

## GUÍA DOCENTE ABREVIADA DE LA ASIGNATURA

### M1622 - Educación Bilingüe: Política, Programas y Prácticas en el Entorno Español y Europeo / Bilingual Education: Policy, Programmes and Practice in the Spanish and European Context Máster Universitario en Aprendizaje y Enseñanza de Segundas Lenguas/Second Language Learning and Teaching

Curso Académico 2022-2023

1. DATOS IDENTIFICATIVOS			
Título/s	Máster Universitario en Aprendizaje y Enseñanza de Segundas Lenguas/Second Language Learning and Teaching	Tipología v Curso	Obligatoria. Curso 1
Centro	Facultad de Educación		
Módulo / materia	MÓDULO C: APRENDIZAJE Y ENSEÑANZA BILINGÜE / BILINGUAL LEARNING AND TEACHING		
Código y denominación	M1622 - Educación Bilingüe: Política, Programas y Prácticas en el Entorno Español y Europeo / Bilingual Education: Policy, Programmes and Practice in the Spanish and European Context		
Créditos ECTS	3	Cuatrimestre	Cuatrimestral (2)
Web			
Idioma de impartición	Inglés	Forma de impartición	Presencial

Departamento	DPTO. FILOLOGIA
Profesor responsable	EDUARDO OBRADO MANCHOLAS
E-mail	eduardo.obrado@unican.es
Número despacho	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (238)
Otros profesores	

3.1 RESULTADOS DE APRENDIZAJE
- 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. OBJETIVOS

- 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. ORGANIZACIÓN DOCENTE

##### CONTENIDOS

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. MÉTODOS DE LA EVALUACIÓN

Descripción	Tipología	Eval. Final	Recuper.	%
Individual Research Paper & Presentation	Trabajo	No	Sí	60,00
Group Oral Presentation	Trabajo	No	No	40,00
<b>TOTAL</b>				<b>100,00</b>

##### Observaciones

##### 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 plagiarism 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

##### Crterios de evaluación para estudiantes a tiempo parcial

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. BIBLIOGRAFÍA Y MATERIALES DIDÁCTICOS**

**BÁSICA**

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 Philadelphia: 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.

Esta es la Guía Docente abreviada de la asignatura. Tienes también publicada en la Web la información más detallada de la asignatura en la Guía Docente Completa.