

Tecnología Aplicada a
la Enseñanza de L2
Máster en Enseñanza
Bilingüe
2017-18



UNIVERSIDAD
NEBRIJA

GUÍA DOCENTE

Asignatura: Tecnología Aplicada a la Enseñanza de L2

Titulación: Máster en Enseñanza Bilingüe

Curso Académico: 2017-18

Carácter: Optativa

Idioma: Castellano

Modalidad: Semipresencial

Créditos: 6

Curso: 2º

Semestre: 2º

Profesores/Equipo Docente: Rubén García Puente

1. COMPETNCIAS Y RESULTADOS DE APRENDIZAJE / COMPETENCES AND LEARNING OUTCOMES

1.1. Competencias / Competences

Competencias básicas / Basic competences

- CB1 Saber aplicar los conocimientos adquiridos y la capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB3 Saber comunicar conclusiones así como los conocimientos y las razones últimas que las sustentan, a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB4 Habilidad de aprendizaje que permita continuar estudiando de un modo autodirigido o autónomo.

Competencias generales / General competences

- CG5. Ser capaz de transmitir valores sociales y culturales acordes con la actualidad multilingüe y multicultural.
- CG7 Adquirir conocimientos teóricos básicos encaminados a fundamentar una práctica docente informada
- CG8 Conocer la legislación y normativa referente a la ordenación y organización de los centros bilingües.
- CG9 Reflexionar sobre los procesos psicológicos y los factores que intervienen en el aprendizaje de una LE.

Competencias específicas / Specific competences

- CE1 Diseñar currícula integrados dentro su área de conocimiento junto con contenidos lingüísticos para elaborar programas de enseñanza bilingües inglés/español.

- CE2 Crear y adaptar materiales didácticos para la enseñanza bilingüe inglés/español graduando el nivel lingüístico y con sensibilidad a los distintos ritmos de aprendizaje, adecuando el material auténtico y convirtiéndolo en material didáctico.
- CE6 Incorporar nuevas estrategias, materiales docentes y tecnologías de la información a las actividades en el aula bilingüe inglés/español.
- CE10 Ser capaz de comunicarse con fluidez a nivel C1 del MCERL.
- CE13 Conocer y saber aplicar las ventajas del enfoque comunicativo y el aprendizaje por tareas para la interacción lingüística en inglés y en español.
- CE24 Conocer los elementos curriculares, la metodología y los objetivos del área de la Tecnología en un entorno bilingüe.
- CE25 Ser capaz de adaptar los contenidos a la diversidad de los estudiantes para el área de la Tecnología.
- CE26 Ser capaz de utilizar las técnicas didácticas más apropiadas para el área de la Tecnología.

1.2. Learning outcomes / Resultados de aprendizaje

- They are able to apply their acquired knowledge and their problem solving capacity to new environments in their study field, the teaching/learning of FL.
- They are able to communicate in a reasonable way about subjects related to their study field.
- They are able to acquire new knowledge autonomously in their study field, the teaching/learning of FL.
- They are able to transmit social and cultural values meeting the European multilingual and multicultural reality.
- They are able to base their teaching practice in an informed way according to their acquired knowledge.
- They know the legislation and regulations concerning the management and organisation of bilingual centres.
- They are able to design curriculum integrated in the English/Spanish teaching/learning field.
- They are able to create and adapt teaching material for bilingual education minding the different linguistic competence levels and learning rates.
- They are able to develop and apply methodologies adapted to students' diversity in a bilingual environment.
- They are able to integrate new strategies, materials and technologies to the different activities in the bilingual English/Spanish classroom.
- They practice and acquire the needed skills to reach level C1 in the English language.
- They know and apply the advantages of the communicative and task based approach in the linguistic interaction both in English and Spanish.
- They know the curricular elements, methodology and objectives of the Arts Education field in a bilingual environment;
- They know how to adapt contents to students' diversity.
- They are able to use the most appropriate teaching techniques for the field.

