SUBJECT TEACHING GUIDE

944 - Recent and Historical Development in Spanish Language and Literature, and School Knowledge

Master's Degree in Secondary Education Teacher Training

Academic year 2026 - 2027

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 Spanish Language and Literature				
Course unit title and code	944 - Recent and Historical Development in Spanish Language and Literature, 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 MORAL DEL HOYO
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Other lecturers	MARIA FERNANDEZ DEL VISO GARRIDO

3.1 LEARNING OUTCOMES
The student identifies and reflects critically on the different theoretical and practical developments in the teaching of Spanish language and literature in secondary education.
The student will identify the different methodological approaches in the teaching of Spanish Language and Literature and their applications in the classroom
The student uses the main tools and techniques as well as the concepts and terminology typical of the application to the teaching practice of the subject.

4. OBJECTIVES
To know and reflect on the historical evolution in the teaching models of the Spanish language and literature in secondary education.
Recognize different knowledges, methodological strategies, resources, activities, texts and evaluation instruments articulated at different times of the teaching of Spanish language and literature through different approaches.

Recognize and evaluate the most recent contributions to the teaching and evaluation of the Spanish language and literature in the secondary education classrooms

6. COURSE ORGANIZATION

CONTENTS	
1	Sociohistorical perspective of linguistic and literary paradigms.
2	Application of the current approach to educational practice I.
3	Application of the current approach to educational practice II.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessment	%
Participation in class activities	Others	No	Yes	10,00
Theoretical and practical test.	Written exam	Yes	Yes	30,00
Classroom activities.	Others	No	Yes	60,00
TOTAL				100,00

Observations

The evaluation in the extraordinary call will be made by a portfolio on the date designated for this purpose by the Faculty whose guidelines will be indicated to the students involved.
Correct use of oral and written expression is mandatory.
Fraudulent conduct of testing or evaluation activities shall directly lead to a suspension

Observations for part-time students

The evaluation procedure for part-time students who do not attend school regularly will consist of an examination and the delivery of papers that will indicate the teacher, on the date established by the Faculty for the examination of the subject. Those who attend class will benefit from the same assessment as all students

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

ALMEIDA, B.; BELLIDO, S; GUMIEL, S. (2019): Aprendizaje y enseñanza de la lengua castellana y la literatura, Madrid: Síntesis.
ARAQUE, N (2008): "La enseñanza de la Lengua y Literatura en los institutos de Enseñanza Media (1939-1975)", en FASPE, 51, pp. 24-27.
CAPITÁN DÍAZ, Alfonso (1994): Historia de la educación en España. Madrid: Dykinson.
GARCÍA HOZ, V. (dir.) (1991), Enseñanza de la lengua y la literatura en la Educación Secundaria, Madrid: Rialp.
CASSANY, D.; LUNA, M y SANZ, G. (1994): Enseñar Lengua. Barcelona: Graó.
GALLARDO SÁNCHEZ, Mª. C. y A. CARRASCO LEIVA (2004): "Los libros de texto: objetos de deseo". En Los libros de texto, número monográfico de Textos de Didáctica de la Lengua y de la Literatura, 36, pp. 33-42. Barcelona: Graó.
LAVID, J. (2005), Lenguaje y nuevas tecnologías. Nuevas perspectivas, métodos y herramientas para el lingüista del siglo XXI. Madrid: Cátedra
LOMAS, C. (coord.) (1999): La educación lingüística y literaria en la Enseñanza Secundaria. Barcelona: ICE de la Universitat Autónoma de Barcelona/ Horsori (especialmente su cap. "Enseñar Lengua y Literatura para aprender a comunicar(se)", pp. 23-33)
LOMAS, C. / TUSÓN, A. (2009) Enseñanza del lenguaje, emancipación comunicativa y educación crítica (El aprendizaje de competencias comunicativas en el aula). México: Edere
MARTÍN VEGAS, R. A. (2009): Manual de Didáctica de la Lengua y la Literatura, Madrid: Síntesis.
MINISTERIO EDUCACIÓN Y CIENCIA (2023): La reflexión sobre la lengua en el marco de la LOMLOE, MEC.
MENDOZA, A.; LÓPEZ VALERO, A. & MARTOS, E. (1996): Didáctica de la lengua para la enseñanza primaria y secundaria. Madrid: Akal
PEREA-SILLER, F. J. (2015). Gramática y producción textual: bases lingüísticas para la intervención didáctica. Tejuelo: Didáctica de la Lengua y la Literatura. Educación, 22, pp. 94-119.
PÉREZ ESTEVE, P. y ZAYAS, F. (2007): Competencia en comunicación lingüística. Madrid: Alianza Editorial
SÁNCHEZ PÉREZ, A. (1997). Los métodos en la enseñanza de idiomas Evolución histórica y análisis didáctico. Madrid: SGEL
SÁNCHEZ LOBATO e I. SANTOS GARGALLO (eds.) (2008). Vademécum para la formación de profesores. Madrid: SGEL.
VV.AA. (2011): Lengua castellana y Literatura. Complementos de formación disciplinar. Col. Formación del Profesorado. Educación Secundaria. 10, vol. 1. Barcelona: Graó.