

## 1. BASIC INFORMATION

<b>Course</b>	Final Thesis
<b>Degree program</b>	Master's Degree in Bilingual Education
<b>School</b>	Online
<b>Year</b>	1
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English and Spanish
<b>Delivery mode</b>	Online
<b>Semester</b>	Second
<b>Academic year</b>	2024-2025
<b>Coordinating professor</b>	Daniel Rodríguez Rodríguez

## 2. PRESENTATION

The objective is for students to present an original work closely related to research in the field of Bilingual Education, curriculum and course design in CLIL (Content and Language Integrated Learning), or the management of bilingual centers. The work will consist of, at a minimum, the following sections:

- Introduction.
- Justification.
- Methodology (research or didactic).
- Proposals (action or didactic).
- Results and conclusions.
- References.

The work will be supervised by one of the program's professors, and the choice of the topic is free. The student will need to orally defend it in front of a panel, which will assess both the oral presentation and the content of the written work. The evaluation process concludes with an assessment of the level of learning achieved by the student, expressed in numerical grades, in accordance with current legislation. Additionally, an individual defense of the Master's Thesis will be ensured, as indicated in the table of training activities, under the section of oral presentation of works.

### 3. COMPETENCES AND LEARNING OUTCOMES

#### Core competences:

- CB8. That students are capable of integrating knowledge and addressing the complexity of forming judgments based on information that, even when incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- CB10. That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous manner.
- CG1. Analyze and evaluate theoretical linguistic theories, methodologies, and models.
- CG3. Analyze, evaluate, and synthesize innovative ideas applied in the field of foreign language teaching.
- CG4. To argue and engage in constructive debate with other professionals in the academic community and with the wider society.

#### Cross-curricular competences:

- CT1. Creativity. Generating new ideas and concepts from known ideas and concepts, arriving at conclusions or solving problems, challenges, and situations in an original manner.
- CT6. Critical analysis. Integrating analysis with critical thinking in an evaluation process of different ideas or possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.
- CT8. Ethical and social competence. Display ethical behaviors and social commitment in the performance of professional activities, as well as sensitivity to inequality and diversity.

#### Specific competences:

- CE14. Develop, justify, and defend before a university tribunal a research project or work in the field of bilingual education in Spanish and English.

#### Learning outcomes:

- Apply theoretical knowledge to educational research and the management of bilingual classrooms.
- Apply research methods and scientific dissemination to the educational field.
- Design didactic proposals and research related to Bilingual Education.

The following table shows the relationship between the competences developed during the course and the learning outcomes pursued:

Competences	Learning outcomes
CB8, CB10, CG1, CG3, CG4, CT1, CT6, CT8, CE14	Apply theoretical knowledge to educational research and the management of bilingual classrooms.
CB8, CB10, CG1, CG3, CG4, CT1, CT6, CT8, CE14	Apply research methods and scientific dissemination to the educational field.
CB8, CB10, CG1, CG3, CG4, CT1, CT6, CT8, CE14	Design didactic proposals and research related to Bilingual Education.

## 4. CONTENTS

Option A: Research:

- Introduction to research.
- Research methodologies.
- Presenting results in research and teaching innovation.

Option B: Management and planning:

- Managing a bilingual centre.
- Planning bilingual courses.

Option C: Designing innovative didactic proposals:

- Didactic strategies and methodologies.
- Planning bilingual subjects.

The Final Thesis allows the student of the Title to materialize the transversal integration of the acquired knowledge and its practical application. In this way, you can focus well on a case focused on the management of a bilingual educational center, either in the design of innovative didactic proposals or in teaching research and innovation. In any case, the contents of the Final Thesis will be established according to the objectives determined by the tutor / director of work in correspondence with the objectives and the subject suggested by the student.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Project-based learning.

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Online mode:**

Learning activity	Number of hours
Virtual mentoring	23
Preparation of the Master's Thesis	123

Oral presentation	2
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

**Online mode:**

Assessment system	Weight
Preparation of the Master's Thesis	50%
Oral presentation	50%

The student must pass both the preparation of the Master's Thesis and the oral presentation in order to successfully complete the course.

The student must obtain a minimum score of 5 in the preparation of their work in order to be able to present it to the tribunal.

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Master's Thesis Deposit in regular call	12 September
Master's Thesis regular call	18 – 22 October
Master's Thesis Deposit in extraordinary call	10 October
Master's Thesis extraordinary call	15 – 19 November

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main references work for this subject is:

- Abdelilah-Bauer, B. (2007). *El desafío del bilingüismo*. Morata.
- Aguado Terrón, J.M. (2004). *Introducción a las teorías de la comunicación y la información*. Universidad de Murcia.

- Aguado, G. (1993). Retardo del lenguaje. In J. Peña (ed.), *Manual de logopedia*. Masson.
- Austin, J.L. (1962). *How To Do Things With Words*. Oxford University Press.
- Baker, C. (1997). *Fundamentos de educación bilingüe y bilingüismo*. Cátedra.
- Daller, M.H. (2011). The measurement of bilingual proficiency: introduction. *International Journal of Bilingualism*, 15(2), 123-127. <https://doi.org/10.1177/1367006910380036>
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- Dörnyei, Z. (2010). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Second Language Acquisition.
- Escandell, M.V. (2019). *Introducción a la pragmática*. Ariel.
- García, O. (2009). *Bilingual education in the 21st century*. Wiley-Blackwell.
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- Kramsch, C. (2000). *Language and Culture*. Oxford University Press.
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- Li, W. (2000). Dimensions of bilingualism. In W. Li (ed.), *The bilingualism reader*. Routledge.
- Owens, R.E. (2003). *Desarrollo del Lenguaje* (5th ed.). Pearson.
- Romaine, S. (2001). *Bilingualism* (2nd ed.). Blackwell.
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The recommended Bibliography is:

- Wilkins, D.A. (1985). *Notional Syllabuses*. Oxford University Press.
- Studdert-Kennedy, M. (1998). The particulate origins of language generativity: from syllable to gesture. In J.R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), *Approaches to the Evolution of Language: Social and Cognitive Bases*. Cambridge University Press.
- Sperber, D. (1996). ¿Cómo nos comunicamos? In J. Brockman & K. Matson (eds.), *Así son las cosas. De los orígenes al cosmos; de la evolución a la mente; del pasado al futuro* (pp. 207-214). Temas de debate.
- Sorace, A. (2003). Near-Nativeness. In C.J. Doughty & M.H. Long (eds.), *The Handbook of Second Language Acquisition*. Blackwell.
- Poplack, S. (2000). Sometimes I'll start a sentence in Spanish y termino en español: toward a typology of code-switching. In L. Wei (ed.), *The Bilingualism Reader*. Routledge.
- Radford, A. (1996). Phrase Structure and Functional Categories. In P. Fletcher & B. MacWhinney (eds.), *The Handbook of Child Language*. Blackwell.
- Rapin, I. & Allen, D.A. (1987). Developmental dysphasia and autism in preschool children: characteristics and subtypes. In *Proceedings of the First International Symposium on Specific Speech and Language Disorders in Children* (pp. 20-35). Afasic.
- Rapin, I. & Allen, D.A. (1988). Syndromes in developmental dysphasia and adult aphasia. *Research Publications-Association for Research in Nervous and Mental Disease*, 66, 57-75.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students

inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.