2. CONTENIDOS / CONTENTS

2.1. Requisitos previos / Previous requirements

Demonstrate sufficient performance at level B2 in English.

2.2. Descripción de contenidos / Description of contents:

Information and Communication Technologies have become part of day to day teaching in our globalised world. This course focuses on the development of necessary skills in order to apply these technologies in the L2 class and within a bilingual environment. Furthermore, students will reflect on methodological aspects of using ICT and its consequences for the teaching and learning process.

Concepts such as Digital Competence, Digital Literacy for the 21st century and Web 2.0, among others, are discussed and examined from both theoretical and practical standpoints.

Finally, lessons and units will be designed integrating these technologies in the teaching practice.

2.3. Contenido detallado / Detailed content

Presentación de la asignatura.
Explicación de la Guía Docente.

1. Digital Competence

Digital Literacies, SAMR Model

Roles of the teacher in bilingual and digital environments.

2. Web 2.0 tools and use in the classroom, Flipped Classroom

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Blogs, wikis and web sites

3. Audio tools in the bilingual classroom

Audio applications and software

Audacity and voice recorders

4. Video tools and projects in the bilingual classroom

Video tools, application and software

5. Podcasting, Videoblogging and Computing

Design and use of resources to podcast and videocast

Computing, programming languages in a CLIL context

6. The IWB in the bilingual environment

The IWB in the L2 class and subject content area

Development of the four skills through the IWB

7. Publishing and Web Design

Designs in a web site

Audience, design and navigation of a web site

2.4. Assignments

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	60	40%
AF2. Learning activities, individual and in groups, outside the lecture session	45	30%

AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	15	10%
AF4. Complementary training actions	15	10%
AF7. Evaluation Activities	15	10%

3. SISTEMA DE EVALIACIÓN / EVALUATION SYSTEM

3.1. Calificaciones / Grading

El sistema de calificaciones finales se expresará numéricamente del siguiente modo:

0 - 4,9 Suspenso (SS)

5,0 - 6,9 Aprobado (AP)

7,0 - 8,9 Notable (NT)

9,0 - 10 Sobresaliente (SB)

La mención de "matrícula de honor" podrá ser otorgada a alumnos que hayan obtenido una calificación igual o superior a 9,0.

3.2. Evalaución / Assessment

Convocatoria ordinaria

Sistemas de evaluación	Porcentaje
Examen final o trabajo final presencial	60%
Participación en las actividades programadas	10%
Presentación de trabajos y proyectos (Prácticas individuales y trabajo en equipo)	30%

Convocatoria extraordinaria

Modalidad: Semipresencial y A distancia

Sistemas de evaluación	Porcentaje
Examen final o trabajo final presencial	60%
Participación en las actividades programadas	10%
Presentación de trabajos y proyectos (Prácticas individuales y equipo)	30%

3.3. Resticciones / Restrictions:

Minimum passing grade:

It is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation).

Any grade under 5 is considered a fail.

Attendance:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Otherwise he might not be allowed to sit the final exam (convocatoria ordinaria)

Writing conventions

Be careful with the use of English. Make sure you revise grammar, spelling and punctuation before handing in activities /projects exams. Handwriting must be legible.

3.4. Plagio / Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade (0). Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

4. Bibliografía / BIBLIOGRAPHY:

Bibliografía básica

Blake, Robert J. (2008) *Brave New Digital Classroom: Technology and Foreign Language Learning*. Washington: Georgetown University Press.

Cope, B., & Kalantzis, M. (eds.). (2000) *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.

Evans, M. (ed.) (2009) *Foreign Language Learning with Digital Technology*. London: Continuum.

Feyten, L. (2001) *Teaching ESL and EFL with the Internet: Catching the Wave*. London: Prentice Hall.

Gilster, P. (1997) *Digital literacy*. New York: Wiley & Sons, Inc.

