

## SUBJECT TEACHING GUIDE

### 912 - Development of communicative skills in a second language: reading comprehension and written expression Master's Degree in the Learning and Teaching of Second Languages

Academic year 2025-2026

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	912 - Development of communicative skills in a second language: reading comprehension and written expression				
Number of ECTS credits allocated	3	Term	Semester based (1)		
Web					
Language of instruction	Spanish / English	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	MACARENA GARCIA-AVELLO FERNANDEZ-CUETO
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Other lecturers	MARTA GANCEDO RUIZ

#### 3.1 LEARNING OUTCOMES

- On successful completion of this module, students will be able to understand the theory studied and they will be able to apply it to real contexts in the process of language teaching and assessment.

**4. OBJECTIVES**

Students will be able to grasp the importance that reading comprehension and written expression have in English.

Students will be able to apply this practical preparation to their line of work.

Students will be able to apply this practical preparation to their line of work.

Students will focus on SDG4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Students will focus on SDG5, which aims to achieve gender equality and empower all women and girls.

**6. SUBJECT PROGRAM**

CONTENTS

1	1. Introduction to Written Skills
2	2. Teaching and Learning 2L Reading
3	3. Teaching and Learning 2L Writing

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Group Work Observations for part-time students Part-time Students who are unable to attend the class will have an exam and/or the submission of an assignment with the deadline set by the Faculty.	Work	Yes	Yes	40,00
Individual Essay Observations for part-time students Part-time Students who are unable to attend the class will have an exam and/or the submission of an assignment with the deadline set by the Faculty.	Work	Yes	Yes	30,00
Participation and attendance Part-time Students who are unable to attend the class will have an exam and/or the submission of an assignment with the deadline set by the Faculty.	Others	Yes	Yes	30,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>Other general remarks:</p> <p>In compliance with Article 33 of the Regulations of the Evaluation Processes of the University of Cantabria published in 2023 (<a href="https://web.unican.es/estudiantesuc/Documents/Normativa%20y%20Legislaci%C3%B3n/Reglamento%20de%20los%20procesos%20de%20evaluaci%C3%B3n%20de%20la%20UC.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://web.unican.es/estudiantesuc/Documents/Normativa%20y%20Legislaci%C3%B3n/Reglamento%20de%20los%20procesos%20de%20evaluaci%C3%B3n%20de%20la%20UC.pdf</a>), the faculty will make known the scoring criteria applicable in the evaluable tests requested. Among others, special importance will be given to the following aspects:</p> <p><b>LINGUISTIC COMPETENCE.</b></p> <p>It is understood that university students have the necessary linguistic skills to successfully perform oral and written expression at all levels: spelling, grammar, vocabulary, pragmatics and discursive coherence. Demonstrating these abilities in the work and exams is an essential condition for passing the course.</p> <p><b>CITATION RULES</b></p> <p>The School Board approved that the Faculty assumes the APA Standards as citation criteria for all academic works. Although these rules have different editions, we propose as a reference the summary of the BUC about the rules of the last edition (<a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a>).</p> <p><b>PLAGIARISM</b></p> <p>Regarding the fraudulent performance (plagiarism) of the evaluation tests, the grade will be in accordance with the provisions of Article 32 of the Regulations of the Evaluation Processes at the University of Cantabria: 'The fraudulent performance of the evaluation tests or activities will result directly in a failing grade of '0' in the subject in the corresponding call, thereby invalidating any grade obtained in all evaluation activities for the extraordinary call. This circumstance will be brought to the attention of the Center.</p> <p><b>USE OF ARTIFICIAL INTELLIGENCE (IA)</b></p> <p>When the use of artificial intelligence (AI) is accepted in an evaluable assignment, the teacher will determine to what extent it can be used. In addition, the student may be asked for additional information, both orally and in writing, about the development of the task. In addition, whenever the student makes use of AI, he/she must specify how and for what purpose he/she has used it.</p>				
<b>Observations for part-time students</b>				
<p>Observations for part-time students</p> <p>Part-time students who wish to take a unique assessment test will have to make an exam on the official date established by the Faculty.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Bialystok, E. (1990): *Communication Strategies. A Psychological Analysis of Second-Language use*. Applied Language Studies. Basil Blackwell Ltd.
- Castañeda, A. (1997): *Aspectos cognitivos en el aprendizaje de una lengua extranjera*, Granada, Impredisur.
- Cohen, A. D. (1998): *Strategies in learning and using a second language*. New York: Addison Wesley Longman.
- Consejo de Europa (2001): *Common European Framework of Referente for Languages: Learning, Teaching, Assesment*, Estrasburgo. Traducido (2002-2004): *evaluación (MCER)*, Publicado en <http://cvc.cervantes.es/obref/marco>
- Ellis, R. (1994): *The study of Second Language Acquisition*, Oxford, Oxford University Press.
- Ellis, R (2002): *Methodological options in grammar teaching materials*, en E. Hinkel & S. Fotos (Eds.). *New perspectives on grammar teaching in second language classrooms* (pp. 155-179). Mahwah, NJ: Lawrence Erlbaum Associates.
- Fernández, S. (2004): "Las estrategias de aprendizaje", en Sánchez Lobato, J. – Santos Gargallo, I. (eds.): *Vademécum para la formación de profesores, enseñar español como segunda lengua (L2)/lengua extranjera (LE)*, Madrid, SGEL, pp. 411-433.
- Fleta, Teresa (2006). «Aprendizaje y técnicas de enseñanza del inglés en la escuela». *Encuentro: Revista de investigación e innovación en la clase de lenguas*. 16: 51-62.
- Oxford, R. (1986): *Second language learning strategies: Current research and implications for practice*. Los Angeles: Center for Language Education and Research, University of California Los Angeles.
- Prada Creo, E. de (1991): *Los factores afectivos en el proceso de aprendizaje de una lengua extranjera*. *Revista Española de Lingüística Aplicada*. 7, 137-148.
- Tragant, E. – C. Muñoz (2000): "La motivación y su relación con la edad en un contexto escolar de aprendizaje de una lengua extranjera", en C. Muñoz (ed.), *Segundas lenguas. Adquisición en el aula*, Barcelona, Ariel lingüística, pp. 81-105.