SUBJECT TEACHING GUIDE

M1622 - Bilingual Education: Policy, Programmes and Practice in the Spanish and European Context
Master's Degree in the Learning and Teaching of Second Languages

Academic year 2021-2022

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	M1622 - Bilingual Education: Policy, Programmes and Practice in the Spanish and European Context			
Number of ECTS credits allocated	3	Term	Semester based (2)	
Web				
Language of instruction	English		Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	MARTA GOMEZ MARTINEZ
E-mail	marta.gomezm@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (240)
Other lecturers	EDUARDO OBRADO MANCHOLAS

3.1 LEARNING OUTCOMES
- Recognize, understand, evaluate, and apply key European and Spanish language policy documents.
- Be able to identify, describe, and compare various bilingual education models, providing specific examples.
- Carry out independent research on language policy.
- Be able to design and implement field research on bilingual programmes working individually or as a team.
- Summarise and present the results of both independent research and article reviews.
- Debate, negotiate, and develop a bilingual project proposal for pre-primary, primary, secondary and vocational education.

4. OBJECTIVES
Know and understand the political, socio-cultural, and legal framework for foreign language and bilingual instruction models in Spain and Europe.
Know, identify and analyze bilingual education models in both plurilingual and monolingual settings.
Analyze, compare and evaluate bilingual education models.
Develop a deeper understanding and appreciation for linguistic and cultural diversity in the school setting, Spain and Europe.
Observe, describe and analyze bilingual education models in place in Cantabria
Research, negotiate, design, and present a bilingual project proposal applied to a specific educational and socio-cultural context.

6. COURSE ORGANIZATION	
CONTENTS	
1	Bilingualism. Languages and society. Language rights. Bilingual Education and language policies. EU and UN language policy guidelines.Language policy guidelines in Spain.
2	Education Policy and Bilingual Education: Bilingual education models in plurilingual and monolingual settings. Weak and strong forms of bilingual education or education for bilingualism. Communicative Competence, Social Competence and Intercultural Competence in Bilingual Education.
3	Education Policy in in Bilingual Programmes in Spain: study cases. Regional Foreign Language Plan. Cantabria: Bilingual Programmes at pre-primary, primary and secondary level.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Individual Research Paper & Presentation	Work	No	Yes	60,00
Group Oral Presentation	Work	No	No	40,00
TOTAL				100,00

Observations

SPELLING AND GRAMMAR
We understand that graduate students have completely mastered written and spoken language skills in the languages of instruction. Therefore, correct use of spelling, grammar and vocabulary (including accentuation and punctuation) is to be expected on all assignments and exams in order to pass this subject.
PLAGIARISM
In reference to academic fraud (plagiarism) on assessment activities, final scores will be set in accordance with article 32 of the University of Cantabria's Regulations concerning assessment procedures: Academic fraud, dishonesty and plagiariasm on any exams or assessment activities will result directly in a failing mark '0' in the subject.
CITATION GUIDELINES
The Faculty of Education has adopted the APA Citation Guidelines for all academic assignments . Although there are different editions, as a starting point we recommend following the instructions available on the UC Library's website.

Observations for part-time students

Assessment procedure for part-time students who do not regularly attend class will involve completing assignments indicated by the professor. Those students who have regular attendance may choose to follow the same assessment schedule as their classmates.

8. BIBLIOGRAPHY AND TEACHING MATERIALS
BASIC
Baker, C. (2011) Foundations of bilingual education and bilingualism. Bristol: Multilingual Matters
Consejería de Educación, Cultura y Deporte de Cantabria (2013) Orden ECD/123/2013, de 18 de noviembre, que regula los programas de educación bilingüe en los centros docentes de la Comunidad Autónoma de Cantabria , 1-18.
Consejo Escolar de la Comunidad de Madrid (2010) Los Programas de Enseñanza Bilingüe en la Comunidad de Madrid. Un estudio comparado.
Council of the European Union (2008) Council Resolution of 21 November 2008 on a European strategy for multilingualism
Dobson, A.; Pérez Murillo, M. and R. Johnstone. (2011) “The BEP and its evaluation in the context of bilingual education development and research” in Bilingual Education Project (Spain): Evaluation Report. Online Supplement. Madrid: Ministry of Education and the British Council, 5-13.
Sharifan, F. (2007) “L1 cultural conceptualisations in L2 learning” in Sharifan and Palmer (eds), Applied Cultural Linguistics. Amsterdam and Philadelfia: John Benjamins Publishing Company, 33-52.
Sercu, L. (2001) “Formación de profesores en ejercicio y adquisición de competencia intercultural” in Byram and Fleming (eds) Perspectivas interculturales en el aprendizaje de idiomas. Madrid: Cambridge University Press, 254-287.
Sercu, L (2006) The foreign language and intercultural competence teacher: the acquisition of a new professional identity. Intercultural Education, 17 (1), 55-72.