



Management of  
Bilingual Centres  
**Master in Bilingual  
Education**  
2021-2022



UNIVERSIDAD  
**NEBRIJA**

## TEACHING GUIDE

**Subject:** Management of Bilingual Centres

**Degree:** Master in Bilingual Education

**Type:** Optional

**Language:** English

**Modality:** Blended and online

**Credits:** 6

**Course:** 1<sup>st</sup>

**Semester:** 2<sup>nd</sup>

**Professor:** Dr. Elena Navrotskaya

### 1. COMPETENCIES AND LEARNING OUTCOMES

#### 1.1. Competencies

##### Basic competencies:

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

CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

##### General competencies

CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.

CG3 To apply the knowledge acquired in terms of making appropriate decisions regarding the different factors involved in FL learning and teaching processes.

CG4 To be able to carry out a critical analysis, evaluation and synthesis of new and complex ideas that allow autonomy in training and continuous updating of knowledge in the field of FL teaching.

CG5. To be able to transmit social and cultural values according to the multilingual and multicultural current situation.

CG6 To know how to communicate about their areas of knowledge in the field of bilingual education with colleagues in the academic community and with society in general.

CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

CG8 To know the legislation and regulations referring to the ordering and organization of bilingual centres.

##### Specific competencies

CE1 To design integrated curricula within their area of knowledge altogether with linguistic contents in order to elaborate bilingual English/Spanish teaching programmes.

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

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

CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.

CE10 To be able to communicate fluently at CEFR level C1.

CE12 To know the different variables of FL teaching/learning process from the perspective of students and their communicative needs; of the process itself; of its continuous and certifying evaluation.

CE33 To know and analyse the organisation of Bilingual Education centres and the diversity of actions included in their operation.

CE34 To know quality educational management models and their application in schools.

CE35 To know and analyse current educational legislation referring to bilingual and multilingual education.

## 1.2. Learning outcomes:

- To understand the specific issues of the teaching of Foreign Languages, both linguistic and cultural, in a bilingual education environment.
- To apply the acquired knowledge for making decisions taking into account the different factors involved in the bilingual teaching/learning processes.
- To critically analyze, evaluate, and synthesized new ideas in the aforementioned field of knowledge.
- To be able to communicate the social and cultural values related to the European multilingual and multicultural environment.
- To be able to communicate with the academic community and with society when dealing with topics related to Foreign Language teaching/learning.
- To acquire basic theoretical knowledge oriented to consolidate a well-based teaching practice.
- To become familiarized with the laws and regulations related to the organization of bilingual education centers.
- To develop integrated syllabuses in the area of teaching/learning English/Spanish.
- To know the planning and evaluation tools needed in the teaching/learning of English/Spanish.
- To be able to add new strategies, materials, and technologies to the ones used in the bilingual English/Spanish classroom.
- To design and develop learning spaces in the bilingual English/Spanish classroom, considering equity, the values of peaceful and democratic societies, the equality of rights and opportunities between men and women, civil rights, and human rights.
- To use specialized vocabulary for Foreign Language teaching/learning, both in English and Spanish.
- To practice and acquire the skills needed for obtaining the level C1 in English.
- To understand the different variables involved in the process of teaching/learning a Foreign Language, from the student's perspective and taking into account their communicative needs. Also, to understand the variables involved in the very process, and in its continuous evaluation and certification.
- To get to know the usual organization of the bilingual education centers, and the different points considered in their functioning.
- To become familiarized with different education management models, and how to apply them in the bilingual education centers.
- To analyze the different theoretical frameworks dealing with the education center as an organization.
- To get to know and analyze the current educative legislation dealing with bilingual and multilingual education.
- To understand and analyze how to work in bilingual centers, and the institutional factors involving this kind of work.

## 2. CONTENTS

### 2.1. Previous requirements

None.

### 2.2. Description of contents

In this subject, the master student will have the opportunity to reflect upon the legislation and regulations regarding the organization of bilingual centres in different countries and contexts. The final aim of the subject is that they know how different countries organize different models of bilingual education at state, regional and local level to cope with the challenges of immigration, cultural traditions, historical developments that marked the education system and finally how all of these are reflected in the organization of the Bilingual Education Centres and the diversity of actions included in their operation. They will be analyze different theoretical approaches to the educational centre as an organisation, so as the nature of the work in bilingual centres, as well as the institutional conditions that frame it. Finally, they will be able to apply quality educational management models in the centres.

### 2.3. Detailed content

1. European Language Policy.
2. European Case Studies: The Netherlands, Belgium and Finland.  
Appendix: American Case Studies: Canada and the United States.
3. Linguistic policies in Spain.
4. Spanish Case Studies: monolingual communities (Madrid and Andalusien).
5. Spanish Case Studies: plurilingual communities (Catalonia and the Basque Country).
6. Bilingual School Curriculum and Good Practices in Bilingual School Management.

### 2.4. Assignments:

Blended and online modalities

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Learning activities, individual and in groups, outside the lecture session	30	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	10%
AF4. Complementary training actions	10	10%
AF7. Evaluation Activities	10	25%

### 2.5 Methodology

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. EVALUATION SYSTEM:

#### 3.1.

The grading system is as follows:

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

#### 3.2 Assessment:

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in working and discussion groups	15%
Activities (critical reading of texts, book reviews,...)	25%
Final exam	60%

#### 3.3.Restrictions:

Minimum passing grade:

It is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

Attendance:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Otherwise he might not be allowed to sit the final exam (convocatoria ordinaria)

#### 3.4. Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade (0). Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

#### 4. BIBLIOGRAPHY

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#### 5. PROFESSOR

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education: <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>