

Foreign Language Teaching

Bachelor in Applied Modern Languages

UNIVERSIDAD NEBRIJA

TEACHING GUIDE

Subject: Foreign Language Teaching

Degree: Bachelor in Applied Modern Languages

Character: Elective

Language: English

Modality: On-site

ECTS: 6

Course: 4th

Semester: 8

Professors/Teaching Staff: Dra. Zeina Alhmoud

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

CB1 Have and understand knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of their field of study.

CB2 Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

CB3 Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 Transmit information, ideas, problems and solutions to both a specialized and non-specialized public.

CB5 Develop the learning skills necessary to undertake further studies with a high degree of autonomy.

CG3 Develop reasoning and exposition strategies, written and orally, within the field of study of Applied Modern Languages.

CG6 Use information and communication technologies and knowledge to organise, plan and develop academic and professional activities in the field of Applied Modern Languages.

CG7 Recognise, document, value and go in depth into linguistic, literary and cultural diversity in current context, drawing attention to its origins and future perspectives.

CG9 Use search tools for documental resources to study foreign modern languages and use own sources to study their corresponding literatures.

CE3 Efficiently apply in professional environments the techniques and resources related to linguistic mediation, language teaching, the improvement of mediated communication through technology and intercultural conflict resolution.

CE5 Knowing the pragmatic rules of the studied languages in order to adequately interpret oral and written messages, preventing linguistic and intercultural misunderstandings.

CE6 Understand the complexity of linguistic facts and literary works, appreciate their aesthetic values and their meaning in their socio-political context.

CE13 Know the current geopolitical and social situation of the countries linked to the languages studied from a historical perspective.

1.2. Learning outcomes

At the end of this subject, the student will be able to:

- To know and classify the different types of linguistic corpora.
- To know and reflect on the use of linguistic corpora.
- To know the basic principles of programming for linguists.
- To know and use the main natural language processing tools.
- To be able to operate with automatic language processing tools.
- To know the methods of digital editing and publishing.
- To know the basics of digital humanities and their utilities.
- Basic learning of a foreign language. Characteristics and difficulties in learning a language not related to the mother tongue. Interlanguage between speakers of unrelated languages. Learning strategies.
- To know the resources and strategies allowing the development of linguistic and communicative competences and their assessment in English as a foreign language.
- To know the methodological foundations for language teaching according to a content and language integrated learning approach (CLIL).
- To know the theoretical principles supporting the integration of ICT in teaching.
- To be able to analyse the contributions of digital resources for language learning and to handle the basic digital tools for the creation of didactic activities.
- To know the theoretical, methodological and instrumental principles of the latest approaches and techniques for foreign languages teaching.
- To have a basic knowledge of the design, development and evaluation of their own didactic materials.
- To be able to critically analyse the classroom experience according to the new learning models.
- To know and analyse literatures and cultures in Spanish.

2. CONTENTS

2.1. Previous requirements

None

2.2. Description of contents

The subject deals with foreign language learning and teaching, communicative methodologies in second or foreign language learning, specifically regarding English and Spanish.

2.3. Training activities

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
A1. Theoretical- practical classes, field work sessions	45	100%
A3. Individual and/or group tutorials	15	60%
A4. Individual or group work	35	20%
A5. Activities carried out through virtual resources	12	0%
A6. Individual study and autonomous work	40	0%
A8. Tasks for assessment and final assessment	3	100%
TOTAL NUMBER OF HOURS	**150**	

2.4. Metodologías Docentes / Teaching methodologies

CODE	Teaching methodologies	Description
MD1	Expository method/ Master class	Presentation by the teacher of the contents of each topic through explanations and presentations, along with indications on sources of information and bibliography. The active participation of the student is promoted through activities such as debates, discussion of case studies, questions and presentations. The student will previously have the didactic materials, which will include objectives, syllabus, schedule and resources.
MD2	Resolution of exercises and problems	Approach to situations and practical exercises that the student must solve.
MD4	Performing work	Preparation of reports and documents in which the student must carry out bibliographic search,

		information gathering, document analysis, case analysis, writing and explanation of conclusions.

