



Methodologies of
research
**Master in Bilingual
Education
2021-2022**



UNIVERSIDAD
NEBRIJA

GUÍA DOCENTE

Subject: Methodologies of research

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Year: 1st

Semester: 1st

Professor: Dra Elena Navrotskaya, Dra Alice Foucart

1. COMPETENCES 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.

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.

CG10 To know and apply basic educational research methodologies and techniques in the field of bilingual teaching.

Specific competencies:

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

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

CE5 To evaluate both linguistic and socio-cultural contents in English/Spanish bilingual education.

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.

CE9 To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).

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.

CE36 To show capacity to research different aspects of didactics in bilingual environments.

CE37 To develop, use and interpret the basic and most commonly used educational indicators describing the situation of educational institutions.

CE38 To become familiar with the design, development and evaluation of educational research on the teaching and learning of foreign/second languages.

1.2. Learning outcomes:

Upon successful completion of this subject, the following learning outcomes will have been achieved:

- That they know the linguistic and cultural problems of the teaching/learning of FL.
- To be able to carry out critical analysis, evaluation and synthesis of new ideas in this 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 about the teaching/learning of FL with the academic community and society in general.
- That they know how to base their teaching practice in an informed way according to the acquired knowledge.
- That they acquire basic theoretical knowledge aimed at basing an informed teaching practice.
- To know and apply basic methodologies and techniques of educational research.
- That they know the planning and evaluation tools necessary in the teaching/learning of English/Spanish.
- To develop and apply teaching methodologies adapted to the diversity of students in a bilingual English/Spanish environment.
- Evaluate linguistic and socio-cultural content in English/Spanish bilingual education.
- Incorporate new strategies, teaching materials, and information technologies into activities in the English/Spanish bilingual classroom.
- To be able to use specialized terminology in English and Spanish in the field of second language acquisition.
- To be able to evaluate, select and use literary texts suitable for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).
- They must be able to communicate fluently at CEFR level C1.
- That they know the different variables of the FL teaching/learning process from the perspective of the student and their communicative needs; of the process itself; of its continuous and certifying evaluation.
- That they know and analyse the current educational legislation regarding bilingual and multilingual education.
- To know and analyse the nature of work in bilingual centres, as well as the institutional conditions framing frame it.
- That they acquire the capacity to investigate different aspects of didactics in bilingual environments.
- That they are capable of elaborating, using and interpreting the basic and most used educational indicators to describe the situation of educational institutions.
- That they become familiar with the design, development and evaluation of educational research on the teaching and learning of foreign/second languages.
- To know and apply basic methodologies and techniques of educational research.

2. CONTENTS

2.1. Previous requirements:

Demonstrate sufficient performance at level B2 in English.

2.2. Description of contents:

This course aims to introduce students to develop a research project.

2.3. Detailed content:

1. Steps to develop a research project. Design and stages.
2. Scientific research: methodological and statistical foundations.
3. The theoretical framework: research and scientific argumentation.
4. / Procedures for collecting data to avoid bias.
5. The design of questionnaires and other analytical tools.
6. Documentation, interpretation and presentation of results. Visual and graphic support.
7. Writing and linguistic conventions. Reviewing and adapting register.
8. Identification of limitations of a project and description of future lines of research.

2.4. Assignments:

Blended modality:

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%

Online modality:

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
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	0%
AF4. Complementary training actions	10	0%
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 Grading:

- 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 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:

Basic Bibliography

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Recommended 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>