

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education
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Field of Knowledge:	Arts and Humanities
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Faculty/School:	Education and Humanities
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Course:	HISTORY AND POLITICS IN BILINGUAL EDUCATION
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Type:	Compulsory	ECTS credits:	4
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Year:	1	Code:	8362
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Teaching period:	First semester
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Area:	Bilingual Schools
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Module:	Foundations of Bilingualism and Bilingual Education
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Teaching type:	Distance
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Language:	English
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Total number of student study hours:	100
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Teaching staff	E-mail
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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.

GOAL

- To analyze the multiple dimensions of the term bilingualism.
- To evaluate the different models and situations of multilingualism
- To judge the relevance of bilingual education, both in history and in the present day.
- To learn about the differences among the diverse forms of bilingual education.
- To appreciate the responsibility of family and educational institutions in bilingual education.
- To know the main programs of bilingual education in the current world.
- To assess the political, social, ethical and cultural implications of these programs.
- To establish contrasts among the programs, both in history and in the present day

COURSE SYLLABUS

UNIT 1. The concepts of bilingualism and bilingual education

- Individual bilingualism and societal bilingualism
- Benefits of bilingualism and bilingual education

UNIT 2. Objectives and types of bilingual education

- Goals of bilingual education
- Weak and strong forms of bilingual education

UNIT 3. Programs of bilingual education throughout History

- Monolingual views against a multilingual reality
- Examples of bilingualism at significant historical stages

UNIT 4. Bilingualism and bilingual education nowadays

- Examples of bilingual education in the contemporary world
- Assessment of the most appropriate responses to bilingualism

EDUCATION ACTIVITIES

- Active discussion during lessons.
- Two forums on the history and politics of bilingual education.
- Self-correcting test on the issues treated in the class and those targeted for the study at home.
- Final assignment, consisting of the comparison of systems of bilingual education (current and in history).

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
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.

General Skills

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

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

Analyse diachronically, the educational responses to social multilingualism as well as their social and legislative treatment received in different societies.

To critically revise the management and organisation of the English-Spanish bilingual centres in the different levels of obligatory education in Spain.

Analyse examples of effectiveness and failure in the implementation of the curriculum, selecting those features that must be observed for good teaching practice.

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

FIRST PERIOD

- Self-correcting test (exam): 50%
- Final assignment (essay): 40%
- Forums (2): 10%

RETAKE PERIOD

- Self-correcting test (exam): 50%
- Final assignment (essay): 50%

It is compulsory, in any case, to carry out both the final assignment and the test. Not completing either of them or having them invalidated means the student has to wait until the retake period. The grades of the activity he or she has passed will be kept, anyway, so it will not be necessary to repeat it.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

- ARIAS, M. & CASANOVA, U. (eds), 1993. Bilingual Education: Politics, Practice, Research. Chicago: National Society for the Study of Education/University of Chicago Press
- APPEL, R. & MUYSKEN, P., 1987. Language Contact and Bilingualism. London: Edward Arnold.
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- BAKER, C., 2000. A Parents' and Teachers' Guide to Bilingualism (2nd edn). Clevedon: Multilingual Matters.
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- BULL, B.L., FRUEHLING, R.T. & CHATTERGY, V., 1992. The Ethics of Multicultural and Bilingual Education. New York: Teachers College Press.
- CENOZ, J. & GENESEE, F. (eds), 1998. Beyond Bilingualism: Multilingualism and Multilingual Education. Clevedon: Multilingual Matters.
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LORENZO, F. et al., 2011. Educación bilingüe: integración de contenidos y segundas lenguas. Madrid: Síntesis.

MADRID, D., & HUGHES, S., 2011. Studies in Bilingual Education. Bern: Peter Lang.

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