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English and Spanish
<b>Delivery mode</b>	Online
<b>Semester</b>	First
<b>Academic year</b>	2024-2025
<b>Coordinating professor</b>	Yeray Nauset López Hernández

## 2. PRESENTATION

This course explores the exciting language learning journey and the development of bilingualism. Immerse yourself in theoretical insights that reveal how to master communication and language skills. Learn about the key factors that influence language development in children and adults, and the complex interactions between different languages. Gain insight into the challenges and benefits of being bilingual and explore the social aspects of communication in a bilingual environment.

## 3. COMPETENCES AND LEARNING OUTCOMES

### Core competences:

- CB7. That students can apply the knowledge they have acquired and their problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- CB9. That students can communicate their conclusions – and the knowledge and ultimate reasons that support them – to specialized and non-specialized audiences in a clear and unambiguous manner.
- CG1. Analyze and evaluate theories, methodologies, and theoretical linguistic models.
- CG4. Constructively argue and debate with other professionals in the academic community and the wider society.
- CG6. Acquire basic theoretical knowledge to underpin an appropriate and well-informed teaching practice in the context of bilingual education.

### Cross-curricular competences:

- CT1. Creativity. The ability to generate new ideas, reach conclusions, or solve problems in an original way. It requires knowledge, curiosity, imagination, and evaluation. The most fundamental level of creativity is manifested as discovery, and the highest level as innovation.

- CT2. Strategic Communication. The ability to effectively convey messages (ideas, knowledge, feelings, arguments), both orally and in writing, in such a way that the interests of the various parties involved in the communication are strategically aligned.
- CT5. Teamwork. The capacity developed through social intelligence to collaborate with others in achieving a shared goal, actively participating, empathizing, practicing active listening, along with effective communication and respect for all team members, with maturity and efficiency. In the digital age, this efficiency translates into the skill of working with others in multi-platform, multicultural, multilingual, and multidisciplinary environments seamlessly, while achieving the set objectives.

#### Specific competences:

- CE1. Critically argue both orally and in writing, delivering content in both English and Spanish, in-person as well as virtually, and adapting to different educational levels.
- CE10. Design and develop specific and technical content for various non-linguistic subjects appropriately in both Spanish and English.

#### Learning outcomes:

- Acquire advanced communication skills for managing bilingual classrooms.
- Analyze the challenges of using foreign languages as curricular languages in the classroom at different educational stages.
- Evaluate the most effective methods to encourage student participation in a foreign language.

The following table shows the relationship between the competences developed during the course and the learning outcomes pursued:

Competences	Learning outcomes
CB7, CB9, CG1, CG4, CG6, CT2, CE1, CE10	Acquire advanced communication skills for managing bilingual classrooms
CB7, CB9, CG1, CG4, CG6, CT1, CT2, CT5, CE1, CE10	Analyse the challenges of using foreign languages as curricular languages in the classroom at different educational stages
CB7, CB9, CG1, CG4, CG6, CT1, CT2, CT5, CE10	Evaluate the most effective methods to encourage student participation in a foreign language

## 4. CONTENTS

Foundations of bilingual education.

Early development of bilingualism.

Communication skills in a bilingual environment.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Cooperative learning.
- Case method.

- Project-based learning.
- Reverse learning.
- Simulation environment.

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Online mode:**

Learning activity	Number of hours
Master classes	8
Virtual classes (synchronous)	22
Case analysis	15
Oral presentations of assignments/projects	10
Research and projects	17
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
Test of knowledge	2
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

**Online mode:**

Assessment system	Weight
Test of knowledge	60%
Case/problem	10%
Research and projects	20%
Oral presentation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Analysing the language of bilingual children	08 December
Analysing a communicative event	29 December
Analysing multilingual contexts	26 January

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main references work for this subject is:

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The recommended Bibliography is:

- Wilkins, D.A. (1985). *Notional Syllabuses*. Oxford University Press.
- Studdert-Kennedy, M. (1998). The particulate origins of language generativity: from syllable to gesture. In J.R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), *Approaches to the Evolution of Language: Social and Cognitive Bases*. Cambridge University Press.
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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

