

# Teaching guide

## IDENTIFICATION DETAILS

Academic year:	2025-2026		
Degree:	University Master's Degree in Bilingual Education		
Scope	Educational sciences		
Faculty/School:	Postgraduate and Lifelong Learning School		
Course:	THE BICULTURAL COMPETENCE		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8366
Teaching period:	First semester		
Subject:	The Development of Language Competences/ Developing Language Competences		
Module:			
Teaching type:	Virtual		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
Jaime Antonio Gómez Blaya	jaimeantonio.gomez@ufv.es
Maitane Elorriaga Rubio	maitane.elorriaga@ufv.es

## SUBJECT DESCRIPTION

In the subject "Bicultural competence" we will analyze 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 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.
- Multiculturality 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 Judgments
- 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

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
4 Hours	96 Hours

## LEARNING RESULTS

Apply the knowledge acquired about cognitive and psychological processes in learning L2 to design activities and projects in which the student uses communicative and cultural competencies in English in real contexts.

Characterize the most common mistakes made by Spanish-speaking students in the English language learning process and select the most appropriate resources to overcome them.

Learn specific teaching strategies to improve English linguistic and cultural competence in teaching non-linguistic subjects.

Analyze examples of effectiveness and failure in the application of the curriculum, selecting the characteristics that must be observed for good teaching practice.

Know how to apply specific teaching strategies to improve English linguistic and cultural competence in teaching non-linguistic subjects.

Design national and international projects in which students develop language skills in real contexts.

## **SPECIFIC 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 perform 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 perform 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 (suspended): 0-4.99/Pass (approved): 5-6.99/Remarkable (notable): 7-8.99/Excellent (outstanding): 9-10 and Matriculation of Honor (enrollment of 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.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as

possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

edited by Stephanie Ann Houghton [and three others]. Critical cultural awareness :managing stereotypes through intercultural (language) education / Newcastle upon Tyne, United Kingdom :Cambridge Scholars Publishing,2013.

Saniei, A. Developing Cultural Awareness in Language Instructional Materials. International Conference on Language, Media and Culture. IPEDR. IACSIT Press, Singapore , 33 , 10–15.

Liddicoat, A. J., & Scarino, A. Intercultural Language Teaching and Learning 2013  
Malden (MA), Oxford, UK: Wiley-Blackwell.

V. Cook & B. Bassetti Language and bilingual cognition 2011  
New York, NY; Hove: Psychology Press.

D. M. Mackie & D. L. Hamilton Affect, Cognition, and Stereotyping: Interactive Processes in Group Perception  
1993

S. A. Houghton, Y. Furumura, M. Lebedko, & S. Li Critical Cultural Awareness: Managing Stereotypes through Intercultural (Language) Education 2013

### Additional

Francisco Mora. Neuroeducación: solo se puede aprender aquello que se ama / Madrid :Alianza Editorial,2013.