

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **INTRODUCCIÓN A LA INICIACIÓN TEMPRANA A LAS SEGUNDAS LENGUAS**

Code: 622003

Degree/Master: **MÁSTER UNIVERSITARIO ERASMUS MUNDUS EN JUEGO, EDUCACIÓN, JUGUETES Y LENGUAS** Year: 1

ECTS Credits: 8.0

Classroom hours: 60

Face-to-face classroom percentage: 30.0%

Study hours: 140

Online platform:

LECTURER INFORMATION

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Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

INTENDED LEARNING OUTCOMES

- | | |
|-----|--|
| CG5 | To participate in formal and non-formal educational settings, in order to become agents of change within students' own working context and answering the demands of a changing, complex, plurilingual and intercultural society. |
| CG6 | To obtain and understand the knowledge about different cultural traditions and increase intercultural awareness within the family context and future generations in order to achieve a better disposition to accept differences. |
| CB9 | To be able to communicate clearly and concisely their conclusions, as well as the underlying knowledge and reasons to both specialized and non-specialized audiences. |
| CT4 | To show strategies of collaboration for the effective and positive interaction (both orally and written) in English, as well as to manage different resources and documentary sources. |
| CE1 | To be able to communicate properly (both orally and written) research, thoughts, ideas and personal opinions about the proposals in the framework of their professional activities. |
| CB7 | To know how to apply the acquired knowledge and their problem-solving capacities to new or unfamiliar environments into broader (or multidisciplinary) contexts related their specialization area. |

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OBJECTIVES

1. To understand and know the basic concepts regarding Early Second Language Acquisition.
2. To plan and develop focused activities and tasks on Early Second Language Acquisition.
3. To innovate by creating new materials on Early Second Language Acquisition by integrating play and toys and Intercultural Education.

CONTENT

1. Theory contents

1. Key concepts on Early Second Language Acquisition (ESLA).
2. Early Second Language Acquisition: the international context.
 - 2.1. The TEACUP approach to plurilingual and intercultural education.
3. Key factors for Early Second Language Acquisition.
 - 3.1. Acquisition - Learning.
 - 3.2. First Language (L1) - Second Language (L2).
 - 3.3. Learning - Teaching.
4. Main language teaching and learning approaches and their impact on ESLA.
 - 4.1. Behaviourism.
 - 4.2. Cognitivism.
 - 4.3. Constructivism.
5. Early Second Language Acquisition by toys and play.
 - 5.1. Intercultural education, Early Second Language Acquisition, and toys and play.
 - 5.2. Analysis and use of play and toys in the Early Second Language Acquisition classroom.
 - 5.3. Design of activities.

2. Practical contents

1. Key concepts on Early Second Language Acquisition (ESLA).
2. Early Second Language Acquisition: the international context.
 - 2.1. The TEACUP approach to plurilingual and intercultural education.
3. Key factors for Early Second Language Acquisition.
 - 3.1. Acquisition - Learning.
 - 3.2. First Language (L1) - Second Language (L2).
 - 3.3. Learning - Teaching.
4. Main language teaching and learning approaches and their impact on ESLA.
 - 4.1. Behaviourism.
 - 4.2. Cognitivism.
 - 4.3. Constructivism.
5. Early Second Language Acquisition by toys and play.
 - 5.1. Intercultural education, Early Second Language Acquisition, and toys and play.
 - 5.2. Analysis and use of play and toys in the Early Second Language Acquisition classroom.
 - 5.3. Design of activities.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Gender equality



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METHODOLOGY

Clarifications

METHODOLOGICAL ADAPTATIONS FOR PART-TIME STUDENTS

Methodological adaptations will be designed in an interview with the teacher at the beginning of the course.

METHODOLOGICAL ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS

Methodological adaptations for deaf and hard of hearing students

The adaptation of the contents of the subject will be carried out for deaf and hard of hearing students (through a recommendation process from the Service of Attention to Diversity - Servicio de Atención a la Diversidad of the University of Córdoba). Furthermore, these students will have specific tutorial support in order to ensure the principle of equal opportunity.

Methodological adaptations for other disabilities

The adaptation of the contents of the subject will be carried out for disabled students (through a recommendation process from the Service of Attention to Diversity - Servicio de Atención a la Diversidad of the University of Córdoba). Furthermore, these students will have specific tutorial support in order to ensure the principle of equal opportunity if necessary.

