



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

<p><b>1. Digital Competence</b> Digital Literacies, SAMR Model Roles of the teacher in bilingual and digital environments.</p> <p><b>2. Web 2.0 tools and use in the classroom, Flipped Classroom</b> Web 2.0 tools and use in the classroom, Flipped Classroom Blogs, wikis and web sites</p> <p><b>3. Audio tools in the bilingual classroom</b> Audio applications and software Audacity and voice recorders</p> <p><b>4. Video tools and projects in the bilingual classroom</b> Video tools, application and software</p> <p><b>5. Podcasting, Videoblogging and Computing</b> Design and use of resources to podcast and videocast Computing, programming languages in a CLIL context</p> <p><b>6. The IWB in the bilingual environment</b> The IWB in the L2 class and subject content area Development of the four skills through the IWB</p> <p><b>7. Publishing and Web Design</b> Designs in a web site Audience, design and navigation of a web site</p>
--

### 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:

### Basic Bibliography

- Akcil, U., Uzunboylu, H., & Kinik, E. (2021). Integration of technology to learning-teaching processes and google workspace tools: A literature review. *Sustainability (Switzerland)*, 13(5018), 1–13. <https://doi.org/10.3390/su13095018>
- Aldosemani, T. (2019). Inservice teachers' perceptions of a professional development plan based on SAMR model: A case study. *Turkish Online Journal of Educational Technology - TOJET*, 18(3), 46–53. <https://files.eric.ed.gov/fulltext/EJ1223786.pdf>
- Alfiana, Herlia and Karyono, Hari and Gunawan, Wawan (2022) The application of SAMR model and self-efficacy on critical thinking and procedural knowledge. *Language and Language Teaching Journal* 25(1):200-217. DOI: 10.24071/llt.v25i1.3893
- Alvino, C. (2021). Estadísticas de la situación digital de Ecuador en el 2020-2021. Branch. <https://n9.cl/1oh1h>
- Belt, E. S., & Lowenthal, P. R. (2021). Video use in online and blended courses: A qualitative synthesis. *Distance Education*, 42(3), 410-440. <https://doi.org/10.1080/01587919.2021.1954882>
- Castro, M. D. B., & Tumibay, G. M. (2021). A literature review: Efficacy of online learning courses for higher education institution using meta-analysis. *Education and Information Technologies*, 26(2), 1367-1385. <https://doi.org/10.1007/s10639-019-10027-z>
- Cepeda-Moya, Veronica Elizabeth and Argudo-Serrano, Juanita Catalina (2021) Teachers' and students' perceptions on introducing the SAMR model into their classroom. <http://dx.doi.org/10.35381/r.k.v7i1.1679>
- Ding, L., Cooper, K., Stephens, M., Chi, M., & Brownell, S. (2021). Learning from error episodes in dialogue-videos: The influence of prior knowledge. *Australasian Journal of Educational Technology*, 37(4), 20-32. <https://doi.org/10.14742/ajet.6239>
- El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, 18(1), 1-24. <https://doi.org/10.1186/s41239-021-00289-4>
- Gadille, M., Impedovo, M. A., Rémon, J., & Corvasce, C. (2021). Interdependent creativity for learning in a virtual world. *Information and Learning Sciences*, 122(9/10), 310-628. <https://doi.org/10.1108/ILS-02-2020-0038>
- Gerbaudo, R., Gaspar, R., & Lins, R. G. (2021). Novel online video model for learning information technology based on micro learning and multimedia micro content. *Education and Information Technologies*. *Education and Information Technologies*, 26, 5637-5665. <https://doi.org/10.1007/s10639-021-10537-9>
- Guimarães, L. M., & Lima, R. D. S. (2021). Active learning application in engineering

education: Effect on student performance using repeated measures experimental design. *European Journal of Engineering Education*, 1-23. <https://doi.org/10.1080/03043797.2021.1934406>

Gyau, E. B., Osei-Mensah, J., Amonoo, G., & Akowuah, S. (2021). Evaluating the Effectiveness of Teaching Economics at the Senior High School Level. *International Journal of Research and Innovation in Social Science*, 5(8), 93-103. <https://dx.doi.org/10.47772/IJRISS.2021.5806> Hashim, H. (2018). Application of technology in the digital era education. *International Journal of Research in Counseling and Education.*, 1(2), 1–5. <https://doi.org/10.24036/002za0002>

Harrison, T. (2020). How distance education students perceive the impact of teaching videos on their learning. *Open Learning: The Journal of Open, Distance and e-Learning*, 35(3), 260-276. <https://doi.org/10.1080/02680513.2019.1702518>

Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of Views of Students and Teachers on Distance Education Practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science*, 4(4), 267–282. <https://doi.org/10.46328/ijtes.v4i4.113>

Helfenstein, A. C., Neis, D. F. B., Souza, E. C., Lemes, F. H., Gonçalves, R. H., & da Silva, R. M. P. (2020). Evaluation of Academic Satisfaction of Graduates from the Ji-Paraná Campus of the Federal University of Rondônia. *International Journal of Business Administration*, 11(4), 52-66. <https://doi.org/10.5430/ijba.v11n4p52>

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.

Howlett, K. M., Allred, J., Beck, D., & Mysore, A. R. (2019). An English learner service-learning project: Preparing education majors using technology and the SAMR model. *CALL-EJ*, 20(2), 128–149.

Kagel, J. H., & Roth, A. E. (2020). *The Handbook of Experimental Economics* (Vol. 2). Princeton University Press.

Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in the integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, 8(2), 89–104. <https://ojs.upsi.edu.my/index.php/AJELP/article/view/3523>

Kusainov, A. K., Yessenova, K. A., Kassymova, R. S., Moldassan, K. S., & Sembayeva, A. M. (2021). Comparative analysis of the process of training education managers in educational institutions. *International Journal for Research in Vocational Education and Training*, 8(2), 186-207. <https://doi.org/10.13152/IJRVET.8.2.3>

Lackmann, S., Léger, P. M., Charland, P., Aubé, C., & Talbot, J. (2021). The influence of video format on engagement and performance in online learning. *Brain Sciences*, 11(2), 128. <https://dx.doi.org/10.3390%2Fbrainsci11020128>

Levchyk, I., Chaikovska, H., Yankovych, O., Kuzma, I., & Rozhko-Pavlyshyn, T. (2021). Formation of sustainable development competencies in primary school children. *Journal of Education Culture and Society*, 12(2), 341-360. <https://doi.org/10.15503/jecs2021.2.341.360>

Mateu, G. (2021). Innovative education management: An empirical study. *TEC Empresarial*, 15(3), 2-17. <https://doi.org/10.18845/te.v15i3.5760>

Mirriahi, N., Jovanović, J., Lim, L. A., & Lodge, J. M. (2021). Two sides of the same coin: Video annotations and in-video questions for active learning. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-021-10041-4>

Nkomo, L. M., Daniel, B. K., & Butson, R. J. (2021). Synthesis of student engagement with digital technologies: A systematic review of the literature. *International Journal of Educational Technology in Higher Education*, 18(1), 1-26. <https://doi.org/10.1186/s41239-021-00270-1>

- Sánchez Calderón, S. (2020). Learning English through ICT Tools. Wanceulen Editorial S.L.
- Sindi-Alivi, J. (2019). A review of TPACK and SAMR models: How should language teachers adopt technology? *Journal of English for Academic and Specific Purposes*, 2(2), 1–11. <https://doi.org/10.18860/jeasp.v2i2.7944>
- Terada, Youki (2020) A Powerful Model for Understanding Good Tech Integration. Available at: <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration>
- Trust, T., & Whalen, J. (2020). Should Teachers be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic. *Jl. of Technology and Teacher Education*, 28(2), 189–199. <https://www.learntechlib.org/primary/p/215995/>.
- Tunjera, N., & Chigona, A. (2020). Teacher Educators' Appropriation of TPACK-SAMR Models for 21st Century Pre-Service Teacher Preparation. *International Journal of Information and Communication Technology Education*, 16(3), 126–140. <https://doi.org/10.4018/IJICTE.2020070110>
- Van Es, E. A., & Sherin, M. G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. *Journal of Technology and Teacher Education*, 10(4), 571-596.
- Wahyuni, S., Mujiyanto, J., Rukmini, D., & Fitriati, S. W. (2020). Teachers' Technology Integration Into English Instructions: SAMR Model. In January, proceedings of the International Conference on Science and Education and Technology (ISET 2019). <https://doi.org/10.2991/assehr.k.200620.109>
- Warsen, G. D., & Vandermolten, R. M. (2020). When technology works: A case study using instructional rounds and the SAMR model. *ICPEL's Education Leadership Review*, 21(1), 163–177. <https://n9.cl/5n45w>
- Wijnker, W., Bakker, A., van Gog, T., & Drijvers, P. (2019). Educational videos from a film theory perspective: Relating teacher aims to video characteristics. *British Journal of Educational Technology*, 50(6), 3175-3197. <https://doi.org/10.1111/bjet.12725>
- Younie, S., Leask, M., & Burden, K. (2014) *Teaching and Learning with ICT in the Primary School*. Routledge.
- Zimmerman, L. (2018). Frameworks for Ed-Tech integration: SAMR and TPACK. *ETC Journal Educational, Technology and Change*. <https://n9.cl/5j3ej>

### Recommended Bibliography

- Checa-Medina, J. (2021). The integration of ICTs in EFL teaching in Ecuadorian high schools: One country, two realities. *Journal of English Language Teaching and Applied Linguistics JETAL*, 3(8), 1–13. <https://doi.org/10.32996/jetal>
- Dudney, G. (2007) *Internet and the Language Classroom*. Cambridge: Cambridge University Press.
- Drugova, E., Zhuravleva, I., Aiusheeva, M., & Grits, D. (2021). Toward a model of learning innovation integration: TPACK-SAMR based analysis of the introduction of a digital learning environment in three Russian universities. *Education and Information Technologies*, 26(4), 4925–4942. <https://doi.org/10.1007/s10639-021-10514-2>
- Leask, M., & Pachler, N. (2013) *Learning to Teach Using ICT in the Secondary School: A companion to school experience*. Routledge.
- Romrell, D., Kidder, L. C., & Wood, E. (2014) The SAMR model as a framework for evaluating mLearning. *Online Learning*, 18(2).
- Prensky, M. (2010) *Teaching Digital Natives: Partnering for Real Learning*. London: Corwing.
- Teeler, D. and Gray, P. (2000) *How to use the Internet in ELT*. London: Pearson Education.

Tovar-Viera, R. (2019). Examining Technological Pedagogical Content Knowledge Competencies in In-Service Teachers. *Veritas & Research*, 1(2), 115–125. <https://n9.cl/1wpay>

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

Velásquez-Muñoz, C. (2018). Medir el nivel de competencia del uso de las TIC como apoyo a las actividades docentes. *Revista Educación y Tecnología*, 12, 17–36. <https://dialnet.unirioja.es/servlet/articulo?codigo=7023981>

Winkelman, R. (2020). The SAMR model and the technology integration matrix. *Cit.Usf.Edu*. <https://n9.cl/r9q3l>

### 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>