



Technology applied
to the Teaching of L2
**Master in Bilingual
Education**
2021-2022



UNIVERSIDAD
NEBRIJA

GUÍA DOCENTE

Subject: Technology applied to the Teaching of L2

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Course: 1st

Semester: 1st

Professor: Rubén García Puente

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

Basic competences

CB6 To possess and understand the knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

General competences

CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.

CG3 To apply the knowledge acquired in terms of making appropriate decisions regarding the different factors involved in FL learning and teaching processes.

CG4 To be able to carry out a critical analysis, evaluation and synthesis of new and complex ideas that allow autonomy in training and continuous updating of knowledge in the field of FL teaching.

CG6 To know how to communicate about their areas of knowledge in the field of bilingual education with colleagues in the academic community and with society in general.

CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

CG9 To analyse the psychological processes and the factors intervening in FL learning.

Specific competences

CE4 To develop and apply teaching methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate both linguistic and socio-cultural contents in English/Spanish bilingual education.

CE6 To incorporate new strategies, teaching materials and information technologies in activities in the English/Spanish bilingual classroom.

CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.

CE9 To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).

CE10 To be able to communicate fluently at CEFR level C1.

CE11 To be able to apply different strategies for teaching communicative skills (interaction and production and oral and written reception) according to the characteristics of FL learners.

CE12 To know the different variables of FL teaching/learning process from the perspective of students and their communicative needs; of the process itself; of its continuous and certifying evaluation.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

1.2. Learning outcomes

Upon successful completion of this subject the student will have achieved the following learning outcomes:

- That they know the linguistic and cultural problems of FL teaching/learning.
- That they know how to apply the knowledge acquired when making decisions regarding the factors involved in bilingual teaching/learning processes.
- That they must be able to carry out critical analysis, evaluation and synthesis of new ideas in this field.
- That they must know how to communicate about FL teaching/learning with the academic community and society in general.
- That they must know how to base their teaching practice in an informed manner according to the knowledge acquired.
- That they must know how to develop and apply methodologies adapted to the diversity of the students in a bilingual environment.
- That they must be able to incorporate new strategies, materials, and technologies into the activities of a bilingual English/Spanish classroom.
- That they must be able to use specialized FL teaching/learning terminology.
- That they must practice and acquire the necessary skills to reach level C1 in the English language.
- That they know the cognitive and affective factors intervening in the FL appropriation process; the learning strategies of the different communicative skills (interpretation and oral and written production) and the characteristics of the interlanguages of FL learners.
- That they know the different variables of the FL teaching/learning process from the perspective of the student, and their communicative needs; of the process itself; of its continuous and certifying evaluation.
- That they know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

2. CONTENTS

2.1. Previous requirements

Demonstrate sufficient performance at level B2 in English.

2.2. 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. Detailed content

<p>1. Digital Competence Digital Literacies, SAMR Model Roles of the teacher in bilingual and digital environments.</p> <p>2. Web 2.0 tools and use in the classroom, Flipped Classroom Web 2.0 tools and use in the classroom, Flipped Classroom Blogs, wikis and web sites</p> <p>3. Audio tools in the bilingual classroom Audio applications and software Audacity and voice recorders</p> <p>4. Video tools and projects in the bilingual classroom Video tools, application and software</p> <p>5. Podcasting, Videoblogging and Computing Design and use of resources to podcast and videocast Computing, programming languages in a CLIL context</p> <p>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</p> <p>7. Publishing and Web Design Designs in a web site Audience, design and navigation of a web site</p>
--

2.4. Assignments

Blended modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Learning activities, individual and in groups, outside the lecture session	30	30%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	10%
AF4. Complementary training actions	10	10%
AF7. Evaluation Activities	10	20%

Online modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Learning activities, individual and in groups, outside the lecture session	30	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	0%
AF4. Complementary training actions	10	0%
AF7. Evaluation Activities	10	20%

2.5. Methodology:

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, video-conferences) 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. EVALUATION SYSTEM

3.1. Grading

- 0 – 4.9 Fail (SS)
- 5.0 – 6.9 Pass (AP)
- 7.0 – 8.9 Good(NT)
- 9.0 - 10 Excellent (SB)

3.2. 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

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%

3.3. 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. 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. BIBLIOGRAPHY:

Basic Bibliography

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.
- Romrell, D., Kidder, L. C., & Wood, E.** (2014) The SAMR model as a framework for evaluating mLearning. Online Learning, 18(2).
- Sánchez Calderón, S.** (2020). Learning English through ICT Tools. Wanceulen Editorial S.L.
- 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.

Recommended Bibliography

- 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.
- Dudeny, 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.

Other resources

ICT Resources on the Net:

Graham Davies posts on his blog about current issues related to ICT and L2 at <http://ictforlanguageteachers.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.lanacs.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. PROFESSOR:

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education: <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>