

SUBJECT TEACHING GUIDE

914 - 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 2024-2025

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	914 - 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	LUCILA MARIA PEREZ FERNANDEZ
E-mail	lucila.perez@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (237)
Other lecturers	OLAIA ANDALUZ PINEDO

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.
- Conduct independent research and provide creative and viable solutions that address and contribute to language policy and the development of educational projects.

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. SUBJECT PROGRAM

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	%
Research paper	Work	No	Yes	70,00
Oral presentation	Work	No	No	30,00
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 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.

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. *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.

Sharifi an, F. (2007) L1 cultural conceptualisations in L2 learning. In F. Sharifi an and G.B. Palmer (eds) *Applied Cultural Linguistics: Implications for Second Language Learning and Intercultural Communication* (pp. 33–52). John Benjamins.

Sercu, L. (2006). The foreign language and intercultural competence teacher: the acquisition of a new professional identity. *Intercultural Education*, 17(1), 55–72. <https://doi.org/10.1080/14675980500502321>