

SUBJECT TEACHING GUIDE

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

Academic year 2023-2024

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: Complements for Disciplinary Training Specific Module in the Speciality of Foreign Languages				
Course unit title and code	945 - 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	MARIA DEL CARMEN CAMUS CAMUS				
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Other lecturers	JESUS ANGEL GONZALEZ LOPEZ				

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.
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7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Participation, essays, exercises and classroom presentations.	Others	No	Yes	60,00
Participation in classroom activities and/or virtual platforms (e.g. Moodle)	Others	No	No	10,00
Exams and/or theory and practical tests	Written exam	Yes	Yes	30,00
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
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- 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.
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- 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.
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- LITTLE, David y Radka PERCLOVÁ (2001) *Guía para Profesores y Formadores de Profesores*. Estrasburgo: Consejo de Europa.
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- 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.
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- OMAGGIO HADLEY, A. (2001). *Teaching Language in Context*. (3rd edition). Australia: Heinle & Heinle.
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