



INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
 ESTUDIOS INGLESES AVANZADOS:  
 LINGÜÍSTICA COGNITIVA,  
 LITERATURA Y EDUCACIÓN B**  
 2024/25 YEAR



**PROGRAMAS DE EDUCACIÓN  
 BILINGÜE: DE LA INSTRUCCIÓN  
 BASADA EN CONTENIDOS A LOS  
 PROGRAMAS DE INMERSIÓN**

### Course details

---

**Course name:** PROGRAMAS DE EDUCACIÓN BILINGÜE: DE LA INSTRUCCIÓN BASADA EN CONTENIDOS A LOS PROGRAMAS DE INMERSIÓN

**Code:** 103423

**Degree/Master:** MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B

**Year:** 1

**ECTS Credits:** 4.0

**Classroom hours:** 16

**Face-to-face classroom percentage:** 16.0%

**Study hours:** 84

**Online platform:** <https://moodle.uco.es/>

### Coordinating teacher

---

### Brief description of the contents

---

- That students are able to recognize the different forms of bilingualism.
- That students know the characteristics of the diversity of bilingual approaches applied to education.
- That students understand the political, social and educational reasons behind each of these approaches.
- That students are able to critically evaluate educational bilingualism approaches and relate them to their context.

### Prerequisites

---

#### Prerequisites established in the study plan

None.

#### Recommendations

None.

## Study programme

---

### 1. Theory contents

1. Understanding bilingualism and bilingual education.
2. Types of bilingualism: natural, subtractive, additive, transitional, maintenance, enriching, recursive and dynamic.
3. Grassroots pressure: socio-political top-down and educational practices.
4. The European political agenda on multilingualism/plurilingualism.
5. Social, cognitive and financial benefits.
6. Types of bilingual education:
  - total, partial, double, two-way and dual language immersion;
  - foreign language immersion and heritage language immersion;
  - sheltered instruction observation protocol;
  - cognitive academic language learning;
  - content-based language teaching;
  - language-sensitive instruction;
  - English for specific purposes.
7. Criticism to bilingual education. What research has shown and ways forward.

### 2. Practical contents

- Analysis and reflection on official documents and regulations.
- Review of specific existing literature.
- Comparison of case studies.

## Bibliography

---

- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*. 3rd edition, 1st edition 1993. Clevedon: Multilingual Matters.
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. New York: Cambridge University Press
- Blackledge, A., A. Creese. (2010). *Multilingualism*. London: Continuum.
- Castro Feinberg, R. (2002). *Bilingual Education: A reference Handbook*. Santa Bárbara, CA: ABC-CLIO, Inc.
- Cenoz, J. (2015). Content-based instruction and content and language integrated learning: the same or different? *Language, Culture and Curriculum*, 28, 8-24.
- Council of Europe. (2006). *Plurilingual Education in Europe: 50 Years of International Cooperation*. Language Policy Division. Strasbourg. Available at [www.coe.int/t/dg4/linguistic/Source/PlurilingualEducation\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/PlurilingualEducation_EN.pdf)
- Coyle, D., Hood, P., Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon: Multilingual Matters.
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon:

Multilingual Matters.

Cummins, J., M. Swain (1986). *Bilingualism in Education: Aspects of Theory, Research and Practice*. London: Logman.

European Commission. (1995). *White Paper on Education and Training. Teaching and Learning: Towards a Learning Society*. Retrieved 17/09/09 from: [http://europa.eu/documentation/official-docs/white-papers/index\\_en.htm#block\\_13](http://europa.eu/documentation/official-docs/white-papers/index_en.htm#block_13)

Fernández, R., Pena, C., García, A. y Halbach, A. (2005):&quot;La implantación de proyectos educativos bilingües en la Comunidad de Madrid: las expectativas del profesorado antes de iniciar el proyecto&quot;. *Porta Linguarum*3: 161-173, disponible en: <http://www.ugr.es/local/portalin>

García, O. (2009). *Bilingual Education in the 21st Century*. Hoboken, NJ: Wiley-Blackwell.

Halbach, A. (2008): &quot;Una metodología para la enseñanza bilingüe en la etapa de Primaria&quot;. *Revista de Educación*346: 455-66, disponible en: [www.revistaeducacion.mec.es](http://www.revistaeducacion.mec.es/), consultado el 5 de Septiembre, 2012.

Kelly, M., & et al. (2004) *European Profile for Language Teacher Education – A Frame of Reference. A Report to the European Commission Directorate General for Education and Culture*. Retrieved 19/11/09 from: [http://ec.europa.eu/education/languages/pdf/doc477\\_en.pdf](http://ec.europa.eu/education/languages/pdf/doc477_en.pdf)

Lasagabaster, D. (2001). &quot;Bilingualism, immersion programmes and language learning in the Basque Country&quot;, *Journal of Multilingual and Multicultural Development*, 22,5: 401-25.

Lasagabaster, D., Sierra, J.M. (2010). Immersion and CLIL in English: more differences than similarities. *ELT Journal*, 64(4), 367-375.

Lessow-Hurley, J. 2000. *The Foundations of Dual Language Instruction*. 3rd edition. New York: Longman.

