



Technology applied  
to the teaching of a  
second language

**Master in Bilingual  
Education**



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/Available teaching staff:** 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

- 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**  
Web 2.0 tools and use in the classroom, Flipped Classroom  
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. 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%

#### Online Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	20%

## 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, 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. 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 "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. 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

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

## 4. BIBLIOGRAPHY:

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### 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.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. PROFESSOR

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/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>