3. ASSESSMENT SYSTEM

3.1. Grading system

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. Evaluation criteria

Ordinary call

Assessment system	Minimum weighting	Maximum weighting
SE1 Attendance and participation	10%	25%
SE2 Presentation of assignments and projects (individual tasks and group work)	20%	30%
SE3 Midterm assessment	15%	25%
SE4 Final assessment	35%	50%

Extraordinary call

Assessment system	Minimum weighting	Maximum weighting
SE2 Presentation of assignments and projects (individual tasks and group work)	40%	40%
SE4 Final assessment	60%	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 25% 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 Regarding Plagiarism and the Use of AI

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. The reproduction of paragraphs from sources other than the student's own work (the Internet, books, articles, classmates' papers, etc.) will be considered plagiarism if the original source is not cited. Citations must not be used indiscriminately. Plagiarism is a crime.

If such practices are detected, they will be considered a Serious Offense, and the penalty provided for in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and secure approach that fosters the development of digital competencies among students:

- The instructor will specify in each learning activity whether they plan to use Generative AI, for what purpose, and the requirements for its application.
- It is the student's responsibility to demonstrate transparent, ethical, and responsible conduct in the use of Generative AI and to adhere to the application criteria established by the instructor for each activity.
- The detection of any fraudulent conduct regarding the use of Generative AI, or failure to follow the instructor's instructions, will result in the application of the sanctions provided for in the Disciplinary Regulations.

4. BIBLIOGRAPHY

Basic bibliography

- Hulstijn, J. H., Young, R. F., Ortega, L., Bigelow, M., DeKeyser, R., Ellis, N. C., Talmy, S. (2014). BRIDGING THE GAP: Cognitive and Social Approaches to Research in Second Language Learning and Teaching. *Studies in Second Language Acquisition*, *36*(3), 361–421. doi:10.1017/S0272263114000035
- Long, M. (2014). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.
- Moore, P. J. (2018). Task-based language teaching (TBLT). In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). John Wiley & Sons, Inc. 10.1002/9781118784235.eelt0175

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Recommended bibliography

- Brown, H. D., & Lee, H. (2025). Principles of language learning and teaching: A course in second language acquisition (7th ed.). Routledge.
- Ellis, R. (Ed.). (2016). Becoming and Being an Applied Linguist: The life histories of some applied linguists. John Benjamins Publishing.
- Garton, S., & Copland, F. (Eds.). (2019). The Routledge handbook of teaching English to young learners. Routledge.
- McKinley, J., & Rose, H. (Eds.). (2017). Doing Research in Applied Linguistics: Realities, dilemmas, and solutions. Routledge.
- Mujumdar, A. R. (2025). Teaching English as second language: Theory, techniques and technology. Routledge.
- Reinders, H., Lai, C., & Sundqvist, P. (Eds.). (2022). The Routledge handbook of language learning and teaching beyond the classroom. Routledge.
- Roehr-Brackin, K. (2025). Measuring children's metalinguistic awareness. Language Teaching, 58(1), 27–43. doi:10.1017/S0261444824000016
- Roller, M., & Lavrakas, P. (2015). Applied qualitative research design: A total quality framework approach. Guilford Publications.
- Ruiz de Zarobe, Y. (2025). Content and language integrated learning (CLIL). Cambridge University Press.
- Saville-Troike, M., & Barto, K. (2016). In Introducing Second Language Acquisition (pp. 1–6). chapter, Cambridge: Cambridge University Press.
- Shin, J. K., & Crandall, J. A. (2013). Teaching young learners English: From theory to practice (Helbling Languages). CENGAGE Learning Custom Publishing.

5. PROFESSORS' INFORMATION

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/carreras-universitarias/grado-en-lenguas-modernas/#docentes