

Teaching guide

IDENTIFICATION DETAILS

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

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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.
- Multiculturalism and interculturality.
- Activities and projects to endorse the bicultural competence.
- Assessment techniques to support a bicultural school.

PRIOR KNOWLEDGE

No specific theoretical requirements for this course. Good command of English is expected.

COURSE SYLLABUS

1. INTRODUCTION TO KEY CONCEPTS: DEVELOPING CULTURAL AWARENESS, UNDERSTANDING INTERCULTURAL/BICULTURAL COMPETENCE AND LANGUAGE LEARNING.

- 1.1.1 A brief story about the development of theories in language learning
- 1.1.2 Developing students cultural awareness in language learning.
- 1.1.3 Building meta-pragmatic awareness in intercultural education

2. THE IMPORTANCE OF COGNITION AND AFFECT IN INTERCULTURALISM.

- 2.1.1 The relationship between language and cognition
- 2.1.2 Emotions and learners' foreign language anxiety
- 2.1.3 Different types of instructional materials: assertive training and expressive writing
- 2.1.4 Diversity in early childhood

3. UNDERSTANDING AND HANDLING CULTURAL STEREOTYPES

- 3.1.1 Emotions, arousal and stereotypic judgements
- 3.1.2 Remediating negative stereotypes
- 3.1.3 Mindfulness meditation and discrimination

4. DEVELOPMENT OF LEARNING RESOURCES IN INTERCULTURAL EDUCATION.

- 4.1.1 The challenges of internationalization and new directions towards intercultural education
- 4.1.2 Developing resources for intercultural language learning
- 4.1.3 Content-and-language integrated learning: the use of literary texts

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

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 they 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 (suspense): 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

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