

SUBJECT TEACHING GUIDE

M1119 - Recent and Historical Development in Foreign Languages and School Knowledge Master's Degree in Secondary Education Teacher Training

Academic year 2019-2020

1. IDENTIFYING DATA			
Degree	Master's Degree in Secondary Education Teacher Training		Optional. Year 1
Faculty	School of Teacher Training		
Discipline	Subject Area: Complements for Disciplinary Training Specific Module in the Speciality of Foreign Languages		
Course unit title and code	M1119 - Recent and Historical Development in Foreign Languages and School Knowledge		
Number of ECTS credits allocated	4,5	Term	Semester based (2)
Web			
Language of instruction	Spanish	English Friendly	No
		Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	MARTA GOMEZ MARTINEZ
E-mail	marta.gomezm@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (240)
Other lecturers	MARIA DEL CARMEN CAMUS CAMUS

3.1 LEARNING OUTCOMES
- Students will learn the peculiarities of the process of learning, teaching and assessing languages according to the principles established by the Common European Framework of Reference for Languages.
- Students will be acquainted with the different theoretical linguistic trends which have recently dealt with the study of language and its representation in the human mind.
- Students will identify the levels within the Common European Framework of Reference for Languages, using scales and descriptors for each skill.
- Students will distinguish between different methodological approaches in the teaching of foreign languages in addition to their practical applications in the classroom.

4. OBJECTIVES

Recognize and use practical applications of the CEFR such as the European Language Portfolio, the language diagnosis system Dialang and the European Portfolio for Student Teachers of Languages (EPOSTL).

Learn about the latest trends in the field of linguistics and their application to the study of the process of acquiring a foreign language, as well as the historical evolution of the different methodological approaches .

Recognize the language learning levels according to the Common European Framework of Reference (CEFR) for Languages by the European Council.

Know the features of the learning, teaching and assessing process according to the CEFR.

Understand the historical evolution of language teaching models, in general, and of the Spanish language and Literature, in particular.

6. COURSE ORGANIZATION

CONTENTS

1	Historical evolution of theoretical and methodological contributions in the field of foreign languages.
2	Second language learning and its contexts.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Participation, essays, exercises and classroom presentations.	Others	No	Yes	100,00
TOTAL				100,00

Observations

ORTHOGRAPHY

It is assumed that university students have already acquired the linguistic skills required in the correct oral and written expression. It is, therefore, compulsory that students show knowledge on the correct orthography (spelling, accent and punctuation) and grammar in order to pass the course.

PLAGIARISM

Regarding the fraudulent use of references (plagiarism) in tests or essays, the final mark shall comply with the University's assessment regulation (article 54.1).

CITATION RULES

The Faculty of Education recommends the APA citation Standards for all academic work:

<http://www.buc.unican.es/node/9388/>

Observations for part-time students

Part-time students will have to take an exam or hand in one or more essays, as agreed with the teacher. Those who can attend the lessons will have the same assessment as regular students.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- BELLO, P. et al., (1990). *Didáctica de las segundas lenguas: Estrategias y recursos básicos*, Madrid: Santillana
- CHOMSKY, N. (1959). "Review of Skinner's Verbal Behavior". *Language*. 35. pp. 26–58.
- CONSEJO DE EUROPA, División de Política Lingüística (2002) *Marco común europeo de referencia para las lenguas: Aprendizaje, enseñanza, evaluación*. Madrid. Instituto Cervantes-Anaya.
- DÍEZ-ITZA, E. (1992). *Adquisición del lenguaje*. Oviedo, Pentalfa/ Gobierno de Asturias.
- DULAY, H. C. & BURT, M. K. (1974). "Natural sequences in child second language acquisition." *Language Learning* 24 (1). pp. 37–53.
- FERNÁNDEZ RUIZ DE ARANA, Virginia et al. (2004) *Portfolio Europeo de las Lenguas*. Ministerio de Educación y Ciencia.
- FERNÁNDEZ, Sonsoles (2003). *Propuesta curricular y Marco Común Europeo de Referencia: Desarrollo por tareas*. Madrid: Edinumen.
- GONZÁLEZ LÓPEZ, Jesús Ángel (2010). *Teaching English Literature*. Ediciones TGD. Universidad de Cantabria.
- _____ (2009) "Promoting Student Autonomy through the Use of the ELP: A Case Study", *ELT Journal*. Oxford: Oxford University Press.
- GUTIERREZ RIVILLA, R. (2008). "Directrices del Consejo de Europa: el Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, evaluación (2002)", en J. Sánchez e I. Santos (eds.) *Vademécum para la formación de profesores*, Madrid, SGEL, 619-642
- KRASHEN, S. D. (1977). "Some issues relating to the Monitor Model". En H. D. Brown, C. Yorio and R. Crymes (Eds.) *On TESOL'77: Teaching and Learning English as a Second Language: Trends in Research and Practice*. Washington: TESOL. pp. 144-158.
- _____ (1985). *The Input Hypothesis: Issues and Implications*, New York: Longman.
- LENNEBERG, E. (1967). *Biological foundations of language*. New York: Wiley.
- LITTLE, David (2005). *The Common European Framework and the European Language Portfolio: Involving learners and their judgements in the assessment process*, *Language Testing*, Vol. 22, No. 3, 321-336.
- LITTLE, David y Radka PERCLOVÁ (2001) *Guía para Profesores y Formadores de Profesores*. Estrasburgo: Consejo de Europa.
- MORALES GÁLVEZ, C. (2000). *La enseñanza de las lenguas extranjeras en España*. Madrid: CIDE
- MORROW K. (2004) ed., *Insights from the Common European Framework*. Oxford: Oxford University Press
- OWENS JR., R.E. (2003). *Desarrollo del lenguaje*, Madrid, Pearson Educación, S.A.
- PLAN CURRICULAR DEL INSTITUTO CERVANTES. Madrid: Editorial Nueva
- RUIZ BIKANDI, Uri (2002). «La construcción de la lengua oral», *Aula de Infantil*, 10, págs. 6- 11
- SÁNCHEZ PÉREZ, A. (1997). *Los métodos en la enseñanza de idiomas Evolución histórica y análisis didáctico*, Madrid, SGEL
- SÁNCHEZ PÉREZ, A. (2008). "Metodología: Conceptos y Fundamentos", en J. Sánchez e I. Santos (eds.) *Vademécum para la formación de profesores*, Madrid: SGEL, 665-688
- VAN EK, J. y J.L.M. TRIMM (1990) *Threshold Level*. Cambridge: Cambridge University Press.
- VAN EK, J. y J.L.M. TRIMM (2001) *Waystage*. Cambridge: Cambridge University Press.
- VILA, I. (1990). *Adquisición y desarrollo del lenguaje*, Barcelona, Graó.
- ZOBL, H. & J. M. LICERAS (1994). "Functional categories and acquisition orders". *Language Learning* 44. pp. 159-180.
- LARSEN-FREEMAN, D. (2000). *Techniques and Principles in Language Teaching (2nd edition)*. Oxford: Oxford University Press
- OMAGGIO HADLEY, A. (2001). *Teaching Language in Context*. (3rd edition). Australia: Heinle & Heinle.
- RICHARDS, J. & RENANDYA, W. (eds). (2007). *Methodology in Language Teaching: an Anthology of Current Practice*. New York: Cambridge University Press.
- RICHARDS, J. & RODGERS, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- SÁNCHEZ PÉREZ, A. (1997). *Los métodos en la enseñanza de idiomas: evolución histórica y análisis didáctico*. Alcobendas (Madrid): Sociedad General Española de Librería.