Hilton, G., Hilton, A., Dole, S., & Campbell, C. (2014) *Teaching early years mathematics, science and ICT: core concepts and practice for the first three years of schooling*. Allen and Unwin.

Leask, M., & Pachler, N. (2013) *Learning to Teach Using ICT in the Secondary School: A companion to school experience*. Routledge.

Levy, M. (1997). *Computer-Assisted Language Learning*. Oxford: Oxford University Press.

Naidu, S. (ed.) (2003) *Learning and Teaching with Technology*. London: Kogan Page.

Warren, C. (2011) *Teaching English Using ICT: A Practical Guide for Secondary School Teachers*. London: Continuum.

Younie, S., Leask, M., & Burden, K. (2014) *Teaching and Learning with ICT in the Primary School*. Routledge.

Bibliografía recomendada

Bush, M. D. & Robert, M. T. (eds.) (1997) *Technology-Enhanced Language Learning*. Lincolnwood: National Textbook Company.

Crook, C. (1994) *Computers and the Collaborative Experience of Learning*. London: Routledge.

Dudeney, G. (2007) *Internet and the Language Classroom*. Cambridge: Cambridge University Press.

Prensky, M. (2010) *Teaching Digital Natives: Partnering for Real Learning*. London: Corwing.

Tyner, K. (ed.) (2010) *Media Literacy: New Agendas in Communication*. London: Routledge.

Teeler, D. and Gray, P. (2000) *How to use the Internet in ELT*. London: Pearson Education.

Otros recursos

ICT Resources on the Net:

Graham Davies posts on his blog about current issues related to ICT and L2 at <http://ictforlanguage teachers.blogspot.com/>

Sign up for a massive collection of online resources

<http://www.tes.co.uk/>

Conclusions on The Manifesto for Media Education symposium

<http://www.manifestoformediaeducation.co.uk/>

Test your English level on line with the language diagnosis system dialang

<http://www.lancs.ac.uk/researchenterprise/dialang/about>

ICT and Education Journals:

International Journal of Education and Development using ICT [located on the net at

<http://ijedict.dec.uwi.edu/>

The Electronic Journal of e-Learning [located on the net at

<http://www.ejel.org>

Journal of Computer Assisted Learning [located on the net at

<http://jcal.info>

Journal of Interactive Media in Education

<http://www.jime.open.ac.uk/>

Technological Horizons in Education: THE Journal [located on the net at

<http://thejournal.com>

5. PROFESOR / ASSOCIATE PROFESSOR:

Nombre y Apellidos	Rubén García Puente
Departamento	Lenguas Aplicadas
Titulación académica	Máster en Lingüística Inglesa: Nuevas Aplicaciones y Comunicación Internacional
Correo electrónico	rgarcipu@nebrija.es
Localización	Campus de Princesa. Sala de Profesores
Tutoría	Contactar con el profesor previa petición de hora por e-mail

Experiencia docente, investigadora y/o profesional, así como investigación del profesor aplicada a la asignatura, y/o proyectos profesionales de aplicación.	Rubén García Puente holds an M.A. degree in English Linguistics basing his Master Thesis on the bilingual field. He also holds a degree in Psychopedagogy and Bachelors of Physical Education and Foreign Languages (UCM). He studied, for three years, at the “Pädagogische Akademik des Bundes” Linz, Austria, where he also taught Spanish as a foreign language. In recent years his research interests have been CLIL, multilingual environments and ICT, which have been reflected in his publications, articles and talks. He has shared his experience of seven years working in a bilingual school in different courses for the Spanish Ministry of Education and Comunidad de Madrid among others. During the last five years Rubén has been working at the European School Munich, Germany, where apart from teaching assists in the ICT field and has carried out several workshops about the use of the Interactive Whiteboard and robotics. Rubén has taken part in different congresses and guided workshops such as ENAP http://www.fundacionsanpatricio.com/enap.php or AULA http://www.ifema.es/aula_01.
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