

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **PROGRAMAS DE EDUCACIÓN BILINGÜE: DE LA INSTRUCCIÓN BASADA EN CONTENIDOS A LOS PROGRAMAS DE INMERSIÓN**

Code: 103423

Degree/Master:

**MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES
AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y
EDUCACIÓN B**

Year: 1

ECTS Credits: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform:

LECTURER INFORMATION

Name: PAVON VAZQUEZ, VICTOR MANUEL (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

Students should be competent in English at level B2.

INTENDED LEARNING OUTCOMES

- | | |
|-----|---|
| CB6 | To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts. |
| CB9 | To ensure that students are able to effectively communicate their conclusions and the reasons that underpin them to specialist and non-specialist audiences in a clear and unambiguous manner. |
| CE1 | To facilitate the acquisition of skills in analysis and synthesis, problem solving, critical thinking and the ability to apply theoretical knowledge to the different bilingual education models. |
| CG2 | To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas. |
| CT1 | To know how to manage the sources of scientific information and useful resources for study and research. |
| CT5 | To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals. |



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OBJECTIVES

- Que el alumnado sea capaz de reconocer las diferentes formas de bilingüismo.
- Que el alumnado conozca las características de la diversidad de enfoques bilingües aplicados a la educación.
- Que el alumnado comprenda las razones políticas, sociales y educativas que animan a cada uno de estos enfoques.
- Que el alumnado sea capaz de valorar de forma crítica los enfoques de bilingüismo educativo y relacionarlos con su contexto.

CONTENT

1. Theory contents

1. Understanding bilingualism and bilingual education.
2. Types of bilingualism: natural, subtractive, additive, transitional, maintenance, enriching, recursive and dynamic.
3. Grassroots pressure: socio-political top-down and educational practices.
4. The European political agenda on multilingualism/plurilingualism.
5. Social, cognitive and financial benefits.
6. Types of bilingual education:
 - total, partial, double, two-way and dual language immersion;
 - foreign language immersion and heritage language immersion;
 - sheltered instruction observation protocol;
 - cognitive academic language learning;
 - content-based language teaching;
 - language-sensitive instruction;
 - English for specific purposes.
7. Criticism to bilingual education. What research has shown and ways forward.

2. Practical contents

- Analysis and reflection on official documents and regulations.
- Review of specific existing literature.
- Comparison of case studies.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Reduced inequalities

METHODOLOGY

Clarifications

Students will be guided in the elaboration of additional work, mainly text analysis and project work.

Face-to-face activities



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Activity	Total
<i>Case study</i>	2
<i>Group work (cooperative)</i>	5
<i>Lectures</i>	2
<i>Text analysis</i>	2
<i>Tutorials</i>	5
Total hours	16

Off-site activities

Activity	Total
<i>Information search</i>	20
<i>Reference search</i>	20
<i>Self-study</i>	44
Total hours	84

WORK MATERIALS FOR STUDENTS

Case studies

Exercises and activities

Clarifications

All the materials will be uploaded in the Moodle platform.

EVALUATION

Tools	Percentage
Assignments and projects	80%
Case studies	10%
Oral presentations	10%

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Period of validity for partial qualifications:

One academic year

Clarifications:

Para poder ser evaluado el alumno debe asistir al 80% de las sesiones programadas.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

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- Lorenzo, F., Moore, P., Casal, S. (2011). On complexity in bilingual research: the causes, effects, and breadth of content and language integrated learning - a reply to Bruton (2011). *Applied Linguistics*, 32(4), 450-455.
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2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.