



Prácticas  
Máster en Enseñanza  
Bilingüe



UNIVERSIDAD  
NEBRIJA

## GUÍA DOCENTE

**Asignatura:** Prácticas / Internship

**Titulación:** Máster Universitario en Enseñanza Bilingüe

**Carácter:** Prácticas

**Idioma:** Inglés

**Modalidad:** asignatura de carácter presencial en las modalidades blended y online

**Créditos:** 6

**Curso:** 1º

**Semestre:** 2º

**Profesores/Equipo Docente:** Dra. María Ortiz Jiménez, Dra. Stephen Jenkins, Dr. Javier Benítez Verguizas.

### 1. COMPETENCES AND LEARNING OUTCOMES

#### 1.1. Competences

##### 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

CG1 To know and apply the theories, linguistic models and methodologies of FL teaching in a class.

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.

CG9 To analyse the psychological processes and the factors intervening in FL learning.

### Specific competencies

CE2 To create and adapt didactic materials for bilingual English/Spanish teaching, adjusting with sensitivity the linguistic level to the different learning rhythms, adapting the authentic material and turning it into didactic material.

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.

CE11 To be able to apply different strategies for teaching communicative skills (interaction and production and oral and written reception) according to the characteristics of FL learners.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

CE14 To know the teaching/learning methodology based on the integration of both language and content (CLIL) and to design and develop didactic activities based on this methodology.

### 1.2. Learning outcomes

- They are able to apply their acquired knowledge and their problem solving capacity to new environments in their study field, the teaching/learning of FL.
- They are able to integrate knowledge, facing the complexity of forming opinions on the basis of limited information on social and ethical responsibilities linked to this study field.
- They are able to communicate in a reasonable way about subjects related to their study field.
- They are able to acquire new knowledge autonomously in their study field, the teaching/learning of FL.
- They understand and know those theories, models and methodologies pertaining the FL teaching/learning.
- They know the linguistic and cultural problems of the FL teaching/learning.
- They are able to apply the acquired knowledge when reaching decisions related to those factors involved in bilingual teaching/learning processes
- They are able to carry out a critical analysis, assessment and synthesis of new ideas in this field.
- They are able to transmit social and cultural values meeting the European multilingual and multicultural reality.
- They know how to communicate with both the academic community and society in general regarding the FL teaching/learning.
- They are able to base their teaching practice in an informed way according to their acquired knowledge.
- They know the legislation and regulations concerning the management and organisation of bilingual centres.
- They are able to know and understand the different social, environmental, cultural and educational factors involved in the process of acquisition and use of a FL and its discursive and interactional aspects
- They are able to create and adapt teaching material for bilingual education minding the different linguistic competence levels and learning rates.
- They know the necessary assessment tools in the teaching/learning of the English language.

- They are able to develop and apply methodologies adapted to students' diversity in a bilingual environment.
- They are able to assess the linguistic and cultural contents of the bilingual English/Spanish teaching.
- They are able to integrate new strategies, materials and technologies to the different activities in the bilingual English/Spanish classroom.
- They are able to design and implement specific learning spaces for the bilingual classroom with a special attention to human rights and those values pertaining to a democratic culture.
- They are able to use the specialized terminology of FL teaching/learning
- They know how to select and use the appropriate texts in order to develop a linguistic and cultural competence of English/Spanish as a FL.
- They practice and acquire the needed skills to reach level C1 in the English language.
- They know the cognitive and affective factors involved in the FL ownership process; the learning strategies of the different communicative skills (oral and written interpretation and production) and the characteristics of the interlanguages of FL learners.
- They know and apply the advantages of the communicative and task based approach in the linguistic interaction both in English and Spanish.
- They know the teaching/learning methodology based on the integration of language and contents (CLIL) and how to design and implement teaching activities based on this methodology.

## 2. CONTENTS

### 2.1. Previous requirements

Demonstrate sufficient performance at level B2 in English.

