



Universidad  
de Alcalá

# GUÍA DOCENTE

BILINGÜISMO  
BILINGUALISM

**Grados en *Estudios Ingleses y  
Lenguas Modernas y Traducción*  
Universidad de Alcalá**

**Curso Académico 2022/23**

3er / 4º curso – 2º cuatrimestre

## GUÍA DOCENTE

Nombre de la asignatura:	Bilingüismo / Bilingualism
Código:	251049
Titulación en la que se imparte:	Grado en Estudios Ingleses / Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna / Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso:	3º / 4º
Profesorado:	Ana Halbach
Horario de Tutoría:	Martes, 9 a 10; miércoles 9 a 12
Idioma en el que se imparte:	Inglés

### 1a. COURSE SUMMARY

This course intends to give students an introduction into bilingualism from the perspective of society, the individual and education. Starting from a definition of what we mean by bilingualism, we will look at how societies deal with the presence of more than one language among their members, always from the perspective of language as an asset rather than a problem. We will then look at the development of bilingualism in infancy and adulthood, and study the cognitive effects of bilingualism on the individual. The course will then center on specific uses of language by bilingual speakers (code-switching, code-mixing, etc.) and take a look at the special situation of immigrants in relation to their languages and their use in education. The course will end with a unit on learning through a foreign language in bilingual education programs. At the end of the course, students will have developed an awareness of bi- and multilingualism in their everyday lives.

### 1b. COURSE DESCRIPTION

This course intends to give students an introduction into bilingualism from the perspective of society, the individual and education. Starting from a definition of what we mean by bilingualism, we will look at how societies deal with the presence of more than one language among their members, always from the perspective of language as an asset rather than a problem. We will then look at the development of bilingualism in infancy and adulthood, and study the cognitive effects of bilingualism on the individual. The course will then center on specific uses of language by bilingual speakers (code-switching, code-mixing, etc.) and take a look at the special situation of immigrants in relation to their languages and their use in education. The course will end with a unit on learning through a foreign language in bilingual education programs. At the end of

the course, students will have developed an awareness of bi- and multilingualism in their everyday lives.

**Prerequisites:**

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4<sup>th</sup> year. Students in their 3<sup>rd</sup> year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

## 2. OBJECTIVES

**General competences:**

1. Identifying and using appropriate bibliographical resources
2. Planning and executing research
3. Critical thinking
4. Pair and group work

**Specific competences:**

1. To understand basic issues related to bilingualism in individual and society.
2. To understand the importance of bilingual education for different population groups.
3. To appreciate language as an unstable asset.
4. To critically engage with the topics dealt with in class.
5. To develop an awareness of bi- and multilingualism in their contexts.
6. To be able to engage in small exploratory studies of different kinds.

## 3. CONTENTS

1. Introducing bilingualism
  - 1.1 Who is bilingual?
  - 1.2 Bilingual individuals – bilingual societies
2. Becoming bilingual
  - 2.1 Bilingual first language acquisition
  - 2.2 Bilingualism after age 3
  - 2.3 Bilinguals and their culture
3. The cognitive advantages of being bilingual
  - 3.1 Two monolinguals in one?
  - 3.2 Cummins's theories
  - 3.3 Are bilinguals cleverer?

4. The bilingual mode
  - 4.1 Code-switching and code-mixing
  - 4.2 Other “interferences”
5. Bilingualism and immigration
  - 5.1 immigration and language maintenance
  - 5.2 Educational measures for the immigrant education
6. Bilingual education in Europe
  - 6.1 CLIL as the dominant approach to bilingual education
  - 6.2 What happens to language in bilingual education?

### Contents

Units	Topics	Hours
Unit 1	<ul style="list-style-type: none"> <li>• Who is bilingual?</li> <li>• Bilingual individuals – bilingual societies</li> </ul>	<ul style="list-style-type: none"> <li>• 8 class sessions</li> <li>• 23 hours students’ independent work</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• Bilingual language acquisition first</li> <li>• Bilingualism after age 3</li> <li>• Bilinguals and their culture</li> </ul>	<ul style="list-style-type: none"> <li>• 8 class sessions</li> <li>• 24 hours students’ independent work</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>• Two monolinguals in one?</li> <li>• Cummins’s theories</li> <li>• Are bilinguals cleverer?</li> </ul>	<ul style="list-style-type: none"> <li>• 8 class sessions</li> <li>• 23 hours students’ independent work</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>• Code-switching and code-mixing</li> <li>• Other “interferences”</li> </ul>	<ul style="list-style-type: none"> <li>• 7 class sessions</li> <li>• 24 hours students’ independent work</li> </ul>

Unit 5	<ul style="list-style-type: none"> <li>• Immigration and language maintenance</li> <li>• Educational measures for the immigrant education</li> </ul>	<ul style="list-style-type: none"> <li>• 7 class sessions</li> <li>• 23 hours students' independent work</li> </ul>
Unit 6	<ul style="list-style-type: none"> <li>• CLIL as the dominant approach to bilingual education</li> <li>• What happens to language teaching in bilingual education?</li> </ul>	<ul style="list-style-type: none"> <li>• 7 class sessions</li> <li>• 24 hours students' independent work</li> </ul>

#### 4. TEACHING AND LEARNING METHODS

The approach to learning in this course is collaborative and based on project work. Students will be asked to engage in small-scale exploratory research into various questions and topics in the course. The results of these small-scale projects will be worked with in class. The teacher will assist students in these small studies as necessary.

