BILINGUALISM: ACQUISITION AND EDUCATION – 5 Creds.*

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* Note: This course is compulsory for those students wishing to take the 10-ECTS module on bilingual teaching (i.e., placement in a bilingual secondary school where you will be able to put into practice what you have learnt during the course). You can still take this course even if you do not intend to take the bilingual teaching module.

Course description and aims

This 5 ECTS course is about bilingualism in formal settings (classroom). We will focus on bilingual language acquisition and bilingual education. You will learn about the basic facts of bilingual language acquisition, whether age of acquisition and other factors have an impact on bilingual learners and whether classroom bilingualism (CLIL) is beneficial in terms of linguistic and communicative competence. You will also learn about the international, European and regional policies of bilingual education, about different types of bilingual immersion programmes, the different types of bilingual practices, the bilingual curriculum, and how to put all this theory into practice in the classroom (with a focus on CLIL: Content and Language Integrated Learning).

By the end of the course students are expected to:

- understand the key factors in bilingual language acquisition (in instructed and naturalistic settings)
- understand the benefits (or lack thereof) of instructed bilingualism on linguistic and communicative competence in the L2
- be acquainted with the rationale and methodology of empirical studies on instructed bilingualism
- be familiar with bilingual education theories and bilingual pedagogy
- have acquired practical knowledge and expertise for effective CLIL pedagogy
- be able to design tasks that combine curriculum content and new language

Course contents

MODULE 1: BILINGUAL LANGUAGE ACQUISITION (SPANISH/ENGLISH)

1. Introduction to bilingualism
   a. Approaches to the study of bilingualism
   b. Types and degree of bilingualism
   c. Key factors in bilingual language acquisition
   d. Benefits of bilingualism on cognitive development

2. Research on language acquisition in bilingual formal contexts
   a. Introduction to research in the bilingual classroom
   b. Bilingual lexical acquisition
   c. Bilingual morphological acquisition
d. Bilingual syntactic acquisition  
e. Bilingual phonological acquisition  
f. Bilingual pragmatic acquisition  
g. Cross-linguistic influence in bilinguals  
h. Final considerations: implications of research findings for bilingual education

■ MODULE 2: BILINGUAL EDUCATION

3. Policy issues in Bilingual education  
   a. Frameworks and types  
   b. Language policy in North America  
   c. Language policy in Europe: The Council of Europe  
   d. Language policy in Spain, with especial reference to Andalucía  
   e. Approaches to content-based instruction  
   f. An introduction to CLIL: definition, rationale, characteristics of CLIL programmes.

4. Bilingual education practices  
   a. Research foundations of bilingual education  
   b. The bilingual / CLIL curriculum: general remarks  
   c. Syllabus design in bilingual education  
   d. Modes of bilingual teaching (CBI, Immersion education, sheltered instruction, CLIL...)  
   e. Conclusions from immersion education  
   f. Instructional practices at the interface of language and content

5. Theory into practice: CLIL pedagogy  
   a. Content pedagogy  
   b. Language pedagogy  
   c. An integrated proposal for CLIL pedagogy  
   d. Task-design and implementation in CLIL  
   e. A cross-curricular perspective: Themes and projects  
   f. The CLIL teacher  
   g. Successful CLIL pedagogy: a case.

Teaching methodology:

- Lectures (theory) and seminars (analysis/discussion of key studies).
- Seminars given by visiting professors.
- Design and implementation of a research study.
- Readings

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**Assessment**

**Criteria**

- The assessment criteria are based on the attainment of the skills/competencies.
- Demonstration of an understanding of the key factors in bilingual language acquisition and their effects on L2 communicative competence.
- Demonstration of an understanding of the basic issues in bilingual education.
- Development of skills for critical reading of the primary literature on bilingual education, including:
  - describing where articles fit in the general literature
  - summarizing critically major data and arguments in the current literature
  - evaluating the data and arguments presented, interrogating main issues
- Ability to construct and sustain a reasoned argument about bilingual education issues in a clear, lucid and coherent manner.

**Procedure**

- Compulsory readings, attendance and active in-class participation: 15%
- Assignment where the student will apply those skills learnt during the course to a theoretical or empirical study on bilingual acquisition/education (further details to be provided in class): 85%

**Highly recommended**

- Students are expected to show a good knowledge and use of the English language (C1 level).
- Basic knowledge of Applied Linguistics (acquisition/educational linguistics) is also expected.
- Students are also encouraged to take other Applied Linguistics subjects/modules offered in our MA.

Given that this course is taught by two UGR lecturers and one invited lecturer, course coordination will take place at 4 levels: teaching, assignment supervision, assessment, and teaching practice in the bilingual school.

In particular, Dr Cristóbal Lozano (UGR) will focus on bilingual language acquisition (topics 1 and 2), Dr Yolanda Ruiz de Zarobe (University of the Basque Country) will focus on bilingual policy issues (topic 3) and Dr Manuel Jiménez Raya will deal with bilingual pedagogy/teaching (topics 4 and 5).

**REFERENCES**


Stoller, F. 'Content-Based Instruction: A Shell for Language Teaching or a Framework for Strategic Language and Content Learning?" (2002). TESOL: Plenary Address, Salt Lake City, UT.


Journals:
- International Journal of Bilingualism (Sage): http://ijb.sagepub.com/
- International Journal of Bilingual Education and Bilingualism (Routledge): http://www.informaworld.com/smpp/title~content=t794297780
- Linguistic Approaches to Bilingualism (John Benjamins): http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB