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CLIL CO-TUTORING PROCEDURE FOR END-OF-DEGREE PROJECTS IN ENGLISH: A MULTIDISCIPLINARY, COLLABORATIVE AND INTERNATIONALIZING PROPOSAL

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The Faculty of Economic and Business Sciences at the University of Cadiz is developing its Bilingual Education Framework aimed at promoting the internationalization of its scope and in particular, the broadening of its students' job opportunities. Recent studies have shown how the use of a foreign language increases the difficulties of designing and presenting a project through a language which is not your mother tongue.

Being a requirement to elaborate and defend the end-of-degree project in English, those students finishing the degree in Business and Administration are enabled to start their research experience by accessing worldwide knowledge. Given the possible struggles writing an academic work in English can involve for our students, we wonder whether this task is to be added to content teachers' responsibilities.

The aim of the present project is to familiarize ICLHE (Integrating Content and Language in Higher Education Read) stakeholders with our singular CLIL co-tutoring procedure for assisting those students who have been asked to devote the aforementioned additional effort to their projects overcoming the several obstacles that might be encountered. In so doing, our proposal involves the work of a multidisciplinary team made of CLIL and language university teachers operating in collaboration with each other guiding students in their task.

Our findings will be genuinely useful for those immersed in planning bilingual education programs in higher education.

keywords: [clil](#), [iclhe](#), [end-of-degree projects](#), [business studies](#), [higher education](#), [bilingual education](#).