In parallel to this, students will be required to critically react to the topics dealt with in class through a shared blog. Students will have to write their own posts about the work done in class and react to fellow students' posts to turn the blog into a truly interactive learning space.

#### Student workload: 200 hours

Class-contact hours:	45 (+ 3 hours supervised project work)
Self-study hours:	152

#### Learning strategies

Seminars	Classes will take a seminar format, emphasizing students' involvement and collaborative learning.
Pair work	Students will engage in small-scale projects to illustrate the different topics dealt with in class.
Individual work	Students will be asked to read a number of texts in preparation of the sessions, and

	collect and prepare some material for work in class. Contributions to the blog are also individual.
Tutorials	In order to guide and supervise students' work during the course, the teacher is available at the times specified for individual / pair guidance.

## 5. ASSESSMENT

### Assessment criteria

Evaluation will measure students'

- understanding of the main issues around bilingualism and bilingual education
- ability to think critically and put theoretical knowledge to the test
- ability to locate resources and use them successfully
- collect data for several small-scale studies
- ability and willingness to be pro-active in taking charge of their own learning.

### Marking criteria

Assessment is continuous and based on the following components:

Criterion	Descriptor	Evidence
Understanding of the main issues around bilingualism and bilingual education	<ul style="list-style-type: none"> <li>• Students are able to use the technical terminology correctly.</li> <li>• Students contribute to the debates in class and through the blog using the knowledge about bilingualism and bilingual education.</li> <li>• Students relate their own observations to the theoretical concepts dealt with.</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Contributions to the blog</li> <li>• Small-scale studies</li> </ul>
Ability to think critically and put theoretical knowledge to the test	<ul style="list-style-type: none"> <li>• Students question theoretical understandings when and where necessary.</li> <li>• Students are able to use evidence collected from their experience to question theoretical insights.</li> <li>• Students engage with each other's blog entries in a constructive but critical way.</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Contributions to the blog</li> <li>• Small-scale studies</li> </ul>
Ability to locate resources and use them successfully	<ul style="list-style-type: none"> <li>• Students use a variety of resources for their small-scale studies.</li> <li>• There is evidence of well-chosen readings in the small-scale studies as and where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Small-scale studies</li> <li>• Tutorials</li> </ul>

Work in pairs to complete small-scale projects	<ul style="list-style-type: none"> <li>• Students are able to organize and structure their work.</li> <li>• The project shows clearly that both students have participated.</li> <li>• Both students have their part in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Small-scale studies</li> </ul>
Ability and willingness to be pro-active in taking charge of their own learning.	<ul style="list-style-type: none"> <li>• Students forward class learning through questions, comments, reports on observation, etc.</li> <li>• Students carry out the small-scale studies independently and approach the teacher to ask for guidance of support.</li> <li>• Students don't limit their contributions to the blog to the minimum required.</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Small-scale studies</li> <li>• Tutorials</li> <li>• Blog</li> </ul>

### Assessment procedures:

The course will be marked by continuous assessment except for those students who are granted evaluation by final exam, according to the University regulations. Students who follow the continuous assessment process will be assessed through:

- Class attendance and participation, including tutorials
- Contributions to the class blog
- Contributions to a course-glossary
- Small-scale studies collected in a portfolio

To opt for continuous assessment, students need to attend a minimum of 80% of the class sessions. Should a student, for some reason, not be able to follow continuous assessment, he/she will have to ask for permission in writing to the Dean of the Faculty during the first two weeks of course to be evaluated in the subject through final assessment, which will consist in an individual project to be decided upon with the teacher before March 1<sup>st</sup>. The re-sit in June follows the same structure. Students are advised to contact the teacher to decide upon a topic for the project by May 30<sup>th</sup>.

**Important note:** Plagiarism will not be tolerated in any of the elements of assessment, and will result in this part of the mark being a "0". No resubmission will be possible.

## 6. BIBLIOGRAPHY

### Basic reading

- Aronin, L. & D. Singleton. 2012. *Multilingualism*. Amsterdam: John Benjamins.
- Baker, C. & Wayne, E W. 2017. *Foundations of Bilingual Education and Bilingualism* (6<sup>th</sup> edition). Bristol: Multilingual Matters.

- Coyle, D. et al. 2010. *CLIL. Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Dafouz, E. & Guerini, M. 2009. *CLIL across Educational Contexts*. Madrid: Richmond-Santillana.
- Halbach, A. 2022. *The Literacy Approach to Teaching Foreign Languages*. Cham: Palgrave/Macmillan.
- Harmers, J. & Blanc, M. H. A. 2000. *Bilinguality and Bilingualism (2nd edition)*. Cambridge: Cambridge University Press.
- Kroll, J. F. et al. 2015. Bilingualism, Brain and Mind. *Annual Review of Linguistics*, 1: 377-394.

## 7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.