Technology applied to the teaching of a second language

Master in Bilingual Education

GLOBAL CAMPUS
NEBRIJA

UNIVERSIDAD NEBRIJA

GUÍA DOCENTE

Subject: Technology applied to the teaching of a second language

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Semester: 1

Professor: Manuel Blazquez Merino

1.COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

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 competences

CG5 To be capable of transmitting social and cultural values in accordance with the current multilingual and multicultural reality.
CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

Specific competences

CE1 To design integrated syllabuses combined with linguistic content within their area of knowledge to create English/Spanish bilingual teaching programmes.
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.
CE3 To know about the instruments for planning and evaluation necessary in the teaching/learning of English/Spanish
CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.
CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.

CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.
CE24 To know the elements of the syllabuses, methodology, and objectives of Technology in a bilingual environment.
CE25 To be able to adapt the contents to the diversity of students in Technology. CE26 To be able to use the appropriate didactic techniques in Technology.

1.2. Learning outcomes

At the end of the subject, the student must:

- That they are capable of incorporating new strategies, content areas and technologies to activities in the bilingual Spanish/English classroom
- That they are capable of using the specialist technology of foreign language teaching/learning
- That they know the different variables of the process of teaching/learning a foreign language from the student's perspective and the necessary communicative needs; the process itself; their ongoing evaluation and certification
- That they know the different variables of the process of teaching/learning a foreign language from the student's perspective and the necessary communicative needs; the process itself; their ongoing evaluation and certification
- That they practice and acquire the skills needed to reach English C1 level

2.CONTENTS

2.1. Previous requirements
None

2.2. Description of contents:

- Interconnection of computer resources through the net: topology of networked resources
- Web 2.0
- Attention to diversity in ICT
- Bases for the design and development of a digital unit: description of the context and needs analysis.
- Types of digital tools. Criteria to select the appropriate for each unit. Aims of the unit and general objectives
- Adaptation of printed material for digitalization
- Creation of digital material

2.3. Detailed content

Unit 1: Introduction to Active Methodologies in Teaching Conceptual
Framework of Active Methodologies
Principles and Foundations of Educational Innovation
Task-Based and Project-Based Learning
Cooperative and Collaborative Learning

Unit 2: Implementation to Active Methodologies in Teaching: SAMR model
The Roles of the Teacher and Students in Active Methodologies
Practical Application of Active Methodologies in L2 Teaching
Puentedura's SAMR model: levels of technological integration

Unit 3: Implementation to Active Methodologies in Teaching: Gamification
Definition, basis and principles of gamification in education
Types of games and playful dynamics applied in the classroom
Gamification Elements and Mechanics: Scoring, Recognition, Challenges, and Progress
Tools and platforms to gamify language learning
Best practices and cases of success in gamification

Unit 4: Educational platforms and digital environments
Characteristics, classification, and functionalities of Learning Management Systems
Assessment, tracking and feedback in digital environments
Curricular integration of LMS and resources
LMS selection criteria and good practices examples

Unit 5: Tools for the Creation, Editing, and Use of Audiovisual Content
The function of audio and video in language acquisition
Differences Between Audiovisual and Multimedia Resources
Selection and Evaluation of Relevant Audiovisual Resources
Editing Tools: recommended software and apps
Design and adaptation of materials for different needs: an approach by the Universal Design for Learning
Intellectual property and copyright in digital resources

Unit 6: The Web and Blogs as Didactic Tools
Origin and evolution of the web: from Web 1.0 to Web 3.0 and beyond
Key features and applications in education
Web tools and resources for language teaching Blogs as
didactic resources

Unit 7: Augmented Reality (AR) and virtual reality (VR) applied to Education
Key concepts on Virtual Reality (VR) and Augmented Reality (AR)
Application of VR and AR in the classroom
Design of activities and immersive experiences using VR and AR Educational impact
and future prospections

Unit 8: Artificial intelligence and personalization of Learning
Artificial Intelligence and its presence in Education
Main AI tools applied to language teaching
AI personalized learning
Practical cases and application scenarios in language learning
Proposals for the design of personalized learning pathways supported by AI

2.4. Training activities

Blended Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	30%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	20%

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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, videoconferences) 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.SYSTEMS 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 "honours" 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
Carrying out a presentation of a technological Project in a bilingual environment	100%

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 assessment.

Attendance
Students who, without justification, fail to attend more than 75% 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 about plagiarism

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. Plagiarism is considered to be the reproduction of paragraphs taken from sources other than the student's own work (the Internet, books, articles, classmates' assignments, etc.) when the original source is not cited. The use of quotations may not be indiscriminate. Plagiarism is a criminal offense.
If such practices are detected, they will be considered a **Serious Offense**, and the sanction cited in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and safe approach that fosters the development of digital competencies among students.
The instructor will indicate in each learning activity whether the use of Generative AI is planned, for what purpose, and the requirements for its use.

It is the student's responsibility to demonstrate transparent, ethical, and responsible behaviour in the use of Generative AI and to adapt to the application criteria established by the instructor for each activity.
The detection of any fraudulent behaviour regarding the use of Generative AI, or failure to comply with the instructor's guidelines, will result in the application of the sanctions provided for in the Student Regulations.

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5. PROFESSOR

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