



## 1. General information

**Course:** BILINGUAL EDUCATION AND ORGANIZATION OF THE BILINGUAL SCHOOL**Type:** CORE COURSE**Degree:** 2369 - MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y TIC PARA INFANTIL Y PRIMARIA**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Year:** 1**Main language:** English**Use of additional languages:****Web site:****Code:** 311150**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 10**Duration:** First semester**Second language:** Spanish**English Friendly:** N**Bilingual:** Y

Lecturer: ELENA GARCÍA MORALES - Group(s): 10				
Building/Office	Department	Phone number	Email	Office hours
	PSICOLOGÍA		Elena.GarciaMorales@uclm.es	
Lecturer: MARIA DEL CARMEN SANCHEZ PEREZ - Group(s): 10				
Building/Office	Department	Phone number	Email	Office hours
Faculty of Education. Sociology Department.	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	926053435	mariacarmen.sanchez@uclm.es	Available in Virtual Secretary, section My Teachers ( <a href="https://secretariavirtual.apps.uclm.es">https://secretariavirtual.apps.uclm.es</a> )

## 2. Pre-Requisites

The ones established to access the Master.

## 3. Justification in the curriculum, relation to other subjects and to the profession

The subject Introducción a la Educación Bilingüe/Introduction to Bilingual Education is part of the General Training module and encompasses the following subjects: Bilingual Education and Organization of the Bilingual School and CLIL and CLIL Pedagogy and Innovation Approaches.

This course reviews the European, national and regional educational legislation since the promotion of foreign languages, its introduction at the earliest stages and its culmination in bilingual education, according to the different programs and plans. The aim is not only to contextualize bilingual education from a theoretical point of view but also to see its application. Thus, it delves into the different methodologies, strategies and resources for the integrated teaching of languages and contents. In addition, it explains different programs and plans and their influence on the organization of bilingual or multilingual schools.

## 4. Degree competences achieved in this course

## Course competences

Code	Description
CB10	To own the learning skills that allow students to keep studying in a predominantly self-directed or autonomous way.
CG01	To acquire advanced scientific training applied to Bilingual Education in the stages of Early Childhood and Primary Education.
CT03	To get committed to ethics and social responsibility both as a citizen and as a professional, acting according to the principles of respect and promotion of Human Rights, equality between men and women, as well as those of universal accessibility for impaired people, under the principles of a culture of peace and democratic values.
CT05	To be able to transmit social and cultural values congruent with the multilingual and multicultural current situation.

## 5. Objectives or Learning Outcomes

## Course learning outcomes

## Description

Design of educational innovation strategies adapted to the reality of the bilingual classroom and that guide and evaluate the quality of learning and the efficient teaching praxis in the varied curricular areas

Familiarization with the efficient organization of education centers offering language programs

## 6. Units / Contents

**Unit 1: Bilingual and plurilingual education.****Unit 2: Legal framework, plans and programmes.****Unit 3: Methods, approaches, strategies and resources for bilingual/plurilingual education****Unit 4: Bilingual/Plurilingual school management and organization.****Unit 5: From theory to practice: CLIL lesson planning, activities and tasks**

