



Internship

Master in Bilingual
Education



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Internship

Degree: Master in Bilingual Education

Type: External Work experience

Language: English

Modality: Blended and online

Credits: 6

Semester: 2

Professor: Dr. Stephen Jenkins

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

Basic competences

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

General competencies

CG1 To know and know how to apply the theories, linguistic models, and methodologies of foreign language teaching in a class.

CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.

CG3 To apply the knowledge acquired in decision making in relation to the different factors involved in the teaching and learning of foreign languages.

CG4 To be capable of carrying out a critical analysis, evaluation, and synthesis of new and complex ideas that allow autonomy in training and the ongoing updating of knowledge in the area of foreign language training.

CG5 To be capable of transmitting social and cultural values in accordance with the current multilingual and multicultural reality.

CG6 To know how to communicate with colleagues within the academic community and with society in general about their area of knowledge in an environment of bilingual education

CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

CG8 To know the legislation and regulations with reference to the ordination and organisation of bilingual centres

CG9 To analyse the psychological processes and factors applicable to the learning of a foreign language.

Specific competencies

CE2 To create and adapt didactic materials for English/Spanish bilingual education, modifying the linguistic level with awareness of different rhythms of learning, and adapting authentic materials to transform them into didactic material.

CE3 To know about the instruments for planning and evaluation necessary in the teaching/learning of English/Spanish.

CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate linguistic as well as social and cultural content in bilingual English/Spanish teaching.

CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.

CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE9 To be capable of evaluating, selecting, and using literary texts for the development of linguistic competence and their use in accessing the socio-cultural context of foreign language teaching (Spanish/English).

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE11 To be capable of applying different educational strategies of communicative abilities (interaction, production, and oral and written reception) in accordance with the characteristics of foreign language learners.

CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.

CE14 To know about the teaching/learning methodology based on the integration of language and content (CLIL) and the design and development of didactic activities based on the said methodology.

1.2. Learning outcomes:

At the end of the subject, the student must:

- To know how to apply the knowledge acquired and the capacity for resolving problems in new environments in their area of study, the teaching/learning of a foreign language
- That they are capable of integrating their knowledge, facing the complexity of forming judgements starting from incomplete information about social and ethical responsibilities
- That they know how to communicate reasonably on themes related to their area of study
- That they are capable of acquiring new knowledge in an autonomous manner in their field of study, the teaching/learning of foreign languages
- That they understand and know the theories, models, and methodologies of the learning and teaching of a foreign language
- That they know the linguistic and cultural problems in the teaching/learning of foreign languages
- They know how to apply the knowledge acquired when taking decisions in relation to the factors involved in the process of bilingual teaching/learning
- That they are capable of carrying out a critical analysis, evaluation, and synthesis of ideas in said field
- That they are capable of transmitting social and cultural values that attend to the multilingual and multicultural European reality
- That they know how to communicate with the academic community and society in general about teaching/learning of foreign languages
- That they know how to base their teaching practice in an informed manner according to the knowledge acquired

- That they know the legislation and regulations concerning the management of bilingual centres
- That they are capable of knowing and understanding the different social, environmental, cultural, and educational factors involved in the acquisition and use of a foreign language as well as the discursive and interactional aspects of the same,
- That they are capable of creating and adapting didactic materials for bilingual education taking into account the different levels of linguistic competence and the different rhythms of learning.
- That they know the different levels of evaluation necessary in the teaching/learning of a foreign language
- That they know how to develop and apply methodologies adapted to the diversity of the students in a bilingual environment.
- That they know how to evaluate linguistic and cultural content in bilingual Spanish/English teaching
- That they are capable of incorporating new strategies, materials, and technologies to activities in the English/Spanish bilingual classroom
- That they know how to design and develop specific learning spaces in the bilingual classroom with attention to human rights and the values worthy of a democratic culture
- That they are capable of selecting and utilising suitable texts with a view to developing cultural and linguistic competence in English/Spanish foreign language
- That they practice and acquire the skills necessary to reach C1 level of English
- That they know the cognitive and affective factors involved in the process of foreign language acquisition; the learning strategies for the different skills (interpretation and oral and written production) and the interlanguage characteristics of those learning a foreign language.
- That they know how to apply the advantages of a communicative focus and learning by tasks for linguistic interaction in English and Spanish
- That they know the teaching/learning methodology based on the integration of language and content (CLIL) and know how to design and develop activities based on said methodology

2. CONTENTS

2.1. Previous requirements:

None

2.2. Description of contents:

For their internship period in a company or institution, students may choose among the following areas:

- Teaching and management of bilingual centres.
- Design and edition of bilingual didactic materials.
- ICT applied to bilingual teaching.

2.3. Training activities

Blended and online modalities

Training activities	Hours	Percentage of attendance
AF2. Individual and group learning activities outside the teaching sessions	18	0%
AF3. Tutorials	5	0%
AF5. Internship activities	125	100%

AF7. Evaluation Activities	2	0%
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2.4 Teaching methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. SYSTEMS OF EVALUATION :

3.1 Grading

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2 Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Submission of a Certificate of practices signed and stamped by the tutor. Submission of a Practicum Report	100%

3.3 Restrictions

Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4 Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>