

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:	HISTORY AND POLITICS IN BILINGUAL EDUCATION
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Type:	Compulsory
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ECTS credits:	4
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Year:	1
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Code:	8362
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Teaching period:	First semester
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Area:	
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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
Miguel Carrera Garrido	

SUBJECT DESCRIPTION

La asignatura "history and politics in bilingual education" pretende ofrecer una introducción a los conceptos de bilingüismo y educación bilingüe, en un sentido tanto sincrónico como diacrónico. Una vez expuestas las nociones esenciales relativas a cada uno de estos campos, se propone un recorrido por diferentes programas bilingües a lo largo de la historia y en distintas naciones. Con ello se quiere ilustrar acerca de las diversas formas de entender tanto el fenómeno del bilingüismo en sí como su cristalización en las aulas. También abarcar más dimensiones de la meramente lingüística: cultural, ética, política, social, etc.

GOAL

Analizar las múltiples dimensiones del término bilingüismo.
Evaluar los diversos modelos y situaciones de plurilingüismo
Juzgar la pertinencia de la educación bilingüe, tanto en la historia como en el presente.
Aprender las diferencias entre las diversas formas de educación bilingüe.
Apreciar las responsabilidades de familia e institución educativa en la educación bilingüe.
Conocer los principales programas de educación bilingüe en el mundo actual.
Valorar las implicaciones político-sociales, éticas y culturales de estos programas.
Contrastar unos programas con otros, tanto en la historia como en el presente.

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

Discusión activa durante las lecciones
Test autocorrectivo sobre las cuestiones tratadas en clase y las apuntadas para estudio en casa.
Trabajo final, consistente en la comparación de dos modelos de educación bilingüe (actuales o en la historia)

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.

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

Estar familiarizado con los principales conceptos asociados a los términos bilingüismo y educación bilingüe.

Conocer los distintos modelos de sociedad plurilingüe y situaciones de plurilingüismo.

Ser capaz de demostrar, desde una perspectiva crítica, los beneficios de la educación bilingüe.

Conocer las diferencias fundamentales entre las diversas formas de afrontar el bilingüismo en la escuela.

Ser consciente del papel que juega la familia en el buen funcionamiento de la educación bilingüe.

Estar al tanto de los programas más destacados de educación bilingüe, tanto en la actualidad como en el pasado.

Ser consciente de las implicaciones de diversa índole que la enseñanza bilingüe y el bilingüismo en general comportan.

Ser capaz de señalar las diferencias entre unos programas concretos y otros, tanto en la actualidad como en el pasado.

LEARNING APPRAISAL SYSTEM

10 % - Class attendance and participation

In order to achieve this percentage, students are expected to comply with two conditions:

1)Active participation during the virtual lessons.

2)Collaboration on a forum focusing on bilingual education nowadays. Discussion founded on news published on the press on controversial issues dealing with bilingual education and bilingualism in the contemporary world.

40 % - Self-correcting multiple choice test

The quiz will refer to all topics seen during the lessons and included in the uploaded bibliography. It will consist of 20 clear and precise questions: there will be three options, only one of which will be valid. In order to pass, it is necessary to give a minimum of 12 correct answers.

50 % - Final assignment

An academic paper, 4-5 page long, consisting of the comparison between two bilingual educational systems. It may refer to different countries or diverse legislative situations within the same territory (e. g. the United States). The essay must be divided into five sections or chapters:

1)General introduction.

2)Presentation and characterization of both analysed systems, starting from the different forms of bilingual education.

3)Criticism of these systems, based on both academic and informative bibliography.

4)Personal assessment and conclusions.

5)Bibliography.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

APPEL, R. & MUYSKEN, P., 1987. Language Contact and Bilingualism. London: Edward Arnold.

ARIAS, M. & CASANOVA, U. (eds), 1993. Bilingual Education: Politics, Practice, Research. Chicago: National Society for the Study of Education/University of Chicago Press

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CRAWFORD, J., 1999, Bilingual Education: History, Politics, Theory and Practice (4th edn). Los Angeles: Bilingual Educational Services.

CUMMINS, J. & CORSON, D. (eds), 1997. Bilingual Education. Volume 5 of the Encyclopedia of Language and Education. Dordrecht: Kluwer.

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GARCÍA, O. & BAKER, C. (eds), 1995. Policy and Practice in Bilingual Education: A Reader Extending the Foundations. 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.