

## 26625 - Didactics: Spanish in Primary Education

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26625 - Didactics: Spanish in Primary Education

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 3

**Semester:** First semester

**Subject type:** Compulsory

**Module:**

### 1. General information

The purpose of this subject is to prepare future teachers for the teaching of the Spanish language at Primary Education. Therefore, the students of the Degree must know, therefore, a theoretical foundation on the different epistemological approaches to language education, as well as develop the necessary skills and competences for the teaching planning and evaluation of the different skills, notions and attitudes that integrate the process of acquisition and learning of Spanish at this stage.

These approaches and goals are aligned with the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://un.org/sustainabledevelopment/es/>), such that the acquisition of the learning results of the subject provides training and competence to contribute to the achievement of SDGs 3, 4, 5, 8, 10, 11, 16 and 17.

### 2. Learning results

1. -Identifies and understands the theoretical concepts necessary to approach rigorously the linguistic education of Spanish as a first language from a textual and communicative perspective.
2. -Analyzes and is able to apply in the design of activities and didactic units the educational legislation and the official curriculum of the area of Spanish language and literature corresponding to Primary Education.
3. -Plans, designs, organizes and develops didactic units and activities for the learning of the competences and specific knowledge of the Spanish language at this stage.
4. -Analyzes the specific difficulties posed by the learning of the Spanish language for primary students and, consequently, evaluates and selects the most relevant strategies in the teaching-learning process.
5. -Uses appropriate and varied resources to design the activities of the Spanish language subject: audiovisual media, texts of different genres (journalistic, literary, oral, etc.), dramatization techniques and other techniques.
6. -Knows and understands the different strategies, techniques and resources for teaching reading and writing.

### 3. Syllabus

1. -Epistemological bases of Spanish language teaching. The communicative approach. Language education at the digital society.
2. -Legal framework for language teaching. The Spanish language curriculum in Primary Education. The development of the pluricultural and plurilingual competence in the Spanish language curricular framework.
3. -Didactics of oral communication. Strategies for the development of communicative interaction (comprehension and expression). Guidelines for the assessment of oral communicative competence.
4. -Didactics of written communication. The development of reading and writing skills. Methods and strategies for the teaching of reading and writing. Guidelines for the evaluation of comprehension and written expression.
5. -Metalinguistic reflection. Teaching grammar, lexis and spelling from a textual perspective and communicative.

### 4. Academic activities

#### 1. Face-to-face activities (60 hours):

1. Presentation of contents by the teaching staff.
2. Final evaluation test.
3. Practicals of the subject.

4. Presentation and commentary of cases and assignments in class (individually and/or collectively), such as the following  
5. following:

- Commentary on the curriculum of the area.
- Presentation of books or articles related to oral or written language teaching.
- Commentary on a literacy method, an evaluation test or a didactic material.
- Oral or written language report of a child with a recording.
- Presentation of didactic units or sequences specific to the educational stage.

## 2. Non-attendance activities ( 90 hours):

Performing tasks (individually or collectively) such as the following:

1. -Individual autonomous work: readings and personal study of scientific texts and legislation of the area for commentary and class discussion.
2. -Reading and analysis of a method, evaluation test, didactic material, etc.
3. -Group performance of directed academic activities such as the following, applying the guidelines offered by the teacher: elaboration of a didactic unit; recording and analysis of the oral and written language of Primary Education students.
4. -Study and preparation for the exam.
5. -Voluntary activities: students who wish to do so, on their own initiative or at the suggestion of the teacher, may perform voluntary activities or tasks related to the subject.

The realization of external trips will be contemplated, as well as the organization of conferences or seminars with guest speakers that facilitate the acquisition of the competences of the subject.

## 5. Assessment system

The subject will be evaluated in the **global assessment** modality by means of the following activities:

**1. Written test of theoretical-practical nature (60%) essay type** (without material) by means of short questions or development questions for the exposition of concepts, topics or practical cases dealt with in the subject, as well as analysis and commentary of texts related to the subject.

The assessment criteria will be: a) Knowledge acquired and ability to scientifically base the teaching strategies, assessment, etc.; b) Ability to reflect on the contents of the subject; c) Ability to apply strategies and resources in specific contexts based on the knowledge imparted and the activities carried out, as well as the reading of the texts, d) Written communication skills: correctness and coherence of the writing.

**2. Completion of compulsory practicals and assignments (40%)** to be selected by the teacher and submitted at the beginning of the course, from among the following: a) Reading and critical commentary of texts and materials on the subject topics: books, articles, legislation, assessment instruments, teaching materials, etc. b) Observation and analysis of teaching-learning processes of the language or oral and written language of Primary School pupils; c) Curricular design of teaching units; d) Portfolio or activity report; e) Educational intervention projects; f) Monographic work.

These practices will give rise to written documents that can be handed in at the time of the written test or throughout the teaching period, in order to promote a continuous evaluation of these tasks. Oral presentations may also be given at.

Students who are unable to participate in class activities must do a MONOGRAPHIC WORK tutored by the teacher, who may establish a minimum number of tutorials prior to its presentation. This work will be worth 40% of the grade and will include a theoretical part and a practical or application part. The theoretical part will require the reading, review and commentary of texts, legislation, etc. . The practical part will refer to the analysis of documents, critical commentary, curricular design, elaboration of didactic materials, observation of the educational reality, etc.

The evaluation criteria will be: a) Presentation (legibility, appropriate citation or reference to texts, etc.); b) Theoretical foundation; c) Treatment of the prescriptive points; d) Organization and coherence of the topic covered; e) Originality, reflection and critical abilities that are evidenced; f) Quality and correctness of the written expression; g) Bibliography used and references; h) Oral communication skills and expressiveness in possible presentations.

### Requirements to pass the subject:

The student must pass 50% in each of the evaluation instruments (written test and practical) to be able to average. If any of the sections are not passed, the overall grade will be that obtained in the section not passed, although will appear in the minutes weighted out of 10.

### Global test and second summons:

The evaluation instruments (individual written test and practical tasks) will have in the first four calls the characteristics indicated in section 3.1 (points 1 and 2).

### Fifth and sixth call:

In the fifth and sixth calls, the evaluation instruments will be an individual written test, valued at 60% of the final grade, and a monographic work that will account for 40% of the grade. The characteristics and criteria for evaluation of the written test and the monographic work will be in accordance with those specified above.

In any case, as part of the evaluation, the teacher may request, at random, the oral defense of the test or assignment submitted in writing, for the verification of the grade.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.