## 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CG01 CT03	1.2	30	N	-	Presentation and development of contents in the classroom.
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	CB10 CT05	0.32	8	Y	N	Presentation of conclusions reached from team group in class.
Study and Exam Preparation [OFF-SITE]	Self-study	CB10 CG01	0.8	20	N	-	Assessment activities preparation.
In-class Debates and forums [ON-SITE]	Practical or hands-on activities	CB10 CT05	0.2	5	Y	N	Debates, forums and other interactive activities. Presentation of conclusions in class. Peer assessment and self-assessment.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	CG01	0.8	20	Y	N	Reading of academic papers and other documents to prepare the assessment activities and to develop other formative activities for the subject.
Other on-site activities [ON-SITE]	Practical or hands-on activities	CB10 CT03	0.56	14	Y	Y	Practical activities and case study in class. To pass this activity, the student will need a minimum grade of 4 out of 10 (40%)
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CB10 CG01 CT03 CT05	2	50	Y	Y	Topics preparation, research and study.
Progress test [ON-SITE]	Guided or supervised work	CB10	0.12	3	Y	Y	Assessment tests. To pass this activity, the student will need a minimum grade of 4 out of 10 (40%). Recoverable.
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</b>			<b>Total class time hours: 60</b>				
<b>Total credits of out of class work: 3.6</b>			<b>Total hours of out of class work: 90</b>				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Progress Tests	20.00%	20.00%	Assessment tests. To pass this activity, the student will need a minimum grade of 4 out of 10 (40%). Recoverable.
Assessment of active participation	15.00%	15.00%	Delivery of reflections on the contents of the course, which will be proposed by the teaching staff, indicating the timetable for delivery during the development of the sessions. Not recoverable.
Oral presentations assessment	25.00%	25.00%	Presentation of the work developed with the orientations from the teaching staff on the contents of the course. Recoverable individually.
Theoretical papers assessment	40.00%	40.00%	Assessment of the work carried out in groups, on the topics set out by the lecturers of the subject. To pass this activity, the student will need a minimum grade of 4 out of 10 (40%). Recoverable individually.
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

#### Evaluation criteria for the final exam:

##### Continuous assessment:

- To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 in the compulsory activities to be able to make the average between the different tests and tasks.
- If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).
- For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

##### Non-continuous evaluation:

In the case of those students who are unable to follow continuous evaluation, the assessment activities development must be supervised by the professors to be presented individually in a determined schedule, at students¿demand. It is essential and students¿responsibility to get in touch with the course teachers in advance, to establish the working plan and develop an agenda. This plan must include at least three meetings with professors, at students¿demand, to monitor the work.

Those students must contact the course professors during the first month once the course has started, to receive appropriate instructions about the progress activities they must develop and deliver, within the framework of continuous assessment.

- To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 in the compulsory activities to be able to make the average between the different tests

and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

#### Specifications for the resit/retake exam:

Students who have not passed the subject under the ordinary call must individually present and pass the compulsory activities not passed by 40% in the ordinary call, according to the established evaluation system.

Criteria for passing the subject are the same planned for the ordinary call, in relation to the weight and the minimum necessary conditions in each evaluation activity.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

#### Specifications for the second resit / retake exam:

Criteria for passing the subject are the same planned for the ordinary call, in relation to the weight and the minimum necessary conditions in each evaluation activity.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 5): Bilingual and plurilingual education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Other on-site activities [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Teaching period: October	
Unit 2 (de 5): Legal framework, plans and programmes.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	1
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Other on-site activities [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Teaching period: October-November	
Unit 3 (de 5): Methods, approaches, strategies and resources for bilingual/plurilingual education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Other on-site activities [PRESENCIAL][Practical or hands-on activities]	2
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Teaching period: November-December	
Unit 4 (de 5): Bilingual/Plurilingual school management and organization.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Other on-site activities [PRESENCIAL][Practical or hands-on activities]	2
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Teaching period: November-December	

