

SUBJECT TEACHING GUIDE

G510 - Acquisition and Teaching of the Mother Tongue and Foreign Languages

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 1 Core. Year 2
Faculty	School of Teacher Training				
Discipline	Subject Area: Language Learning and Reading and Writing Module: Training in Teaching and the Discipline				
Course unit title and code	G510 - Acquisition and Teaching of the Mother Tongue and Foreign Languages				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	SUSANA PERALES HAYA
E-mail	susana.perales@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO (247A)
Other lecturers	FCO. DE BORJA RODRIGUEZ GUTIERREZ RAQUEL GUTIERREZ SEBASTIAN MARIA EVELYNT GANDON CHAPELA MACARENA GARCIA-AVELLO FERNANDEZ-CUETO JAVIER VOCES FERNANDEZ

3.1 LEARNING OUTCOMES

- Critical understanding of the bibliography on linguistic education in infancy.
- Promotion of L1 oral language development through understanding of the language acquisition process from 0 to 6.
- Organize and create classroom situations that promote children's linguistic practices, linked to the development of thought and values in children from 0 to 6.
- Selection and creation of adequate materials that promote children's linguistic development in the classroom, considering cultural, sociolinguistic and linguistic diversity.
- Knowledge of techniques and resources that allow to reflexively mediate in a school context.
- Promotion of first approaches to written language through orality.
- Knowledge of theories, techniques, strategies, activities and pedagogical resources for a first approximation to the learning of English in infancy.
- Develop routines that facilitate access to basic structures of the English language.
- Create materials to work in English adapted for infants which stimulate creativity and multicultural awareness.

4. OBJECTIVES

- Knowledge of the theoretical bases of language acquisition with its psycholinguistic and sociolinguistic implications and its application to the teaching of language in infancy.
- Knowledge and application of different reading and writing teaching methods.
- Knowledge of the factors affecting the L2 acquisition process.
- Understanding of the recent theoretical approaches in the field of L2 acquisition as well as their methodological implications.
- Learning of fundamental concepts in the field and application in the analysis of specialized texts.

6. COURSE ORGANIZATION

CONTENTS	
1	Language Acquisition Theories: Skinner; Chomsky; Piaget; Vigotsky & Bruner
2	Teaching of the L1 in infancy, an epistemological approach: the Spanish literacy curriculum in infancy; reading and writing teaching methods; a constructivist approach to the teaching of literacy; teaching of oral communication.
3	Description of the SLA process, internal factors and innatist theories: Errors; orders of acquisition; the age factor (I)
4	Teaching and learning approaches: grammar learning ;communicative skills; the age factor (II)

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Written exam: 20% final grade	Written exam	Yes	Yes	20,00
In-class practice exam: 20% final grade	Written exam	No	Yes	20,00
Written exam: 30% final grade (minimum grade of 5 required to pass the course)	Written exam	Yes	Yes	30,00
Class exercises: 30% final grade (minimum grade of 5 required to pass the course)	Others	No	Yes	30,00
TOTAL				100,00
Observations				
Spelling, lexical and grammatical correctness will be taken into account for evaluation purposes.				
Observations for part-time students				
Part-time students are subject to the same evaluation requirements as regular students but they may opt to take all parts on the final exam date. In this case, they should inform the teacher by email as soon as possible.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

