

## 66952 - Grammar of Spanish as a Foreign Language II

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 66952 - Grammar of Spanish as a Foreign Language II

**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

The subject Grammar of Spanish as a Foreign Language II aims to provide knowledge about the morphological and syntactic aspects of Spanish grammar that are especially problematic for non-native speakers and to offer the future teacher of Spanish as a foreign language resource to address these aspects in a pedagogical way.

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.

An advanced instrumental mastery of the Spanish language is required (non-native students will be required to have a B2 level of Spanish).

### 2. Learning results

-To choose which formal instructions or grammatical rules are more appropriate for SFL learners, depending on their mother tongue.

-To decide which is the best way, implicitly or explicitly, to present grammatical rules in relation to the complexity of a given grammatical aspect and to the difficulty of those same rules that explain it.

-To locate the appropriate sources of reference to make up for possible deficiencies in the grammatical rules commonly used in the teaching of Spanish as a foreign language.

-To create their own didactic units for teaching and learning specific grammatical aspects in class.

### 3. Syllabus

1. Basic concepts of morphology and syntax for the teaching/learning of Spanish as a foreign language (SFL).

2. Teaching inflectional and lexical morphology in SFL: regular and irregular patterns in inflectional morphology; essential word formation procedures.

3. The nominal syntagm: its determination and complementation. 4. The adjective, the adverb, the preposition and the conjunction.

5. The verb: tense, mood and aspect; periphrasis; types of verbal complementation; types of sentence structures; sentence subordination.

6. *Ser/estar* and verbs of change.

7. Causal, consecutive, conditional, concessive, comparative and final constructions.

8. Between sentence and discourse: informational structure; cohesion; discourse markers; the utterance; the syntactic-pragmatic interface.

9. Activities in the teaching/learning of Spanish syntax.

### 4. Academic activities

The activities to be carried out in order to achieve the expected results are:

-Participative master class, combined with practical class in the classroom: exposition, debate and solving of doubts about the most relevant aspects of the subject's contents.

-Completion of the various programmed tasks (activities, exercises). -Deepening the theoretical and practical aspects learned in the classroom by the students.

-Individual and group tutoring. -Advice and help with any aspect of the subject.

-Bibliographic work, readings and tests corresponding to the units of the program, as well as the 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 practice reports 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