

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Faculty/School:	Postgraduate School and Vocational Training		
Course:	ORGANIZATION AND FEATURES OF SPANISH BILINGUAL SCHOOLS		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8363
Teaching period:	First semester		
Area:	Bilingual Schools		
Module:	Foundations of Bilingualism and Bilingual Education		
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 "Organisation and features of Spanish bilingual schools" we will analyse the general organisation of bilingual schools in Spain, including both theoretical and practical aspects, so students can achieve an extensive knowledge about the current legislation as well as the reality they will face in a bilingual school.

The most important reflection is to show students how to lead and teach in a bilingual programme school in a successful way, which therefore consists of dealing with foreign language assistants, how to be a bilingual coordinator, attending and planning bilingual meetings, arranging external assessment, dealing with families and colleagues...

## GOAL

To achieve a real knowledge, both theoretical and practical, about bilingual programmes in Spain.  
To be acquainted with the organisation, the functioning and the main characteristics of bilingual schools, such as foreign language assistants, how to be a bilingual coordinator, attending and planning bilingual meetings, arranging external assessment, dealing with families and colleagues...

## COURSE SYLLABUS

1. Organization and management of bilingual schools.
  - 1.1 Coordination of the bilingual program.
  - 1.2 Meetings of bilingual coordination.
2. Language assistants: functions, timetables and linguistic contributions
  - 2.1 Foreign language assistants.
  - 2.2 Functions, timetables and main linguistic contributions.
3. Bilingual education community
  - 3.1 Aspects to work with families
  - 3.2 Reflection on the bilingual teaching practice
4. Bilingual schools.
  - 4.1 Students with learning specific needs in bilingual centres
  - 4.2 Teaching practices adapted to diverse learning rhythms

## EDUCATION ACTIVITIES

The learning methodology will be both theoretical and practical.

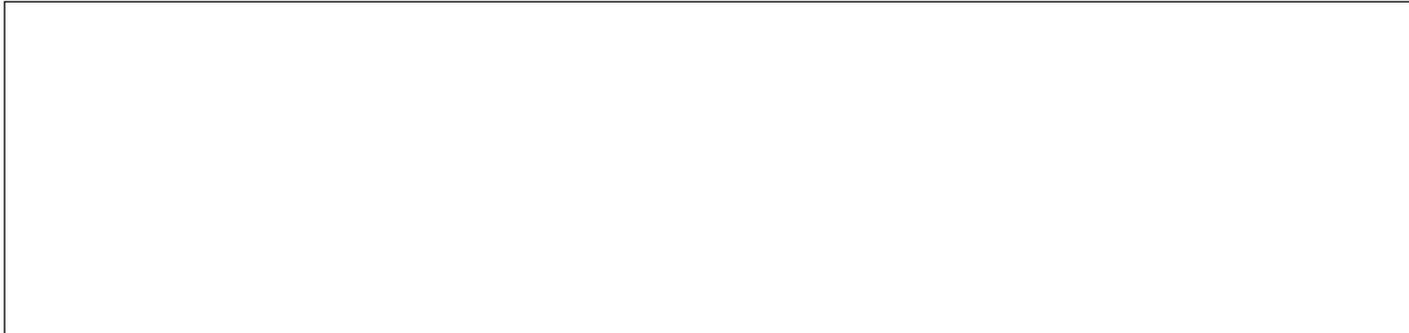
The starting point will be the theory introduced throughout the online lessons, when the students will be able to learn about the general organisation and the main features of Spanish bilingual schools.

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.



**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**

- 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 critically create and assess the appropriateness of new educational resources based on the extent to which cultural awareness is promoted in intercultural contexts beyond language learning.

To foster critical awareness of the different areas that are affected in the learning process of our potential students as well as our own teaching practice (including cognitive, emotional and behavioral spheres) when acquiring intercultural competence in bilingual environments.

To promote creativity and insight based on our own self-awareness as teachers, including the reduction of our own stereotypes and prejudices in intercultural contexts as a way to enhance and celebrate diversity and equality in education by improving the way we communicate and behave with our students in respectful and enriching learning spaces.

### LEARNING APPRAISAL SYSTEM

#### **ORDINARY CALL EXAM.**

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

•Activity 1: 2 points

•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

•Forum 1: 0.25 points

•Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0,5 points

Participation will be valued through proactive participation in the class sessions.

PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that the must upload to the platform.

Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.

