

SUBJECT TEACHING GUIDE

922 - Current Approaches to Bilingualism and Second Language Acquisition

Master's Degree in the Learning and Teaching of Second Languages

Academic year 2024-2025

1. IDENTIFYING DATA					
Degree	Master's Degree in the Learning and Teaching of Second Languages			Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline					
Course unit title and code	922 - Current Approaches to Bilingualism and Second Language Acquisition				
Number of ECTS credits allocated	3	Term	Semester based (2)		
Web					
Language of instruction	English	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	FRANCISCO GALLARDO DEL PUERTO				
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Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (231)				
Other lecturers					

3.1 LEARNING OUTCOMES
- the student critically assimilates the literature on bilingualism and second language acquisition
- the student shows a basic knowledge of the most important theories about bilingual and second language acquisition
- the student assesses the role of formal instruction in second language learning
- the student interprets linguistic data of interlanguages in the light of the current theoretical contents in the pertaining disciplines
- the student assesses the didactic and pedagogical implications of the research findings in bilingualism and second language acquisition
- the student designs didactic and pedagogical interventions based on theoretical and empirical studies on bilingualism and second language acquisition

4. OBJECTIVES

The main goal of this course is for students to gain knowledge of current approaches to Bilingualism and SLA, as well as to analyze in a critical manner the results of current research carried out in diverse bilingual programmes.

6. SUBJECT PROGRAM

CONTENTS

1	1. Linguistic Approaches to Bilingualism and Second Language Acquisition 1.1 Biological Foundations of Language 1.2 Universal Grammar
2	2. Cognitive Approaches to Bilingualism and Second Language Acquisition 2.1 Cognitive Processes in Second Language Acquisition 2.2 Cognition and Formal Language Instruction
3	3. Psycho-sociological Approaches to Bilingualism and Second Language Acquisition 3.1 Naturalistic environments 3.2 Formal environments
4	4. Acquisitional Outcomes in Bilingual Programmes 4.1 Early instruction programmes 4.2 Study-abroad programmes 4.3 Content-based instruction programmes

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Oral presentation (40%): Students will present an article related to Bilingualism or Second Language Acquisition	Oral Exam	No	Yes	40,00
Article review (60%): students will hand in a critical review of a research article on Bilingualism or Second Language Acquisition	Work	No	Yes	60,00
TOTAL				100,00
Observations				
<p>SCORING To pass the course students must pass both the oral presentation and the critical review . According to Article 35 of the Regulation of the assessment processes at the University of Cantabria, "if a student does not obtain the minimum mark required to pass an evaluation test, the overall mark for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests".</p> <p>LANGUAGE ACCURACY It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, stress mark, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.</p> <p>PLAGIARISM Regarding the fraudulent performance in exams and assignments, the final mark complies with the provisions of article 32 of the Regulation of the assessment processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject in the corresponding call, invalidating the marks obtained in all the assessment activities for the extraordinary call'.</p> <p>CITATION NORMS The Faculty assumes the APA STYLE as citation criteria for all academic work . Although there are several editions of these guidelines, a BUC link is attached as an initial reference: http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</p>				
Observations for part-time students				
<p>These students are subject to the same assessment requirements as full-time students. However, according to Article 24 of the Regulation of the assessment processes for part-time students at the University of Cantabria, students may opt for taking a single final assessment. Such assessment will involve the completion of a final exam. In this case, they must let the teacher know this within the first two weeks of the semester by sending an email indicating their choice.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Aitchison, J. (2008) *The Articulate Mammal. An Introduction to Psycholinguistics*. New York: Routledge.
- Arabski, J. & Wojtaszek, A. (2010) *Neurolinguistic and Psycholinguistic Perspectives on SLA*. Clevedon: Multilingual Matters.
- Bhatia, T.K. & Ritchie, W.C. (2004) *The Handbook of Bilingualism*. Oxford: Blackwell.
- C. Abello-Contesse, R. Chacón-Beltrán, M. D. López-Jiménez & M. M. Torreblanca-López (2006) *Age in L2 acquisition and teaching*. Bern: Peter Lang.
- Dörnyei, Z. (2005) *The Psychology of the language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.
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- Muñoz, C. (2006) *Age and the Rate of Foreign Language Learning*. Clevedon: Multilingual Matters.
- Murphy, V. A. (2018) *Second Language Learning in the Early School Years: Trends and Contexts*. Oxford: Oxford University Press.
- Pinter, A. (2011) *Children Learning Second Languages*. Basingstoke. Palgrave Macmillan.
- Piske, T. & Young-Scholten, M. (2009) *Input Matters in Second Language Acquisition*. Clevedon: Multilingual Matters.
- Putz, M. & Scola, L. (2010) *Cognitive Processing in Second Language Acquisition*. Amsterdam: John Benjamins.
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- Saville-Troike, M. (2006) *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
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