

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	THE BICULTURAL COMPETENCE		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8366
Teaching period:	First semester		
Area:	Developping Language Competences		
Module:	The Bilingual Classroom		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
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SUBJECT DESCRIPTION

In the subject "Bicultural competence" we will analyse the importance of intercultural awareness in the bilingual classrooms. We will study all the strategies that we can use in a school to help students develop their bicultural competence as well as acquiring the foreign language. Students will see a wide range of practical activities to promote the bicultural competence and they will be asked to work on their own, so they can put everything into practice.

GOAL

To achieve a real knowledge, both theoretical and practical, about the following topics:

- Resources to promote intercultural classrooms.
- Multiculturality and interculturality.
- Activities and projects to endorse the bicultural competence.
- Assessment techniques to support a bicultural school.

COURSE SYLLABUS

UNIT 1:

What is culture?

The 4 Cs framework: content, communication, cognition, culture.

Developmental model of intercultural sensitivity (DMIS).

UNIT 2:

Only one cultura and one language?

English as lingua franca

Meanings of: multiculturalism, pluri-cultural, socio-cultural and intercultural.

UNIT 3:

History and culture of English speaking countries.

Cultural competence in the English classroom.

Methodology and activities to develop cultural awareness in the lessons.

UNIT 4:

Intercultural understanding projects.

Ideas and practical resources to promote teaching culture in the classrooms.

EDUCATION ACTIVITIES

The learning methodology will be both theoretical and practical.

The starting point will be the theory introduced throughout the online lessons, when the students will be able to learn about the general aspects of how to promote a bicultural atmosphere in our Spanish bilingual schools.

Students will be asked to participate and interact in the multiple debates during the lessons, using both their professional experience and their acquisition of new knowledge.

Once the main objective of the lesson has been introduced, we will proceed to explain the proposed practical activities. Their main function is to activate their knowledge and put it into practice, so they can prove to themselves that they can understand properly.

During the lessons, any questions will be solved, whether they are related to the assignment or to the general functioning of the subject.

In a nutshell, the methodology will be very pragmatic and it will be based on the exchange of ideas and the cooperative learning of the students while participating in discussions.

LESSON 1

1. Introduction of the subject. Assessment criteria and tasks to complete.

2. Lesson about the following topics:

What is culture?

The 4 Cs framework: content, communication, cognition, culture.

Developmental model of intercultural sensitivity (DMIS).

3. Practical proposals about what culture is and what can we teach in schools.

4. Reflections and aha moments.

LESSON 2

1. Lesson about the following topics:

Only one culture and one language?

English as lingua franca

Meanings of: multiculturalism, pluri-cultural, socio-cultural and intercultural.

2. Practical proposals about how to make the most of supporting bicultural skills.

3. Reflections and aha moments.

LESSON 3

1. Lesson about the following topics:
History and culture of English speaking countries.
Cultural competence in the English classroom.
Methodology and activities to develop cultural awareness in the lessons.
2. Practical proposals about how to create motivational resources to promote intercultural awareness.
3. Reflections and aha moments.

LESSON 4

1. Lesson about the following topics:
Intercultural understanding projects.
Ideas and practical resources to promote teaching culture in the classrooms.
2. Practical proposals about resources and projects to teach socio-cultural aspects in real schools.
3. Reflections and aha moments.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
4 hours	96 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

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.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

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

Devise both national and international projects in which the student may develop linguistic skills in real contexts.

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

Apply the knowledge acquired regarding the cognitive and psychological processes in learning the L2, in order to design activities and projects in which the student may use the communicative and cultural skills of the English language in real contexts.

Characterise the most frequent errors committed by a Spanish L1 speaker when learning English and select the most suitable resources to resolve them.

Know and understand how to apply specific teaching strategies in order to improve English linguistic and cultural competence in the teaching of non-linguistic content.

LEARNING RESULTS

Know how to acquire and teach cultural skills.

Apply the knowledge about cultural awareness to educational contexts.

Get ideas about practical projects to develop intercultural skills in schools.

Learn how to generate learning situations of bicultural contexts.

Be familiar with group and individual project work to support cultural skills

Learn about strategies to develop cultural competence in subjects delivered in English.

LEARNING APPRAISAL SYSTEM

PARTICIPATION FORUM.10%

PROJECT 40%

Create a PowerPoint presentation to teach your students in the bilingual programme socio-cultural aspects about an English speaking countries (20-50 slides).

FINAL TEST 50%

Online multiple choice test with questions about the four lessons.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. The evaluation system will remain the same and the final exam as well as the activities of the subject will be retaken in the dates established by the Department.

Specific skills

LEARNING RESULTS

LEARNING APPRAISAL SYSTEM

Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

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.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

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