Unit 5 (de 5): From theory to practice: CLIL lesson planning, activities and tasks	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Other on-site activities [PRESENCIAL][Practical or hands-on activities]	2
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Progress test [PRESENCIAL][Guided or supervised work]	3
Teaching period: December-January	
Global activity	
Activities	hours
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	50
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	8
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	5
Other on-site activities [PRESENCIAL][Practical or hands-on activities]	14
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	20
Progress test [PRESENCIAL][Guided or supervised work]	3
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
De Groot, A. M.	Language and cognition in bilinguals and multilinguals: An introduction.	Psychology Press			2011	
Fabbro, F.	The neurolinguistics of bilingualism: An introduction.	Psychology Press.			2013	
Berger, K.S	Developing Person Through Chidhood and Adolescence	Macmillan Higher Education			2020	
Frederickson, N., Miller, A., Cline, T., Cline, T., Gulliford, A., Birch, S.	Educational Psychology <a href="https://www.perlego.com/book/1323742/educational-psychology-pdf">https://www.perlego.com/book/1323742/educational-psychology-pdf</a>	Taylor and Francis			2015	
Ortega-Martín, J.L. Hughes, S.P. & Madrid, D	Influencia de la política educativa de centro en la enseñanza bilingüe en España. <a href="https://sede.educacion.gob.es/publiventa/influencia-de-la-politica-educativa-de-centro-en-la-ensenanza-bilinge-en-espana/ensenanza-lenguas-espana/22358">https://sede.educacion.gob.es/publiventa/influencia-de-la-politica-educativa-de-centro-en-la-ensenanza-bilinge-en-espana/ensenanza-lenguas-espana/22358</a>	Ministerio de Educación, Cultura y Deporte y British Council.			2018	
Peñez, M. L.	Are teachers ready for CLIL? Evidence from a European Study. doi:10.1080/02619768.2016.1138104				2016	
Grosjean, F.	Neurolinguists, beware! The bilingual is not two monolinguals in one person doi:10.1016/0093-934X(89)90048-5				1989	
García, O.	Bilingual education in the 21st century: A global perspective.	Blackwell			2011	
De Groot, A. M.	Language and cognition in bilinguals and multilinguals: An introduction.	Psychology Press			2011	
Merisuo-Storm, T.	Pupils' attitudes towards foreign-language learning and the development of literacy skills in bilingual education. doi:10.1016/j.tate.2006.04.024				2007	
García O., Lin A., May S. (eds)	Bilingual and Multilingual Education. Encyclopedia of Language and Education	Springer			2017	
Gómez, M. E. & Huertas, C.	Educación bilingüe: perspectivas desde el sistema educativo español.	Fundación Pública Andaluza Centro de Estudios Andaluces			2020	
Dobson, A., Pérez Murillo, M. D., & Johnstone, R.	Bilingual education program in Spain: Evaluation report <a href="http://www.mecd.gob.es/dctm/ministerio/educacion/que-estudiar/enseanzas-idiomas/centros-bilingues/pebinformedela-evaluacion.pdf?documentId=0901e72b80d8abc9">http://www.mecd.gob.es/dctm/ministerio/educacion/que-estudiar/enseanzas-idiomas/centros-bilingues/pebinformedela-evaluacion.pdf?documentId=0901e72b80d8abc9</a>	MEC-British Council.			2010	
Merisuo-Storm, T.	Pupils' attitudes towards foreign-language learning and the development of literacy skills in				2007	

	bilingual education. doi:10.1016/j.tate.2006.04.024				
Ball, P. Kelly, K. & Clegg, J.	Putting CLIL into Practice	Oxford			2015
Sepešiová, M	CLIL lesson planning	Constantine the Philosopher University in Nitra, Slovakia			2015
Cummins, J.	<a href="https://doi.org/10.17846/CLIL.2015.131-152">https://doi.org/10.17846/CLIL.2015.131-152</a> Language ,power, and pedagogy: Bilingual children in the crossfire.	Multilingual Matters Ltd.			2000
Arias & U. Casanova (Eds.)	Bilingual education: Politics, practice, and research	University of Chicago Press.			1993
Coyle, D.	Listening to learners: An investigation into `successful learning¿ across CLIL contexts. doi:10.1080/13670050.2013.777384				2013
Chen, Xinjie & Padilla, Amado M.	Role of Bilingualism and Biculturalism as Assets in Positive Psychology: Conceptual Dynamic GEAR Model <a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02122/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02122/full</a>				2019
Caldwell, Earl F.	Bilinguals: Cognition, Education and Language Processing	NOVA SCIENCE PUBLISHERS INC	New York	978-1-61761-567-2	2010
Khatib, Mohammad & Taie, Masumeh	BICS and CALP: Implications for SLA <a href="http://dx.doi.org/10.17507/jltr.0702.19">http://dx.doi.org/10.17507/jltr.0702.19</a>				2016