

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	MASTER DISSERTATION		
Type:	Master's Degree Project	ECTS credits:	10
Year:	1	Code:	8371
Teaching period:	Second semester		
Area:	Master Dissertation		
Module:	Master Dissertation		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	250		

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

The subject of Master dissertation requires to use the knowledge and competences acquired in the Master to create and defend a research paper in the area of bilingualism and / or bilingual teaching.

## GOAL

The main goal is to create a research paper in the area of bilingualism and / or bilingual teaching, using the knowledge and competences acquired in the Master

## COURSE SYLLABUS

No procede

## EDUCATION ACTIVITIES

To create and present to an examining board a research paper in the area of bilingualism and / or bilingual teaching, using the knowledge and competences acquired in the Master

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
5 hours	245 hours

## SKILLS

### Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

### General Skills

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which

facilitate life in society, the taking of decisions and the building of a sustainable future.

### Specific skills

Apply the knowledge acquired in the Master's course in the development of a research project in the area of bilingual education (English-Spanish).

### LEARNING RESULTS

Creates and presents to an examining board a research paper in the area of bilingualism and / or bilingual teaching, using the knowledge and competences acquired in the Master

### LEARNING APPRAISAL SYSTEM

The final grade of the student is calculated by adding the average mark given by the tutor (70%) and the average mark given by examining board (30%) and dividing by 2. The student must obtain at least a 5/10 grade from his tutor to present his work to the examining board.

The tutor will evaluate:

1. The active communication of the student in the planning and development of the dissertation.
2. The design of the dissertation according to the modality chosen: Innovation project case study or literature review.
3. The organization and coherence of the work.
4. The rigor and depth of the contents.
5. Formal aspects (spelling, references,...)

The examining board will evaluate the oral presentation of the dissertation, taking into account the knowledge of the contents and their exposition as well as the use of techniques to facilitate the clarity in the presentation.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. The evaluation system will remain the same in the dates established by the Department.

### BIBLIOGRAPHY AND OTHER RESOURCES

#### Basic

The bibliography will vary depending on the topic of the dissertation. We note the following basic papers to understand the cognitive, psychological and social processes that occur in bilingual environments:

Altarriba, J. and R.R. Heredia (Eds.). (2008). An introduction to bilingualism: Principles and processes. New York: Lawrence Erlbaum Associates, Taylor & Francis Group.

Bialystok, E. (Ed.). (1991). Language processing in bilingual children. Cambridge: Cambridge University Press.

Baker, C. (2011): Foundations of Bilingual Education and Bilingualism. Barnes and Noble. 5<sup>a</sup> edition.

Cole, D., Hood, P. & Marsh, D. (2010). Content and language integrated learning. Cambridge, UK: Cambridge University Press.

Hadley, A. (2000): Teaching languages in context. Heinle & Heinle. 3th edition.

Krashen, S (1988). Second Languages acquisition and second languages learning. Prentice Hall. Available at: [http://www.sdkrashen.com/content/books/sl\\_acquisition\\_and\\_learning.pdf](http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf)

Mehisto, P. (2014). Criteria for producing CLIL learning material. Available at: [http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/mehisto\\_criteria\\_for\\_producing\\_clil\\_learning\\_material.pdf](http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/mehisto_criteria_for_producing_clil_learning_material.pdf)

Richards, J. and Rodgers, T (2014): Approaches and Methods in Language Teaching CUP Cambridge. 3th edition. Ruiz de Zarobe, Y; Lasagabaster, D. (2010). CLIL in Spain: Implementation, Results and Teacher Training. Cambridge scholars publishing. Available at: [http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/lasagabaster\\_and\\_ruiz\\_de\\_zarobe\\_clil\\_in\\_spain.pdf](http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/lasagabaster_and_ruiz_de_zarobe_clil_in_spain.pdf)