

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:	Legal and Social Science
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Course:	THE BICULTURAL COMPETENCE
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Type:	Compulsory
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ECTS credits:	4
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Year:	1
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Code:	8366
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Teaching period:	First semester
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Area:	
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Module:	The Bilingual Classroom
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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
Lucia Abalos Alvarez	

SUBJECT DESCRIPTION

La asignatura de "Bicultural competence" aborda cuestiones acerca de la importancia tanto de la enseñanza como de la asimilación y concienciación de la cultura como parte integral y esencial a la hora de adquirir un idioma extranjero. Una vez establecidos los conceptos básicos relacionados con la asignatura, se tratarán cuestiones más específicas acerca de cómo estos conocimientos se pueden aplicar en el contexto tanto del aula como del centro educativo.

GOAL

Los objetivos principales de esta asignatura son cuatro:

- Conocer los recursos existentes para desarrollar la interculturalidad en la escuela.
- Aprender a gestionar los desafíos relacionados con la enseñanza de otras culturas y la multiculturalidad en el aula.
- Crear actividades y proyectos en la lengua extranjera en contextos educativos aplicando el concepto (en toda su extensión) de la biculturalidad.
- Familiarizarse con las técnicas de evaluación necesarias para facilitar a los alumnos su desarrollo en habilidades culturales.

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

Los alumnos recibirán la información por parte del docente. Con independencia de las clases, y a partir de las mismas, se propondrán una serie de actividades para que el alumno desarrolle las competencias específicas planteadas en la asignatura.

Dichas actividades se desarrollarán y entregarán por e-mail al docente, que evaluará las actividades de forma continua.

Las actividades y todas las dudas relacionadas con las mismas serán explicadas durante las clases.

En líneas generales, las tareas consistirán en un planteamiento contextualizado de aplicación didáctica en un aula. Dependiendo de las circunstancias del alumno, las tareas pueden variarse en determinados aspectos (curso, tipo de alumnos, materia, etc.). El alumno deberá entregar las tareas cumpliendo los plazos establecidos.

DISTRIBUTION OF WORK TIME

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

SKILLS

Basic / general / cross 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.

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

1. Conocer los fundamentos de los procesos de adquisición de habilidades culturales.

2. Aplicar conocimientos relacionados con la culturalidad, biculturalidad e interculturalidad en contextos educativos.

3. Servirse de una gran variedad de actividades y recursos para facilitar la interculturalidad en contextos educativos.

4. Aprender a generar situaciones de conocimiento y reconocimiento de la culturalidad en los contextos pertinentes.

5. Familiarizarse con métodos de organización de actividades grupales e individuales en el aula bilingüe.

6. Conocer estrategias de desarrollo de competencias culturales mediante contenidos de otras materias ajenas a la lengua extranjera.

LEARNING APPRAISAL SYSTEM

PARTICIPATION. 10%

It can be achieved by participating in the online sessions or in the forum.

PROJECT 50%

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 40%

Online multiple choice test with questions about the four lessons.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

- Bacallao, M. L. & Smokowski, P. R. (2009). "Entre dos mundos/between two worlds: Bicultural development in context". *Journal of Primary Prevention*, 30, (pp. 421-451).

- Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*. (4th ed.). Clevedon: Multilingual Matters.

- Bennet (1998) http://pwruua.org/wp-content/uploads/2014/08/Developing_Intercultural_Sensitivity.pdf

- Kramsch, C. (1993) *Context and Culture in Language Teaching*. Oxford: Oxford University Press.

- Lambert, W. E. (1975). "Culture and language as factors in learning and education", A. Wolfgang (ed.). *Education of immigrant students*. Toronto: O.I.S.E. (pp. 55-83).

- Lafayette, R. C. *Teaching Culture: Strategies and Techniques*. Centre for Applied Linguistics. Arlington, Virginia. 1978.

- LINGUISTIC DIVERSITY TO PLURILINGUAL EDUCATION. Guide for the Development of Language Education Policies in Europe. Executive Version. Council of Europe. Language Policy Division. Strasbourg. 2003.

- Rico-Martín, Ana M^a y M.^a de los Ángeles Jiménez Jiménez: *Desarrollo de la competencia plurilingüe en el aula: Una aproximación a la metodología de AICLE*. http://www.stes.es/melilla/archivos/libro_diversidad_cultural/Pdfs/Diversidad%20Cultural%2012.pdf

- Skopinskaja, Liljana (2003). "The Role of Culture in Language Teaching Materials: An Evaluation from an Intercultural Perspective". Ildikó Lázár (ed.) Incorporating Intercultural Communicative Competence in Language Teacher Education. Strasbourg: Council of Europe. (pp. 39-68).
- Stier, Jonas (2006). "Internationalisation, Intercultural Communication and Intercultural Competence". Journal of Intercultural Communication, 11 (pp. 1-12).
- Sudhoff, Julian (2010). "Clil and Intercultural Communicative Competence: Foundations and Approaches towards a Fusion". International CLIL Research Journal, 1.3 (pp. 30-37).
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<https://media.startalk.umd.edu/workshops/2009/SeattlePS/sites/default/files/files/The%20Importance%20Of%20Teaching%20Culture%20In%20The%20Foreign%20Language%20Classroom.pdf>
- Tomlinson, Brian and Hitomi Masuhara (2004). "Developing Cultural Awareness". Met 13.1: (pp. 1–7).