

66951 - Grammar of Spanish as a Foreign Language I

Syllabus Information

Academic year: 2024/25

Subject: 66951 - Grammar of Spanish as a Foreign Language I

Faculty / School: 103 - Facultad de Filosofía y Letras

Degree: 618 - Master's Degree in Teaching Spanish as a Foreign Language

ECTS: 6.0

Year: 1

Semester: First semester

Subject type: Compulsory

Module:

1. General information

This subject provides the essential knowledge for teaching the pronunciation and lexicon of the Spanish language.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>): 4, 5, 10, 16 and 17. Together with Grammar of Spanish as a Foreign Language II, it constitutes the core of the necessary basic training in the main aspects of the grammar of Spanish as a foreign language. An advanced instrumental mastery of the Spanish language is required (non-native students will be required to have a B2 level).

2. Learning results

Upon completion of the subject, the student will be able to:

- describe the system of phonemes and sounds of Spanish and the basic features of its prosody (stress, syllable, intonation and rhythm).
- identify the main theories and methods relevant to the teaching of pronunciation.
- perceive the differences between non-native oral productions and those of standard Spanish.
- choose the most appropriate strategies for the correction of pronunciation and its assessment.
- develop their own activities for the pronunciation class.
- understand the specialized bibliography on lexical semantics, lexicology and lexical morphology, as well as synthesize it and assess what it can contribute to the teaching of Spanish as a foreign language.
- regarding lexical teaching in SFL classes, use the appropriate and understandable metalanguage and terminology for SFL learners.
- present and systematize the fundamental issues that help the student master the lexicon of a language (semantic relations, collocations, false friends, etc.) during SFL classes.
- analyse and evaluate the treatment of the lexical component in textbooks and other language teaching materials.
- develop materials and design activities for lexical teaching in the SFL classroom.
- use the dictionary as a tool in lexical teaching.

3. Syllabus

1. The teaching of phonetics in SFL: methods and theories; mother tongue interferences in the acquisition of the phonetic system and activities to overcome them; the practice of accent, syllable, intonation and rhythm; the phonic group and the synalepha.

2. Lexicon teaching in SFL: fundamental lexical semantic relations and their didactic application; types of lexicon and activities; design of materials; the dictionary as a lexical teaching/learning tool.

4. Academic activities

They are based on the teacher's exposition and explanation of the most relevant aspects of the subject's contents, following the participative master class model. In addition, students will complement this work through the completion, outside the classroom, of various planned tasks to put into practice and deepen the theoretical and practical aspects learned in class:

- Guided activities.
- Participative master classes on the three basic units. Supervised activities.
- Individual and group tutoring.
- Autonomous activities.
- Bibliographic work, readings and tests corresponding to the units of the program. Use of the virtual learning environment.

5. Assessment system

First call

a) Continuous assessment system

- Academic work in accordance with the contents of the course (30 %).
- Two practice reports (35 % each) on the contents of the subject (70 % in total).

Criteria for continuous assessment: the bibliography consulted, scientific accuracy, critical analysis, personal reflection on the topic addressed, originality in the presentation and selection of content, clarity of exposition and idiomatic correctness will be evaluated.

Both the academic work and the theoretical and practical activities must be completed before the end of the class period.

b) Global assessment system (on the date established in the academic calendar): Written exercise on the theoretical and practical contents of the course (100%).

Correctness in the answers, clarity in the exposition, idiomatic correctness and adequacy to the requirements of academic language will be valued.

Second call

Global assessment

Identical to that of the first call.

6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

17 - Partnerships for the Goals