

Weekly program

This weekly program shows a distribution of the **workload** during the weeks of the course.

	THEORETICAL CONTENT	ACTIVITIES (15 points)	LIVE CLASSES
Week 1	<p>Unit 1. Bilingualism</p> <p>1.1. Introduction & related terms 1.2. Definitions and related terms 1.3. Measurement of individual bilingualism 1.4. Factors involved in individual bilingualism & their consequence on bilinguals' classification 1.5. Development of individual bilingualism 1.6. Bibliographical references</p>	<p>Mandatory attendance to two virtual classes; to choose through the four-month period (0.15 points each)</p> <p>Test Unit 1 (0.1 points)</p>	<p>Additional sessions will be scheduled by the professor (throughout the four-month period) accordingly to the students needs</p> <p>Presentation of the subject and class of unit 1</p>
Week 2	<p>Unit 2. Bilingual education</p> <p>2.1. Introduction & objectives 2.2. Bilingual education in perspective 2.3. Varieties of bilingual education: Advantages & problems 2.4. Language development in bilingual education 2.5. Bibliographical references</p>	<p>Activity 1. Analysis of speakers' situations and discussion of type(s) of bilingualism. (5.25 points)</p> <p>Test Unit 2 (0.1 points)</p>	<p>Class of unit 2 and presentation of activity 1</p>
Week 3	<p>Unit 3. Introduction to the psycholinguistic foundations of bilingualism</p> <p>3.1. Introduction & objectives 3.2. Languages, brains and bilingual education 3.3. The acquisition of the mother tongue (L1) 3.4. Similarities, differences & factors affecting the L1 and the L2/FL acquisition/learning 3.5. The development of literacy 3.6. Bibliographical references</p>	<p>Test Unit 3 (0.1 points)</p>	<p>Class of unit 3</p>
Week 4	<p>Unit 4. Psycholinguistic theories & application to bilingual education I</p> <p>4.1. Introduction & objectives 4.2. Different classifications & multiple terms 4.3. Behaviourism 4.4. Innatism</p>		<p>Class of unit 4</p>

	THEORETICAL CONTENT	ACTIVITIES (15 points)	LIVE CLASSES
Week 5	Unit 4. Psycholinguistic theories & application to bilingual education I (cont.) 4.5. The monitor´s model 4.6. Cognitivism 4.7. Bibliographical references	Test Tema 4 (0.1 points)	Class of unit 4
Week 6	Unit 5. Psycholinguistic theories & application to bilingual education II 5.1. Introduction & objectives 5.2. Interactionism 5.3. Environmentalism 5.4. Psycholinguistic theories for the content curriculum & language development in bilingual education		Class of unit 5
Week 7	Unit 5. Psycholinguistic theories & application to bilingual education II (cont.) 5.5. Interlanguage 5.6. Bibliographical references	Activity 2. Analysis and reflection of interlanguage of learners of foreign languages (5.25 points) Test Unit 5 (0.1 points)	Class of unit 5
Week 8	Unit 6. Sociolinguistic foundations of bilingualism & application to bilingual education I 6.1. Introduction & objectives 6.2. Language & society in synchronic Sociolinguistics 6.3. Language change in diachronic Sociolinguistics 6.4. Languages in society & language policies		Class of unit 6
Week 9	Unit 6. Sociolinguistic foundations of bilingualism & application to bilingual education I (cont.) 6.5. Intercultural communication & competence 6.6. Bibliographical references	Test Unit 6 (0.1 points)	Class of unit 6 and presentation of activity 2

	THEORETICAL CONTENT	ACTIVITIES (15 points)	LIVE CLASSES
Week 10	<p>Unit 7. Sociolinguistic foundations of bilingualism & application to bilingual education II</p> <p>7.1. Introduction & objectives 7.2. Communication: Definitions, elements, models & acts 7.3. Features of verbal communication</p>		Class of unit 7
Week 11	<p>Unit 7. Sociolinguistic foundations of bilingualism & application to bilingual education II (cont.)</p> <p>7.4. Features of non-verbal communication 7.5. Pragmatics: Principles, theories & interaction models 7.6. Communicative competence 7.7. Bibliographical references</p>	Test Tema 7 (0.1 points)	Class of unit 7
Week 12	<p>Unit 8. Bilingualism & bilingual education in practice I: The case of North America</p> <p>8.1. Introduction & objectives 8.2. Historical overview of bilingualism in North America 8.3. The present situation of bilingualism & bilingual education in Canada 8.4. The present situation of bilingualism and bilingual education in the United States 8.5. The North American model of Content-Based Instruction 8.6. Bibliographical references</p>	<p>Group activity: Analysis of the sociolinguistic situation and bilingual education in other world regions (3 points)</p> <p>Test Unit 8 (0.1 points)</p>	Class of unit 8 and presentation of activity 3 (group task)
Week 13	<p>Unit 9. Bilingualism & bilingual education in practice II: The case of Europe</p> <p>9.1. Introduction & objectives 9.2. Linguistic diversity in Europe & in European schools 9.3. European actions to foster plurilingualism & bi-/plurilingual education 9.4. CLIL European actions 9.5. CLIL in plurilingual education programmes 9.6. Bibliographical references</p>	Test Unit 9 (0.1 points)	Class of unit 9

	THEORETICAL CONTENT	ACTIVITIES (15 points)	LIVE CLASSES
Week 14	Unit 10. Bilingualism & bilingual education in practice III: The case of Spain 10.1. Introduction & objectives 10.2. Official Spanish education laws for the learning of and in foreign languages 10.3. CLIL implementations in Spain 10.4. Bi-/plurilingual education models in monolingual & bi-/plurilingual communities 10.5. Bibliographical references	Test Unit 10 (0.1 points)	Class of unit 10
Week 15	Unit 11. Bilingualism & bilingual education in practice IV: The case of Latin America 11.1. Introduction & objectives 11.2. Linguistic diversity in Latin America 11.3. Plurilingual and multilingual trends 11.4. Bilingual education in the diverse sub-regions 11.5. Current trends in bilingual education in Latin America 11.6. Bibliographical references	Test Unit 11 (0.1 points)	Class of unit 11, solution of activity 3, and final general revision of the subject Session of exam explanation
Week 16	Exam week		

NOTE

This weekly program might be modified if the professor deems it appropriate for the subject enrichment.