



Management of
Bilingual Centres

**Master in Bilingual
Education**



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Management of Bilingual Centres

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Course: 1

Semester: 2

Professor: Dra. Elena Navrotskaya

1. COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

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

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.

Specific competencies

CE1 To design integrated syllabuses combined with linguistic content within their area of knowledge to create English/Spanish bilingual teaching programmes.

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

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.

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

CE12 To know about the different variables in the process of foreign teaching/learning from the student's perspective and their communicative needs; both the process itself and their ongoing evaluation and certification.

CE33 To know about and to analyse the organisation of Bilingual education centres and the range of action involved in their operation.

CE34 To know about and to analyse models of quality educational management and its application to the centres.

CE35 To know about and to analyse the current educational legislation with reference to bilingual and multilingualism.

1.2. Learning outcomes:

At the end of the subject, the student must:

- Know the specific problems of foreign language teaching, linguistic as well as cultural, in a bilingual environment
- Know how to apply the knowledge acquired when taking suitable decisions in relation to the different factors involved in the process of teaching/learning of a foreign language
- Acquire the capacity to carry out a critical analysis, evaluation, and synthesis of new and complex ideas that permit autonomy in training and the continual updating of knowledge within the field of foreign language learning
- Be capable of transmitting the social and cultural values in accordance with the multicultural and multilingual reality
- Know how to communicate with their colleagues in the academic community and with society in general about their areas of knowledge
- Acquire the knowledge of basic theories designed as a foundation for an informed teaching practice
- Know the legislation and regulations related to the organisation of bilingual centres
- Design integrated syllabuses within their area of knowledge together with the linguistic content to create programmes of English/Spanish bilingual education
- Know the instruments of planning and evaluation needed in the teaching/learning of English/Spanish
- Incorporate new strategies, teaching materials, and IT to the activities in the bilingual English/Spanish classroom
- Design and develop learning spaces in the English/Spanish bilingual classroom with special attention to equality, education in values worthy of peace and democracy, the equality of rights and opportunities between men and women, the forming of citizens, and respect for human rights
- Be capable of using specialist terminology in English and Spanish in the field of foreign language acquisition
- Be capable of communicating with fluency at C1 level of the European Common Framework
- Know the different variables in the process of teaching/learning from the student's perspective and their communicative needs, the process itself and its ongoing evaluation and certifying
- Know the organisation of bilingual centres and the diversity of actions that make up their working
- Know the models of quality management of bilingual education and their application
- Analyse the different theoretical theories related to educational centres as organisations
- Know and understand the current educational legislation with regards to bilingual and multilingual education centres
- Know and analyse the nature of work at bilingual centres as well as the institutional conditions that provide the framework.

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 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. Training activities

Blended Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	25%

Online Modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%

AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	25%

2.5 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. EVALUATION SYSTEM:

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
Participation in work groups and discussion	15%
Guided activities	25%
Final exam	60%

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.

Attendance

Students who, without justification, fail to attend more than 75 % of the face-to-face classes may be

deprived of the right to take the exam in the regular 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. BIBLIOGRAPHY

Basic Bibliography

Baker, C., Wright, W.E. (2017). *Foundations of bilingual education and bilingualism* (6th. Edition). Great Britain: Multilingual Matters, Ltd.

Canale, M., Swain, M. (1980). *Theoretical bases of communicative approach to second language teaching and testing*. goo.gl/VuE6VT

FME. (S/F). Understanding-emotional-intelligence. Retrieved from <http://www.free-management-ebooks.com/dldebk-pdf/fme-understanding-emotional-intelligence.pdf>

Frigols, M. (S/F). *CLIL implementation in Spain: an approach to different models*. Retrieved from <http://arcaold.unive.it/bitstream/10278/1013/1/13Frigols.pdf>

García, O., (2009). *Bilingual Education in the XXIst. Century. A Global Perspective*. Wiley-Blackwell.

Ioannou, G. and Pavlos, P. (2011). *Guidelines for CLIL Implementation in Primary and Pre-Primary Education*. Proclil. European Commission.

Richards, J.; Rodgers, T. (2014). *Approaches and Methods in Language Teaching* Cambridge Language Teaching Library, Cambridge University Press.

Lasagabaster, D. Ruiz, Y. (S/F). *CLIL in Spain: Implementation, Results and Teacher Training*, Cambridge. V

Le Métais, J. (2000). *Developing emotional intelligence in the classroom*. Retrieve from https://www.wtc.ie/images/pdf/Emotional_Intelligence/eq4.pdf

Mehisto, P.; Marsh, D. y Frigols, M.J. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education.

Mehisto, P. (2014). *Excellence in Bilingual Education. A Guide for School Principals*. Cambridge University Press.

Mehisto, P., Genesee, F., (2015). *Building Bilingual Education Systems: Forces, Mechanism and Counterweights*.

Shahzad, F. and Abasi, S. (2014). Learning Styles: History, Conceptualization and Continuum. *Social Sciences Review (SSR)* Vol. 2, No. 2. pp. 15-31

Swartz, Robert J.; Costa, Arthur L.; Beyer, Barry K.; Reagan, Rebecca y Kallick, Bena (2007). *Thinking-Based Learning: Activating Students' Potential*. Christopher-Gordon Publishers, Inc.

VV.AA., "Proyectos Lingüísticos de Centro", *Cuadernos de Pedagogía nº 458*, julio-agosto 2015.

5. 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/enseñanza-bilingue-profesores/#masInfo#profesores>