

63311 - Spanish for Immigrant Students

Syllabus Information

Academic year: 2023/24

Subject: 63311 - Spanish for Immigrant Students

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-food

ECTS: 3.0

Year: 1

Semester: Second semester

Subject type: Optional

Module:

1. General information

The main objective of this subject is to acquire the knowledge and skills necessary to teach Spanish as a second language to immigrant students in the school context of ESO or Bachillerato. To this end, it focuses on the vehicular nature of language as a tool for learning and access to knowledge.

In this sense, this elective, open to all specialties, aims to respond to an educational and social need for which students will acquire competencies to program, design and elaborate curricular materials focused on the learning of Spanish as a vehicular language, and to help the immigrant adolescent in the process of reception in the new society.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement. They are the following : Objective 3, 4, 5, 8, 9, 9, 10, 11, 16 and 17.

2. Learning results

1. Identify and clearly relate the concepts, factors, models and fundamental theories about the process of acquiring and learning Spanish as a second language in the school context
2. Analyse the different educational models of attention to students of foreign origin and to evaluate the inclusive responses adopted by the Community of Aragon.
3. Know strategies and resources to facilitate the process of incorporation of immigrant students to the educational centre.
4. Analyse and reflect on the communicative and learning needs of immigrant students in the different curricular areas
5. Apply criteria to select and adapt didactic materials aimed at teaching Spanish as an L2 for immigrant students
6. Elaborate small designs of educational intervention focused on some aspect of the learning of Spanish as a vehicular language in educational contexts of ESO and Bachillerato.

3. Syllabus

1. Profile analysis of immigrant students who join the school. Languages and cultures of origin.
2. Key concepts and factors in second language acquisition in the school context. Models of educational inclusion of immigrant students.
3. Learning Spanish as a vehicular language. Difficulties and theoretical models.
4. Oral and written communication. Reflection on the oral and written communication needs of immigrant students in the school context.

5. Competency-based language teaching and tasks.

6. Elaboration and adaptation of materials for Secondary Education. Design of small intervention educational projects.

4. Academic activities

TRAINING ACTIVITY HOURS ATTENDANCE

Master classes 15 100

Practical classes 10.5 100

Directed work 12 0

Individual study 34.5 0

Evaluation test 3 100

Practical face-to-face classes: individual and group activities of application of the contents, analysis and design of curricular materials, elaboration of critical reports and comments on the materials provided by the teachers

Presentation and discussion in class of directed work (educational intervention projects).

Non-face-to-face activities: individual reading of documentation and reference bibliography. Design of a small project of educational intervention for ESO or Bachillerato.

The possibility of external outings is envisaged, as well as the organization of conferences or seminars with guest speakers

The tutorial follow-up of students may be carried out telematically.

5. Assessment system

In the first weeks of the subject, the teacher will communicate in writing or in Moodle the breakdown of the tasks included in the evaluation and their delivery schedule

It will be evaluated by means of a global test that will cover the following evaluation instruments in all the calls of the subject:

1.- Elaboration of a portfolio (50%): The portfolio will be individual and consists of a reflection on a selection of those activities, readings and different tasks performed in the face-to-face lectures.

2.-Design of a small educational intervention project to improve the teaching and learning process of Spanish as a second language in ESO and Bachillerato (50%). The educational intervention proposal will be preferably carried out in pairs and will be focused on some aspect of the subject in the school setting. The presentation of this project will be specified by the teacher of the subject at the beginning of the term and may be of various types: (oral presentation, written work, recording or combination of previous modalities).

When a single test is requested for the passing of the subject, it will be carried out individually and will consist of two parts:

1. Design of a small educational intervention project to improve the teaching and learning process of Spanish as a second language in ESO or Bachillerato (50%). Written work.

2. Open questions of a theoretical nature on the content of the subject. (50%) The format of this test will be specified at the beginning of the term and may be of various types: Essay-type written test by means of short or developmental questions or, instead, an interview or individual oral exam on the different topics of the subject.

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

This mode of evaluation will also be applied for second and subsequent calls.

General criteria for the evaluation of the tests: their delivery or oral presentation within the established deadline will be evaluated.

Clear and grammatically correct writing. Synthesized and well-structured speech, clear expression of ideas and reasoned argumentation. Scientific and professional terminology.

Ability to analyse and reflect on the communicative and learning needs of immigrant students in specific curricular areas and educational contexts, as well as the ability to develop, select and adapt didactic materials aimed at teaching Spanish as a L2 in school contexts

Citations and bibliographic references according to APA standards.

A 50% must be exceeded in each of the evaluation instruments in order to be averaged.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the 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.