- The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

### **EXTRAORDINARY CALL**

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

•Activity 1: 2 points

•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

•Forum 1: 0.25 points

•Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

### **ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES.**

The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations. Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified.

The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspension): 0-4.99 / Pass (aprobado): 5-6.99 / Notable (notable): 7-8.99 / Excellent (sobresaliente): 9-10 and Matriculation of Honor (matrícula de honor), which will imply having obtained outstanding, in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

•Writ of summons.

•Hospitalization.

•Death of direct family member.

## **BIBLIOGRAPHY AND OTHER RESOURCES**

### **Basic**

Consejería de Presidencia, Comunidad de Madrid Orden 1120/2022, de 6 de mayo, de la Consejería de

Educación, Universidades, Ciencia y Portavocía, por la que se regula la extensión del Programa Bilingüe Español- Inglés al Segundo Ciclo de Educación Infantil en todos los colegios públicos bilingües de Educación Infantil y Primaria de la Comunidad de Madrid.

[https://gestionamadrid.org/wleg\\_pub/secure/normativas/contenidoNormativa.jsf?opcion=VerHtml&nmnorma=12665&cdestado=P&eli=true#no-back-button](https://gestionamadrid.org/wleg_pub/secure/normativas/contenidoNormativa.jsf?opcion=VerHtml&nmnorma=12665&cdestado=P&eli=true#no-back-button)

Fundación Pública Andaluza Centro de Estudios Andaluces, Consejería de la Presidencia, Administración Pública e Interior, Junta de Andalucía Efectos de los programas bilingües en España: La figura de los nuevos bilingües 2020

[https://www.researchgate.net/publication/340950016\\_Efectos\\_de\\_los\\_programas\\_bilingues\\_en\\_Espana\\_La\\_figura\\_de\\_los\\_nuevos\\_bilingues](https://www.researchgate.net/publication/340950016_Efectos_de_los_programas_bilingues_en_Espana_La_figura_de_los_nuevos_bilingues)

Rocío González Segovia El Bilingüismo En Educación Infantil Y Educación Primaria (Educación bilingüe)  
EDITORIAL CCS

Anne-Marie Truscott de Mejía ... [et al.]. Exploraciones sobre el aprendizaje de lenguas y contenidos en programas bilingües[recurso electrónico] una indagación en la escuela primaria / Bogotá :Universidad de los Andes,2012.

Derly Sukva Wayuu-epiayuu. La formación permanente de docentes para la educación intercultural bilingüe en la escuela básica nacional de Venezuela[recurso electrónico] La Habana :Editorial Universitaria,2012.

Isabel García Falcón. Nueva metodología para la enseñanza del inglés en las escuelas bilingües / Madrid :Bubok Publishing,2016.

Medardo Tapia Uribe. La construcción de los caminos a la secundaria desde una escuela bilingüe y bicultural de Yucatán / México, D.F. :Centro de Estudios Educativos,2002.

Colin Baker. Foundations of Bilingual Education and Bilingualism / Bristol :Multilingual Matters,2011.

edited by Jo Arthur Shoba and Feliciano Chimbutane. Bilingual education and language policy in the global south / New York :Routledge,2013.

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Geri Smyth. Helping bilingual pupils to access the curriculum / London :David Fulton,2003.

## Additional

[edited by] Sharon Verner Chappell and Christian J. Faltis. The arts and emergent bilingual youth :building culturally responsive, critical, and creative education in school and community contexts / New York :Routledge,2013.

Barbara ABDELILAH-BAUER El desafío del bilingüismo Morata

Albert Costa El cerebro bilingüe: La neurociencia del lenguaje  
Editorial Debate, 2017

Annette M.B. de Groot. Language and cognition in bilinguals and multilinguals :an introduction / 2011.

Antonio Ortiz Calvo. Physical education in bilingual projects :1st Cycle = Educación física en proyectos bilingües : primer ciclo / Barcelona :INDE,2021.

Bertha Pérez. Becoming biliterate [electronic resource] :]a study of two-way bilingual immersion education / Mahwah, N.J. :L. Erlbaum Associates,2004.

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Lulia Vescan (editor). Spanish vs. American :perspectives on bilingual education / Alcalá de Henares :Servicio de Publicaciones. Universidad de Alcalá,[2015]

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Pamela Knight and Ruth Swanwick. Working with deaf children :sign bilingual policy into practice / 2002.