LENGUA MATERNA

- ÁLVAREZ MÉNDEZ, J.M. 1987. Didáctica de la lengua materna: un enfoque desde la lingüística. Madrid: Akal.
- ÁLVAREZ RODRÍGUEZ, J. 2000. "Diagnóstico del lenguaje oral" Innovación en la escuela y mejora de la calidad educativa: IX Jornadas LOGSE, coord. por Daniel González González, José Luis Gutiérrez Pérez, Eugenio Hidalgo Díez, págs. 155-158.
- ARRIAZA, J. C. 2002. Cuentos para hablar: cuentos para la estimulación del lenguaje oral, praxias, ritmo, vocabulario, comprensión y expresión. Madrid. Ciencias de la Educación Preescolar y Especial.
- BAQUÉS, M. 1992. Juegos previos a la Lecto-Escritura. Barcelona: CEAC.
- BAYES, R. (ed.) 1980. ¿Chomsky o Skinner? La génesis del lenguaje. Barcelona. Fontanella.
- BILBATUA PÉREZ, M. 2004. "Panorama de los métodos de lecto-escritura: repercusión de los distintos enfoques en la práctica educativa del aula" Leer y escribir desde la educación infantil y primaria. págs. 65-88.
- BRUNER, J. 1986. El habla del niño. Barcelona: Paidós.
- BRUNER, J. S. 2007. Acción, pensamiento y lenguaje. Madrid. Alianza Editorial.
- CHOMSKY, N. 1989. El conocimiento del lenguaje, su naturaleza, origen y uso. Madrid. Alianza Editorial.
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- FERREIRO, E. Y TEBEROSKY, A. 1979. Los sistemas de escritura en el desarrollo del niño. Siglo XXI, México. 1979.
- JIMÉNEZ, J.; ARTILES HERNÁNDEZ, C. 1990. "Factores predictivos del éxito en el aprendizaje de la lectoescritura" Infancia y aprendizaje, Nº 49, págs. 21-38.
- MARISCAL ALTARES, S. 2008. "El desarrollo del lenguaje oral" Psicología del desarrollo: desde el nacimiento a la primera infancia coord. por Marta Giménez Dasí, Sonia Mariscal Altares, 209-235.
- PÉREZ MONTERO, C. 1995. Evaluación del lenguaje oral en la etapa 0-6 años. Madrid : Siglo XXI.
- PIAGET, J. (et al.) 1987. El lenguaje y el pensamiento en el niño pequeño. Barcelona. Paidós.
- RAMOS SÁNCHEZ, J. L. 2004. "Conocimiento fonológico y desarrollo lectoescritor en la educación infantil" Educación XXI: Revista de la Facultad de Educación, Nº 7, págs. 170-184.
- RIUS, M^a D. 1989. Grafomotricidad. Madrid: Seco Olea.
- RUIZ JIMÉNEZ, M. S.; ARNÁIZ SÁNCHEZ, P. 2003. "Educación del lenguaje escrito: lectoescritura" Enciclopedia de educación infantil, coord. por José Luis Gallego Ortega, Eduardo Fernández de Haro, Vol. 2, págs. 47-70.
- SEGERS, J. E. 1968. La enseñanza de la lectura por el método global. Kapelusz. Buenos Aires.
- TOLCHINSKY, L. 1993. Aprendizaje del lenguaje escrito: procesos evolutivos e implicaciones didácticas. Barcelona. Anthropos. 1993.
- VIGOTSKI, L. 2010. Pensamiento y lenguaje. Barcelona. Paidós.
- VV.AA. 2000., El aprendizaje de la lectoescritura desde una perspectiva constructiva, I: actividades para realizar en el aula, textos funcionales y cuentos, Barcelona, Editorial Graó.
- WELLS, G. 1988. Aprender a leer y a escribir. Barcelona. Laia.

LENGUA EXTRANJERA

- BATHIA, T.J. & RITCHIE, W.C. 2006. The Handbook of Bilingualism. Blackwell
- DeKEYSER, R.M. 2007. Practice in a Second Language. CUP.
- DOUGHTY, C. & LONG, M. 2010. The Handbook of Second Language Acquisition. Blackwell
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- HERSCHENSOHN, J. 2007. Language Development and Age. CUP.
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- LICERAS, J.M. 1992. La adquisición de las lenguas extranjeras. Editorial Visor.
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- LYSTER, R. 2007. Learning and Teaching Languages Through Content. A Counterbalanced Approach. John Benjamins.
- ORTEGA, L. 2009. Understanding Second Language Acquisition. Hodder Education.
- PUTZ, M. & SICOLA, L. 2010. Cognitive Processing in Second Language Acquisition. John Benjamins.
- ROBINSON, P. & ELLIS, N. (2008) Handbook of Cognitive Linguistics and SLA. Routledge.
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-SAVILLE TROIKE, M. 2006. Introducing Second Language Acquisition. CUP

-THORSTEN, P. & YOUNG-SCHOLTEN, M. 2009. Input Matters in SLA. Multilingual Matters.

-VANPATTEN, B. & BENATI, A. 2010. Key Terms in Second Language Acquisition. Continuum