### 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. Assignments

Blended and online modalities

Assignments	Hours	Percentage of attendance
AF2. Learning activities, individual and in groups, outside the lecture session	18	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	5	0%
AF5. Internship activities	125	100%
AF7. Evaluation Activities	2	0%

## 3. EVALUATION SYSTEM

### 3.1. Grading

El sistema de calificaciones finales se expresará numéricamente del siguiente modo:

- 0 - 4,9 Suspenso (SS)
- 5,0 - 6,9 Aprobado (AP)
- 7,0 - 8,9 Notable (NT)
- 9,0 - 10 Sobresaliente (SB)

La mención de "matrícula de honor" podrá ser otorgada a alumnos que hayan obtenido una calificación igual o superior a 9,0.

### 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.	100%
Submission of a Practicum Report	

### 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).

## 5. PROFESSOR

Nombre y Apellidos	María Ortiz Jiménez
Departamento	DLAE
Titulación académica	Doctor en Filología Moderna (Inglesa)
Correo electrónico	mortiz@nebrija.es
Localización	Campus de Princesa. Sala de Profesores
Tutoría	Contactar con el profesor previa petición de hora por e-mail

<p>Experiencia docente, investigadora y/o profesional, así como investigación del profesor aplicada a la asignatura, y/o proyectos profesionales de aplicación.</p>	<p>Ha impartido inglés como lengua extranjera (cursos generales y para fines específicos –inglés para informáticos-) en la Universidad Antonio de Nebrija y en la Universidad Rey Juan Carlos de Madrid, así como Arte Español en inglés para alumnos extranjeros. Traductora de textos técnicos, se ha especializado en los de carácter informático. Asimismo se ha ocupado de las áreas de Documentación, Terminología, e Informática aplicadas a la traducción y Técnicas de traducción en el Grado de Traducción de la Universidad Antonio de Nebrija. Ha participado en los proyectos de investigación AECLIL (Comisión Europea: repositorio multilingüe y de varios niveles de materiales CLIL), Lenguas, Riqueza de Europa (Comisión Europea y British Council: sobre el estado del multilingüismo y el aprendizaje de lenguas en la Unión Europea) y VITAE (Ministerio de Industria: evaluación de sistemas de traducción automática para su introducción en la empresa). Entre sus publicaciones, artículos especializados en la utilización didáctica de la traducción, como “¿Por qué Bolsón y no Baggins? El señor de los anillos como ejemplo en la didáctica de la traducción literaria” (2015) o “Reverse translation in ESP teaching: a new approach for a rejected methodology” (2015)</p>
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Nombre y Apellidos	Francisco Javier Benítez Verguizas
Departamento	DLAE
Titulación académica	Doctor en CC. Biológicas
Correo electrónico	<a href="mailto:fbenitez@nebrija.es">fbenitez@nebrija.es</a>

Localización	Campus de Princesa. Sala de Profesores
Tutoría	Contactar con el profesor previa petición de hora por e-mail
Experiencia docente, investigadora y/o profesional, así como investigación del profesor aplicada a la asignatura, y/o proyectos profesionales de aplicación.	Francisco Javier es doctor en CC. Biológicas, Bioquímica y Biología Molecular, por la Universidad Complutense de Madrid. Ha sido profesor de Biología y Geología, en ESO y Bachillerato en el Colegio Malvar SCM. Actualmente es profesor de postgrado en la Universidad Antonio Nebrija.

Nombre y Apellidos	<i>Stephen Jenkins</i>
Departamento	Educación
Titulación académica	Doctor en Historia Contemporánea
Correo electrónico	sjenkins@nebrija.es
Localización	Campus de Princesa
Tutoría	Contactar con la profesora previa petición de hora por e-mail
Experiencia docente, investigadora y/o profesional, así como Investigación del profesor aplicada a la asignatura, y/o proyectos profesionales de aplicación	Doctor en Historia contemporánea española por la Universidad de Lancaster, Reino Unido. Posee un Máster en Historia Moderna Social. Ha trabajado durante 25 años en la formación lingüística en empresas, sobre todo en seminarios de destrezas para los negocios y temas de interculturalidad. También ha trabajado en la gestión de varias escuelas de español como lengua extranjera en Madrid y Barcelona.

