

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 2025-2026

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	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	LUCILA MARIA PEREZ FERNANDEZ				
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Other lecturers	OLAIA ANDALUZ PINEDO				

3.1 LEARNING OUTCOMES	
-	Conducts independent research and provides creative and viable solutions that address and contribute to language policy and the development of educational projects.
-	To know and understand European language policy, particularly the implementation of bilingual or multilingual education in the construction of Europe.
-	Be able to identify, describe, and compare various bilingual education models, providing specific examples.

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

6. SUBJECT PROGRAM

CONTENTS

1	Bilingualism and bilingual education.
2	Educational policy in bilingual and multilingual programs in Spain.

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Written task	Work	No	Yes	50,00
Oral presentation	Work	No	Yes	50,00
TOTAL				100,00
Observations				
<p>In compliance with Article 33 of the Evaluation Processes Regulations of the University of Cantabria, published in 2023, instructors will inform students of the scoring criteria applicable to the evaluation tasks. Among others, special importance will be given to the following aspects:</p> <p>LINGUISTIC COMPETENCE</p> <p>It is assumed that university students possess the necessary linguistic skills to successfully perform oral and written expression at all levels: spelling, grammar, vocabulary, pragmatics, and discourse coherence. Demonstrating these skills in assignments and exams is an essential condition for passing the course.</p> <p>CITATION STANDARDS</p> <p>The Faculty Board has approved the APA Style as the required citation format for all academic work . Although there are different editions of the APA Style, we suggest using the summary provided by the BUC (Library of the University of Cantabria) based on the latest edition as a reference: https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</p> <p>PLAGIARISM</p> <p>Regarding fraudulent conduct (plagiarism) in assessment activities, grading will follow Article 32 of the UC Evaluation Processes Regulations:</p> <p>“Fraudulent completion of assessment activities will result in an automatic grade of ‘0’ for the course in the corresponding examination session, thereby invalidating any grades obtained in all assessment activities for the extraordinary session. This incident will be reported to the Faculty.”</p> <p>USE OF ARTIFICIAL INTELLIGENCE (AI)</p> <p>When the use of artificial intelligence (AI) is allowed in an assessment task, the instructor will determine the extent to which it may be used. Additionally, students may be required to provide further information, either orally or in writing, regarding the development of the task. In all cases, students must indicate how and for what purpose AI was used .</p> <p>In cases of unethical or fraudulent use of AI, the provisions of Articles 31 and 32 of the UC Evaluation Processes Regulations on fraudulent behavior and the corresponding disciplinary measures will serve as the reference framework for assessment decisions.</p>				
Observations for part-time students				
Part-time students must contact the course instructors so that they can be informed of the various projects essential for passing the course.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Vinuesa, V., López, L. y Pavón, V. (2024). Evaluación nacional de la enseñanza bilingüe en España. Funciones discursivas y lenguaje académico. Dykinson.

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>