

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Faculty/School:	Postgraduate and Lifelong Learning School		
Course:	HISTORY AND POLITICS IN BILINGUAL EDUCATION		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8362
Teaching period:	First semester		
Subject:	The Bilingual Schools/Bilingual Schools Center		
Module:			
Teaching type:	Virtual		
Language:	English		
Total number of student study hours:	100		

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SUBJECT DESCRIPTION

The course "History and Politics in Bilingual Education" aims to offer an introduction to the concepts bilingualism and bilingual education, in a synchronic as well as diachronic sense. Once explained the essential notions related to each of these fields, we provide an overview of different bilingual programs throughout history and in various nations. The objective is to illustrate the diverse ways of understanding both the phenomenon of bilingualism and its crystallization in classrooms; also, to include other levels, aside from the purely linguistic one: cultural, ethical, political, social, etc.

In that regard, key notions connected to the analysis of individual traits of bilingualism are systematically explored. Students are enabled to analyze case studies of bilingual individuals across the globe and provided them with the theoretical tools to implement changes in their teaching and learning environments.

Furthermore, there is a strong emphasis on the historical and collective dimensions of bilingualism and bilingual education. This is both analytical and historical: on the one hand, key notions to explain how bilingualism is articulated in present-day society are introduced; on the other hand, the course provides students with a historical overview of how bilingualism has manifested in history and how it has affected the perception of bilingual individuals and their education.

Finally, the course provides a systematic description of the different bilingual educational systems put in place throughout history, highlighting their advantages and limitations.

The objective of the course is to illustrate the diverse ways in which the phenomenon of bilingualism has become a reality in the classroom, with a special emphasis on the cultural and ethical dimension of bilingual education.

GOAL

The general aim of this course is to provide students with the theoretical knowledge that will enable them to make rigorous and sound analysis of the bilingual individuals that they will encounter in their teaching practices, and take decisions accordingly. Furthermore, students will be able to understand the systemic dimension of bilingual education, its objectives, and its role in society.

More specifically, the individual objectives are:

To analyze the individual and collective implications of the term bilingualism, applied to different situations.

To evaluate the different situations of bilingualism in history.

To judge the relevance of bilingual education in present-day societies across the globe.

To provide theoretical categories to analyze the diverse forms of bilingual education.

To appreciate the responsibility of educational institutions in providing a strong form of bilingual education.

To know the main programs of bilingual education in the current world.

To assess the social, ethical, and cultural implications of the different bilingual programs.

To understand the historical foundations for the different programs available nowadays.

PRIOR KNOWLEDGE

No specific theoretical requirements for this course. Good command of English is expected.

COURSE SYLLABUS

1. THE CONCEPTS OF BILINGUALISM AND BILINGUAL EDUCATION
 - 1.1 Individual bilingualism and societal bilingualism
 - 1.2 Benefits of bilingualism and bilingual education
2. OBJECTIVES AND TYPES OF BILINGUAL EDUCATION
 - 2.1 Goals of bilingual education
 - 2.2 Weak and strong forms of bilingual education
3. PROGRAMS OF BILINGUAL EDUCATION THROUGHOUT HISTORY
 - 3.1 Monolingual views against a multilingual reality
 - 3.2 Examples of bilingualism at significant historical stages
4. Bilingualism and bilingual education nowadays
 - 4.1 Examples of bilingual education in the contemporary world
 - 4.2 Assessment of the most appropriate responses to bilingualism

EDUCATION ACTIVITIES

The subject is developed with distance methodology through the Virtual Classroom where the student will have:

- Synchronous online classes taught by the teacher in which theoretical and practical aspects will be worked on in which the student can participate during them.
- In them the contents will be reviewed and the student's doubts will be answered live. These classes will be recorded on the platform.
- Tutorials to resolve doubts.
- Study material for the required reading subject: Teaching units, presentations with the summary of the classes and other material selected by the teacher (articles, videos and audios).
- Work and activities to be carried out by the student and debate and participation forums that aim to deepen the subject.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
6 Hours	94 Hours

SKILLS

Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the

application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

LEARNING RESULTS

To be acquainted with the main concepts associated with the terms bilingualism and bilingual education.

To be aware of the different models of multilingual society and situations of multilingualism.

To be able to demonstrate, from a critical perspective, the benefits of bilingual education.

To know the fundamental differences between the different ways of facing bilingualism in school.

To be aware of the role of the family in the proper functioning of bilingual education.

To be acquainted with the most prominent bilingual education programs, both now and in the past.

To know the different implications that bilingual education and bilingualism generally entail.

To be able to point out the differences between some particular programs and others, both now and in the past.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EXAM.

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

- Activity 1: 2 points
- Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

- Forum 1: 0.25 points
- Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0,5 points

Participation will be valued through proactive participation in the class sessions.

PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that they must upload to the platform.

Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.

- The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

EXTRAORDINARY CALL

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

- Activity 1: 2 points
- Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

- Forum 1: 0.25 points
- Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES.

The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations. Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified.

The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspense): 0-4.99 / Pass (aprobado): 5-6.99 / Notable (notable): 7-8.99 / Excellent (sobresaliente): 9-10 and Matriculation of Honor (matrícula de honor), which will imply having obtained outstanding, in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

- Writ of summons.
- Hospitalization.
- Death of direct family member.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Foundations of bilingual education and bilingualism Baker, C. 2011
Multilingual matters.

Key concepts in bilingualism Field, F. W. 2017
Bloomsbury Publishing.

The advantages of bilingualism debate. Antoniou, M. 2019
Annual Review of Linguistics , 5 (1), 395-415.

Fishman, J. A. Bilingualism with and without diglossia; diglossia with and without bilingualism 2020
In The bilingualism reader (pp. 47-54). Routledge.

Heller, M (ed). Bilingualism: A social approach 2007
Springer.

Grosjean, F Bilingualism: A short introduction. 2013
The psycholinguistics of bilingualism , 2 (5).

Additional

An introduction to bilingualism Altarriba, J., & Heredia, R. R. 2018
New York: Routledge.

Describing bilinguals: A systematic review of labels and descriptions used in the literature between 2005–2015.

Surraín, S., & Luk, G. 2019

Bilingualism: Language and Cognition , 22 (2), 401-415.

Kroll, J. F., & NavarroTorres, C. A. Bilingualism 2018

Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience , 3 , 1-29.