Face-to-face activities

Activity	Total
<i>Assessment activities</i>	5
<i>Case study</i>	3
<i>Conference</i>	10
<i>Debates</i>	4
<i>Excursions</i>	5
<i>Group presentation</i>	5
<i>Group work (cooperative)</i>	5
<i>Lectures</i>	10
<i>Projects</i>	6
<i>Text analysis</i>	5
<i>Tutorials</i>	2
Total hours	60

Off-site activities

Activity	Total
<i>Analysis</i>	35
<i>Exercises</i>	30
<i>Reference search</i>	30

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Activity	Total
<i>Self-study</i>	45
<i>Total hours</i>	140

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Oral presentations
References

Clarifications

Materials will be uploaded onto Moodle and made available for students as they are being needed.

EVALUATION

Tools	Percentage
Assignments and projects	60%
Attendance sheets	10%
Oral presentations	30%

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Period of validity for partial qualifications:

February 2024

Clarifications:

The University of Córdoba has regulations into force regarding fraud, cheating and plagiarism. Students who have committed serious fraud may even fail the subject. It is therefore important that students follow all these academic rules, including those related to repeated absence to the lessons or any alteration of the Basic Rules of Coexistence recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, July 1, 2016). Additionally, the use of any type of Artificial Intelligence (AI) in the writing of texts is prohibited. The teacher staff reserve the right to call for a personal interview with any person to clarify any aspect of the work they deem appropriate.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

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- Aitchison, J. (2008). *The Articulate Mammal. An Introduction to Psycholinguistics*. Abingdon: Routledge.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism (5th ed.)*. Clevedon, UK: Multilingual Matters.
- Bauer, E. B., Colomer, S. E., & Wiemelt, J. (2018). Bilingualism of African American and Latinx Kindergarten Students in a Dual- Language Program: Understanding Students' Translanguaging Practices Across Informal Assessments. *Urban Education*, 55(3), 331-361.
- Bialystok, E. (2018). Bilingual education for young children: review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666-679. DOI: 10.1080/13670050.2016.1203859.
- Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA: MIT Press.
- Copland, F., & Ni, M. (2019). Languages in the Young Learner Classroom. En: S. Garton y F. Copland, eds. *The Routledge Handbook of Teaching English to Young Learners* (pp. 138-153). London: Routledge.
- European Commission/EACEA/Eurydice. (2019a). *Structural Indicators for Monitoring Education and Training Systems in Europe - 2019: Overview of major reforms since 2015*. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from https://eacea.ec.europa.eu/national-policies/eurydice/content/structural-indicators-monitoring-education-and-training-systems-europe---2019-overview-major_en.
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- Friederici, A. D. (2017). *Language in our brain: the origins of a uniquely human capacity*. Cambridge, MA: The MIT Press.
- García, O. (2017). Reflections on Turnbull's reframing of foreign language education: bilingual epistemologies, *International Journal of Bilingual Education and Bilingualism*. DOI: 10.1080/13670050.2016.1277512.
- García, O. & Wei, L. (2012). Translanguaging. In C. A. Chapelle, ed. 2012. *The Encyclopedia of Applied Linguistics*, pp.1-7. DOI: 10.1002/9781405198431.wbeal1488.
- García, O., Lin, A. M. Y., & May, S. (eds.) (2017). *Bilingual and Multilingual Education (3rd Edition)*. Cham, Switzerland: Springer.
- García, O., & Lin, A. M. Y. (2017). Extending Understandings of Bilingual and Multilingual Education. In O. García, A. M. Y. Lin y S. May (eds.), *Bilingual and Multilingual Education (3rd Edition)* (pp. 2-20). Cham, Switzerland:

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Springer.

García, O., & Lin, A. M. Y. (2017). Translanguaging in Bilingual Education. En: O. García, A. M. Y. Lin y S. May, eds. 2017. *Bilingual and Multilingual Education (3rd Edition)* (pp. 117-130). Cham, Switzerland: Springer.

Gómez-Parra, M. E., & Ha, T. A. (2021). First steps towards intercultural education in Vietnam: exploring primary education teachers' level of intercultural competence. *Culture and Education*, 33(1): 78-105. DOI: <https://doi.org/10.1080/11356405.2020.1859740>.

Gómez-Parra, M. E. (2021). The PETaL Approach to Bilingual and Intercultural Education in Early Childhood Education. In Christina Giannikas (ed.), *Teaching Practices and Equitable Learning in Children's Language Education* (pp. 191-212). IGI Global. DOI: <https://doi.org/10.4018/978-1-7998-6487-5.ch010>.

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Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts: Harvard University Press.

2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.