

SUBJECT TEACHING GUIDE

M1121 - Learning and Teaching of Foreign Languages

Master's Degree in Secondary Education Teacher Training

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Master's Degree in Secondary Education Teacher Training			Type and Year	Optional. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Learning and Teaching of Foreign Languages Specific Module in the Speciality of Foreign Languages				
Course unit title and code	M1121 - Learning and Teaching of Foreign Languages				
Number of ECTS credits allocated	9	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.gomez@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (240)
Other lecturers	LUIS GONZALEZ NARBONA SUSANA PERALES HAYA EVA PELAYO SAÑUDO

3.1 LEARNING OUTCOMES

- Knowledge of the history and recent methodological developments in foreign-language teaching and learning and of their potential for transmitting a dynamic view of foreign languages
- Ability to integrate curricular contents in situations and contexts of teaching practice
- Knowing how to apply theoretical and practical developments to foreign-language teaching and learning
- Acquisition of criteria and skills - and the ability to apply them - in the selection and elaboration of teaching resources
- Ability to identify problems related to foreign-language teaching and learning and to propose solutions
- Learning how to apply evaluation strategies and techniques, and understanding evaluation as an instrument to control and stimulate effort

4. OBJECTIVES

- To incorporate and use different materials and resources in the process of foreign-language teaching-learning
- To apply the knowledge and skills acquired to teaching practice
- To understand classroom dynamics with regard to the presentation of new contents and their practical exploitation
- To understand the sequencing of the different processes of foreign-language teaching and learning

6. COURSE ORGANIZATION

CONTENTS	
1	Teaching models and processes of teaching and learning
2	Learning oral skills: listening comprehension and oral expression
3	Teaching oral skills: strategies for communication and interaction
4	Teaching writing skills
5	Methodological strategies and teaching resources
6	Results of research on foreign-language learning
7	Designing and elaborating teaching programmes
8	Attention to diversity and cooperative learning

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
In-Class activities	Others	Yes	No	15,00
Exam	Written exam	Yes	Yes	15,00
Group work (essay)	Work	Yes	Yes	20,00
Portfolio	Work	Yes	Yes	35,00
Essay	Work	Yes	Yes	15,00
TOTAL				100,00

Observations

To pass the subject it is necessary to obtain a minimum mark of 5 in each of the parts separately, which will correspond to the following percentages:

15% (essay)

1. Modelos didácticos y procesos de enseñanza y aprendizaje

20% (group work-essay)

2. Aprendizaje de las destrezas orales: comprensión auditiva y expresión oral
3. Enseñanza de las destrezas orales: estrategias de comunicación e interacción

15% (exam)

6. Resultados de la Investigación en el Aprendizaje de la Lengua Extranjera

50% (35+15)

4. Enseñanza de las destrezas escritas
5. Estrategias metodológicas y recursos didácticos
7. Diseño y elaboración de programaciones didácticas
8. Atención a la diversidad y Aprendizaje Cooperativo

SPELLING AND GRAMMAR

We understand that graduate students have completely mastered written and spoken language skills in the languages of instruction. Therefore, correct use of spelling, grammar and vocabulary (including accentuation and punctuation) is to be expected on all assignments and exams in order to pass this subject.

PLAGIARISM

In reference to academic fraud (plagiarism) on assessment activities, final scores will be set in accordance with article 32 of the University of Cantabria's Regulations concerning assessment procedures: Academic fraud, dishonesty and plagiarism on any exams or assessment activities will result directly in a failing mark '0' in the subject.

CITATION GUIDELINES

The Faculty of Education has adopted the APA Citation Guidelines for all academic assignments . Although there are different editions, as a starting point we recommend following the instructions available on the UC Library's website.

Observations for part-time students

Assessment procedure for part-time students who do not regularly attend class will involve completing assignments indicated by the professor. Those students who have regular attendance may choose to follow the same assessment schedule as their classmates.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Hall, Joan Kelly (2001). *Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom*. New Jersey: Upper Saddle River, cop.

Gass, Susan [et al.]. (2002). *Pedagogical Norms for Second and Foreign Language Learning and Teaching: Studies in Honour of Albert Valdman*. Amsterdam; Philadelphia: John Benjamins, cop.

Carter, Ronald y David Nunan (ed.) (2005). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 1st publ., 7th printing. Cambridge [etc.] : Cambridge University Press.

Omaggio Hadley, Alice (2001). *Teaching Language in Context (with technological updates by Robert M. Terry)*. 3rd ed. Australia: Heinle & Heinle, cop.

Harmer, Jeremy (2006). *The Practice of English Language Teaching*. 3rd ed. completely rev. and updated, 8th imp. Editorial: London [etc.]: Longman, 2006.

Moya Guijarro A. Jesús, José I. Albentosa Hernández y Christine Harris (coord.)(2006). *La enseñanza de las lenguas extranjeras en el marco europeo = The teaching and learning of foreign languages within the european framework*. Cuenca: Universidad de Castilla-La Mancha.

Hall, Joan Kelly. (2018). *Essentials of SLA for L2 Teachers*. Routledge. ISBN-9781138744080

Li, L. (2017) *New Technologies and Language Learning*. MacMillan International Higher Education.

Lightbrown, P.M. y Spada, N. (2013). *How Languages are Learned*. 4 Ed. Oxford University Press.