

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:	HISTORY AND POLITICS IN BILINGUAL EDUCATION		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8362
Teaching period:	First semester		
Subject:	The Bilingual Schools/Bilingual Schools Center		
Module:			
Teaching type:	Virtual		
Language:	English		
Total number of student study hours:	100		
Teaching staff	E-mail		
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SUBJECT DESCRIPTION

The course "History and Politics in Bilingual Education" aims to offer an introduction to the concepts bilingualism and bilingual education, in a synchronic as well as diachronic sense. Once explained the essential notions related to each of these fields, we provide an overview of different bilingual programs throughout history and in various

nations. The objective is to illustrate the diverse ways of understanding both the phenomenon of bilingualism and its crystallization in classrooms; also, to include other levels, aside from the purely linguistic one: cultural, ethical, political, social, etc.

In that regard, key notions connected to the analysis of individual traits of bilingualism are systematically explored. Students are enabled to analyze case studies of bilingual individuals across the globe and provided them with the theoretical tools to implement changes in their teaching and learning environments.

Furthermore, there is a strong emphasis on the historical and collective dimensions of bilingualism and bilingual education. This is both analytical and historical: on the one hand, key notions to explain how bilingualism is articulated in present-day society are introduced; on the other hand, the course provides students with a historical overview of how bilingualism has manifested in history and how it has affected the perception of bilingual individuals and their education.

Finally, the course provides a systematic description of the different bilingual educational systems put in place throughout history, highlighting their advantages and limitations.

The objective of the course is to illustrate the diverse ways in which the phenomenon of bilingualism has become a reality in the classroom, with a special emphasis on the cultural and ethical dimension of bilingual education.

GOAL

The general aim of this course is to provide students with the theoretical knowledge that will enable them to make rigorous and sound analysis of the bilingual individuals that they will encounter in their teaching practices, and take decisions accordingly. Furthermore, students will be able to understand the systemic dimension of bilingual education, its objectives, and its role in society.

More specifically, the individual objectives are:

To analyze the individual and collective implications of the term bilingualism, applied to different situations.

To evaluate the different situations of bilingualism in history.

To judge the relevance of bilingual education in present-day societies across the globe.

To provide theoretical categories to analyze the different forms of bilingual education.

To appreciate the responsibility of educational institutions in providing a strong form of bilingual education.

To know the main programs of bilingual education in the current world.

To assess the social, ethical, and cultural implications of the different bilingual programs.

To understand the historical foundations for the different programs available nowadays.

PRIOR KNOWLEDGE

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

COURSE SYLLABUS

1. THE CONCEPTS OF BILINGUALISM AND BILINGUAL EDUCATION

1.1 Individual bilingualism and societal bilingualism

1.2 Benefits of bilingualism and bilingual education

2. OBJECTIVES AND TYPES OF BILINGUAL EDUCATION

2.1 Goals of bilingual education

2.2 Weak and strong forms of bilingual education

3. PROGRAMS OF BILINGUAL EDUCATION THROUGHOUT HISTORY

3.1 Monolingual Views Against a Multilingual Reality

3.2 Examples of bilingualism at significant historical stages

4. Bilingualism and bilingual education nowadays

4.1 Examples of bilingual education in the contemporary world

4.2 Assessment of the most appropriate responses to bilingualism

EDUCATION ACTIVITIES

The subject is developed with distance methodology through the Virtual Classroom where the student will have:

- Synchronous online classes taught by the teacher in which theoretical and practical aspects will be worked on in which the student can participate during them.
- In them the contents will be reviewed and the student's doubts will be answered live. These classes will be recorded on the platform.
- Tutorials to resolve doubts.
- Study material for the required reading subject: Teaching units, presentations with the summary of the classes and other material selected by the teacher (articles, videos and audios).
- Work and activities to be carried out by the student and debate and participation forums that aim to deepen the subject.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
6 Hours	94 Hours

LEARNING RESULTS

Critically review the organization and organization of bilingual English-Spanish schools at the different levels of compulsory education in Spain.

Analyze, in a diachronic way, educational responses to social multilingualism, as well as its social and legislative treatment in different societies.

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

SPECIFIC LEARNING RESULTS

To be aware of the different models of multilingual society and situations of multilingualism.

To know the fundamental differences between the different ways of facing bilingualism in school.

To be able to point out the differences between some particular programs and others, both now and in the past.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EXAM.

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

- It will be necessary to take 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 take 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/).
- 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

Foundations of bilingual education and bilingualism Baker, C. 2011
Multilingual matters.

Key concepts in bilingualism Field, F. W. 2017
Bloomsbury Publishing.

The advantages of bilingualism debate. Antoniou, M. 2019
Annual Review of Linguistics , 5 (1), 395-415.

Fishman, J. A. Bilingualism with and without diglossia; diglossia with and without bilingualism 2020
In The bilingualism reader (pp. 47-54). Routledge.

Heller, M (ed). Bilingualism: A social approach 2007
Springer.

Grosjean, F Bilingualism: A short introduction. 2013
The psycholinguistics of bilingualism , 2 (5).

Additional

An introduction to bilingualism Altarriba, J., & Heredia, R. R. 2018
New York: Routledge.

Describing bilinguals: A systematic review of labels and descriptions used in the literature between 2005–2015.
Surrain, S., & Luk, G. 2019
Bilingualism: Language and Cognition , 22 (2), 401-415.

Kroll, J. F., & NavarroTorres, C. A. Bilingualism 2018
Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience , 3 , 1-29.