

## SUBJECT TEACHING GUIDE

### 917 - Assessment and Teaching of Foreign Languages According to the Common European Framework of Reference for Languages Master's Degree in the Learning and Teaching of Second Languages

Academic year 2023-2024

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	917 - Assessment and Teaching of Foreign Languages According to the Common European Framework of Reference for Languages		
Number of ECTS credits allocated	3	Term	Semester based (2)
Web	<a href="http://personales.unican.es/gonzalezja">http://personales.unican.es/gonzalezja</a>		
Language of instruction	English	Mode of delivery	Face-to-face

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Other lecturers	

3.1 LEARNING OUTCOMES
- Students will be able to master the basic concepts and ideas of the CEFR, as far as second language teaching, learning, and assessment is concerned.
- Students will be able to use the scale system as well as the descriptors and levels established by the CEFR.
- Students will be able to use practical applications of the CEFR: the ELP, Dialang, EPOST, Profiling Grid, etc.

#### 4. OBJECTIVES

To find out about the learning, teaching, and assessing processes according to the CEFR
To learn how to use practical applications of the CEFR, such as the European Language Portfolio, Dialang and EPOSTL
To learn about assessment according to the CEFR: Basic principles and developments. Assessing the different skills.
To learn about the vertical and horizontal dimensions of the CEFR: the different levels and the nature of the language to be learned.
To learn about the role of culture in the language learning process
To learn about the importance of student autonomy, self-assessment and self-learning

#### 6. COURSE ORGANIZATION

##### CONTENTS

1	Common European Framework of Reference for Languages: Learning, Teaching and Assessment. Introduction. Vertical dimension: from A1 to C1. Horizontal dimension: what kind of language are we teaching/ learning/ assessing? Dialang. Ceftrain. First Survey of Language Competences. Official samples and guidelines from the Council of Europe.
2	- Student Autonomy. Self Assessment: e-ELP. Self-learning: internet resources, development of a teaching blog. - Teaching principles according to the CEFR. Task-based teaching. CEFR-based curricula. - Teacher Portfolios: EPOSTL, European Profiling Grid, Key Competences (IC)
3	- Assessment principles according to the CEFR. EALTA guidelines. Assessing different skills. - The role of culture in the language learning process. Cultural referents, sociocultural aspects, intercultural attitudes (PCIC). Integrating culture (literature, films and comics) in the teaching process.

#### 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Attendance and participation	Others	No	No	10,00
Self-Assessment tools	Work	No	Yes	10,00
Reading and reporting of a short article	Work	No	No	30,00
Final paper	Work	No	Yes	50,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
The guidelines referring to spelling and punctuation, plagiarism and citation are detailed in the Spanish version of this document. In general, correct spelling and punctuation are expected, all forms of plagiarism are explicitly forbidden, and we follow the APA citation guidelines as specified here <a href="http://www.buc.unican.es/node/9388/">http://www.buc.unican.es/node/9388/</a>				
<b>Observations for part-time students</b>				
Part-time students will be assessed by means of a final exam and/or written papers. Part-time students who are able to come to class can also be assessed by the regular means of assessment.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

- Council of Europe (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: CUP.
  - González López, Jesús Ángel: "Promoting Student Autonomy through the Use of the ELP: A Case Study", ELT Journal. Oxford: Oxford University Press, 2009.
  - 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) The European Language Portfolio: a guide for teachers and teacher trainers. Strasbourg: Council of Europe
  - Morrow K. (2004) ed., Insights from the Common European Framework. Oxford: Oxford University Press
  - 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.
  - González López, Jesús Ángel. Teaching English Literature. Ediciones TGD. Universidad de Cantabria. 2010.
  - Kohonen, V. (2004). On the pedagogical significance of the European Language Portfolio: Findings of the Finnish pilotproject. In Mäkinen, K., Kaikkonen, P. & Kohonen, V. (eds.), Future perspectives in foreign language education (pp. 27-44). Oulu: Studies of the faculty of education of the University of Oulu 101.
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- Alderson, Charles. (1995). Language Test Construction and Evaluation. Cambridge: CUP.
  - Bachman Lyle F. (1990) Fundamental Considerations in Language Testing. Oxford: OUP
  - Fulcher, Glenn. (2010) Practical Language Testing. NY: Hodder.
  - Fulcher, Glenn and Fred Davidson (2007). Language Testing and Assessment: An Advanced Resource Book. NY: Taylor & Francis.
  - Fulcher, Glenn and Fred Davidson. (2012) The Routledge Handbook of Language Testing. London: Routledge.