

## 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 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	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	English Friendly	No	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: ELP, 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 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. SUBJECT PROGRAM	
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? . First Survey of Language Competences. Official samples and guidelines from the Council of Europe.
2	- Student Autonomy. Self Assessment: e-ELP. Self-learning. - 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 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
In-class presentation about an assessment topic	Work	No	Yes	30,00
Final paper	Work	Yes	Yes	50,00
<b>TOTAL</b>				<b>100,00</b>
Observations				
The guidelines referring to spelling and punctuation, plagiarism. use of AI 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>				
Observations for part-time students				
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.
- Council of Europe (2018). Companion Volume with New Descriptors.  
<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Council of Europe (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Companion Volume. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Figueras, Neus (2012), "The Impact of the CEFR", *ELT journal: An international journal for teachers of English to speakers of other languages*, Vol. 66, N° 4, págs. 477-485.
- González, Jesús Ángel. (2009) "Promoting Student Autonomy through the Use of the ELP: A Case Study", *ELT Journal*. Oxford: Oxford University Press.
- Hughes, Arthur, and Jake Hughes (2020) *Testing for Language Teachers*, 3rd edition. Cambridge: CUP
- Jang, Eunice Eunhee. (2014). *Focus on Assessment*. Oxford: OUP.
- Little, David and Neus Figueras (2022). *Reflecting on the Common European Framework of Reference for Languages and its Companion Volume*. Bristol: Multilingual Matters.
- Piccardo, Enrica & Brian North (2019). *The Action-oriented Approach: A Dynamic Vision of Language Education*. Bristol: Multilingual Matters.