

SUBJECT TEACHING GUIDE

921 - Information and Communication Technologies in Second-Foreign Language Teaching Master's Degree in the Learning and Teaching of Second Languages

Academic year 2024-2025

1. IDENTIFYING DATA					
Degree	Master's Degree in the Learning and Teaching of Second Languages			Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline					
Course unit title and code	921 - Information and Communication Technologies in Second-Foreign Language Teaching				
Number of ECTS credits allocated	3	Term	Semester based (2)		
Web					
Language of instruction	English	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	ALFREDO MORO MARTIN				
E-mail	alfredo.moro@unican.es				
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (233)				
Other lecturers					

3.1 LEARNING OUTCOMES
-- Having key theoretical and practical knowledge related to the use of Information and Communications Technology (ICT) for second-language learning/teaching.
-- Knowing various web resources and applications and selecting those suitable for second-language teaching
-- Designing and adapting specific didactic materials for the teaching of a second language using ICT
-- Reflecting on the didactic possibilities of ICT tools

4. OBJECTIVES

- Acquiring knowledge about the terminology employed in ICT.
- Using ICT to design specific second-language teaching materials and to promote the learning/teaching process using virtual environments.
- Developing critical thinking to select ICT tools and materials suitable for second-language teaching.

6. SUBJECT PROGRAM

CONTENTS

1	1. INTRODUCTION: Information and Communications Technology (ICT) in the learning/teaching process. 1.1. The role of teachers and students in ICT learning/teaching 1.2. Contextual elements that affect the use of ICT in the classroom.
2	2. COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) 2.1. An overview of CALL. 2.2. Web 1.0/2.0 tools and resources for second-language learning/teaching 2.3. Virtual Learning Environments (VLEs) and second-language teaching (Moodle). 2.4. Implementation of CALL resources in the second-language classroom.
3	3. CREATING TEACHING RESOURCES AND MATERIALS FOR SECOND-LANGUAGE LEARNING/TEACHING 3.1. Methodological criteria to create teaching materials. 3.2. Designing teacher blogs and wikis. 3.3. Multimedia resources: video editing and podcast recording. 3.4. Integration of teaching resources in VLEs. 3.5. Evaluation of resources and materials.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Oral presentation	Work	No	Yes	75,00
Attendance and class participation	Others	No	No	25,00
TOTAL				100,00
Observations				
<p>Ortography/Spelling: We understand that students are capable of expressing themselves correctly . Therefore, it is essential to demonstrate ortographic, grammarly and lexical correction in the assignments and exams which the students must complete in order to pass this module.</p> <p>Plagiarism: Any evidence of plagiarism will result in a 0 mark in accordance with article 54.1 of the regulation of evaluation processes of the University of Cantabria.</p> <p>Quotation rules The Faculty of Education assumes the APA quotation style for all academic works presented in this faculty . Students may follow the guidelines established by the university library: http://www.buc.unican.es/node/9388/</p>				
Observations for part-time students				
The evaluation procedure for part-time students will consist in the completion of an exam or a series of assignments indicated by the teacher. The deadline for these is the date of the final exam of the module. Those students attending lectures will have the possibility of submitting themselves to the same evaluation process followed by the rest of the students.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Chapelle, Carol A. y Jamieson, Joan. Tips for teaching with CALL: Practical Approaches to Computed-Assisted Language Learning. White Plains (NY): Pearson Education, 2008.

Domínguez Minguela, Antonia y Fernández Santiago, Miriam. Guía para la integración de las TIC en el aula de idiomas. Huelva: Universidad de Huelva, 2006.

Dudeny, Gavin. The Internet and the Language Classroom. Cambridge: Cambridge University Press, 2007.

Gordon Smith, David y Barber, Eric. Teaching English with Information Technology. London: Modern English Publishing, 2005.

Hubbard, Philip y Levy, Mike (eds.) Teacher Education in Call. Amsterdam y Philadelphia: John Benjamins, 2006.

Leakey, Jonathan. Evaluated Computer-Assisted Language Learning: An Integrated Approach to Effectiveness Research in CALL. Oxford y Berna: Peter Lang, 2011.

Levy, Mike y Stockwell, Glen. Call Dimensions: Options and Issues in Computer-Assisted Language Learning. Abingdon (UK) y New York; Routledge/Taylor & Francis, 2008.

Trenchs Perera, Mireia (ed.) Nuevas tecnologías para el autoaprendizaje y la didáctica de lenguas. Lleida: Milenio, 2001.