



International Stay

**Master in Bilingual  
Education**



UNIVERSIDAD  
**NEBRIJA**

## TEACHING GUIDE

**Subject:** International Stay

**Degree:** Master in Bilingual Education

**Type:** Optional

**Language:** English

**Modality:** Blended and online

**Credits:** 6

**Course:** 1

**Semester:** 2

**Professor/Available teaching staff:** Dr. Stephen Jenkins

### 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.

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.

CG9 To analyse the psychological processes and factors applicable to the learning of a foreign language.

##### Specific competencies

CE2 To create and adapt didactic materials for English/Spanish bilingual education, modifying the linguistic level with awareness of different rhythms of learning, and adapting authentic materials to transform them into didactic material.

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

CE11 To be capable of applying different educational strategies of communicative abilities (interaction, production, and oral and written reception) in accordance with the characteristics of foreign language learners.

## 1.2. Learning outcomes

At the end of the subject, the student must:

- That they know how to apply the knowledge acquired and the capacity to solve problems in new environments within their area of study, the teaching and learning of a foreign language
- That they are capable of communicating reasonably on themes related to their area of study
- That they are capable of acquiring new knowledge in an autonomous manner in their field of study, the teaching/learning of foreign languages
- That they know how to select and utilise suitable texts with a view to developing cultural and linguistic competencies within English/Spanish foreign language learning
- That they know the linguistic and cultural values in the teaching/learning of a foreign language
- That they are capable of transmitting social and cultural values that attend to the European multilingual and multi-cultural reality
- That they know how to communicate with the academic community and with society in general in the teaching/learning of a foreign language
- That they are capable of knowing and understanding the social, environmental and cultural factors involved in the acquisition and use of a foreign language and the discursive and interactional aspects of the same
- That they practice and acquire the skills necessary to reach C1 level in English language

## 2. CONTENTS

### 2.1. Previous requirements

None

### 2.2. Description of contents

Students will carry out a stay of at least two months in an English-speaking country, or where they can carry out a training course exclusively in English. The objectives are to do an intensive teacher-training course as well as experiencing an English linguistic immersion in an international context.

The University offers several courses at prestigious centres specialised in teacher-training programmes. The course may be based on any pedagogical interest that the student may have and that is related to foreign language teaching.

### 2.3. Detailed content

- English language with didactics aims.
- Workshops to develop oral skills.
- Workshops to develop written skills.
- Didactic interaction in the bilingual class.
- Development of skills for intercultural communication.

### 2.4. Training activities

Blended and online modalities

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	30	20%

AF2. Individual and group learning activities outside the teaching sessions	50	30%
AF3. Tutorials	10	10%
AF4. <i>Complementary training activities</i>	15	10%
AF5. Internship activities	30	20%
AF7. Evaluation Activities	15	10%

## 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. System of Evaluation

### 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
Assessment Percentage Report prepared by the host University or Institution	50%
Submission of the student report about the International Stay	50%

### 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.

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.

#### 4. 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/ensenanza-bilingue-profesores/#masInfo#profesores>