Lorenzo, F., Moore, P., Casal, S. (2011). On complexity in bilingual research: the causes, effects, and breadth of content and language integrated learning – a reply to Bruton (2011). *Applied Linguistics*, 32(4), 450-455.

Lorenzo, F., Trujillo, F. y Vez, J. M. (2011). *Educación Bilingüe*. Madrid: Síntesis.

Marsh, D. (2006). English as medium of instruction in the new global linguistic order: Global characteristics, local consequences. *METSMAc*. Retrieved 19/11/09 from: <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.125.2388>

Marsh, D. & Frigols, M. (2007). CLIL as a Catalyst for Change in Languages Education. *Babylonia* 3/07. Retrieved 28/01/10 from: <http://www.babylonia.ch/>

Mehisto, P. & F. Genesee (Eds.) (2015). *Building Bilingual Education Systems: Forces, Mechanisms and Counterweights*. Cambridge: Cambridge University Press.

Pavón, V., Ávila, J., Gallego, A., Espejo, R. 2014. &quot;Strategic and organisational considerations in planning CLIL: a study on the coordination between content and language teachers&quot;. *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2014.909774.

Pérez, M.E. (2008): &quot;La enseñanza del inglés: un antes y un después de la implantación de la enseñanza bilingüe&quot;. *Revista Aula de innovación educativa*168: 17-20, disponible en: <http://aula.grao.com/>

Pérez A. Lorenzo, F. & Pavón, V. (2015) [https://www.linkedin.com/redir/redirect?url=http%3A%2F%2Flink%2Espringer%2Ecom%2Farticle%2F10%2E1007%2Fs10993-015-9386-7%3Fwt\\_mc%3Dinternal%2Eevent%2E1%2ESESEM%2E1007%2Fs10993-015-9386-7](https://www.linkedin.com/redir/redirect?url=http%3A%2F%2Flink%2Espringer%2Ecom%2Farticle%2F10%2E1007%2Fs10993-015-9386-7%3Fwt_mc%3Dinternal%2Eevent%2E1%2ESESEM%2E1007%2Fs10993-015-9386-7)

2EArticleAuthorOnlineFirst&urlhash=IZ88&trk=prof-publication-title-link" type="Reference" >European bilingual models beyond lingua franca: key findings from CLIL French programs</a>. Language Policy. DOI: 10.1007/s10993-015-9386-7

Ramos, F. (2007a): &quot;Opiniones de los alumnos de un programa bilingüe andaluz sobre su programa y el bilingüismo&quot;. Revista Electrónica de Investigación Educativa 9,2: 1-15, disponible en: <a href="http://dialnet.unirioja.es/servlet/articulo?codigo= 2389019" type="Reference">http://dialnet.unirioja. es/servlet/articulo?codigo=2389019</a>.

Sánchez, M.P. y R. de Tembleque, R. (1986): &quot;La educación bilingüe y el aprendizaje de una segunda lengua: sus características y principios fundamentales&quot;. Infancia y Aprendizaje33: 3-26, disponible en: <a href="http://www.fia.es/revistas" type="Reference">http://www.fia.es/revistas</a>.

Snow, M.A., Brinton, D.A. (eds.) (1997). The Content-Based Classroom: Perspectives on Integrating Language and Content. New York: Longman.

Soltero, S.W. (2004). Dual Language: teaching and Learning in two Languages. Boston, MA: Allyn and Bacon. Torres-Guzmán, M and Etxebarria, F. (2005). &quot;Modelo B/Dual language programmes in the Basque Country and the USA&quot;. Internacional Journal of Bilingual Education and Bilingualism, 8, 6:506-28.

Urrutia, H., Cantia, L., Martínez, M. D. y Millas, F. (1998). Bilingüismo y rendimiento académico en la Comunidad Autónoma Vasca. Bilbao: Jóvenes por la Paz.

## Methodology

---

### Clarifications

None.

### Face-to-face activities

Activity	Total
<i>Assessment activities</i>	5
<i>Information processing activities</i>	6
<i>Reading comprehension, listening, visual, etc. activities</i>	5
<b>Total hours</b>	<b>16</b>

### Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	44
<i>Information processing activities</i>	20
<i>Information search activities</i>	20
<b>Total hours</b>	<b>84</b>

## Results of the training and learning process

---

### Knowledge, competencies and skills

- CB6 To acquire knowledge that can act as the basis for the original development and/or application of ideas mainly in research contexts.
- CB9 To ensure that students are able to effectively communicate their conclusions and the reasons that underpin them to specialist and non-specialist audiences in a clear and unambiguous manner.
- CE1 To facilitate the acquisition of skills in analysis and synthesis, problem solving, critical thinking and the ability to apply theoretical knowledge to the different bilingual education models.
- CG2 To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
- CT1 To know how to manage the sources of scientific information and useful resources for study and research.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

### Assessment methods and instruments

---

Tools	Percentage
Attendance checklist	10%
Group or individual globalizing projects	80%
Oral means	10%

**Period of validity for partial qualifications:**

One academic year

**Clarifications:**

None.

**Sustainable development goals**

---

Quality education  
Gender equality  
Reduced inequalities

---

*The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).*

---