

# 66957 - Linguistic variation in teaching and learning Spanish as a Foreign Language

## Syllabus Information

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**Academic year:** 2024/25

**Subject:** 66957 - Linguistic variation in teaching and learning Spanish as a Foreign Language

**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:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

The objective of this subject is to provide knowledge about the dimensions of the variation in the Spanish language and their influence in the teaching and learning processes of SFL.

This subject contributes to the achievement of SDGs 4, 5, 10, 16 and 17. It analyzes the influence of the diversity of norms and registers of the Spanish language in the teaching of Spanish as an FL and aims to raise awareness of the internal diversity of the language under study as well as to improve the knowledge of the dialects, levels and registers of Spanish for an effective use in the professional environment. 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

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

-develop a critical knowledge of the pertinent bibliography and of the concepts related to the fields of study that deal with the diatopic, diastratic and diaphasic variation of the Spanish language, and to the application of the varieties of Spanish in the SFL classroom.

-recognize the historical and social factors that have intervened in the consolidation of the educated norms of Spanish in the different Spanish-speaking territories (mainly in Spain and America), within the essential unity of Spanish as a historical language.

-identify the essential linguistic features of the different geolectal norms of Spanish and assess their integration into the different levels of SFL teaching and learning.

-identify the characteristic features of the different levels and registers of Spanish, as well as assess their integration in the different levels of SFL teaching and learning.

-analyse and assess linguistic variation samples in SFL teaching materials.

### 3. Syllabus

Introductory concepts. Norm and linguistic variation in Spanish. Linguistic variation in SFL. The teacher faces the linguistic model: Which Spanish to teach?

2. The teaching of the diatopic varieties of Spanish. Spanish in the world. Dialect areas. Main features of Spanish in Spain and Spanish in America. "International Spanish".

3. The teaching of the diastratic varieties of Spanish. Socio-cultural strata or levels. Diastratic variation in the SFL classroom.

4. The teaching of the diaphasic varieties of Spanish. Variation of use and communicative situations. Main features of colloquial Spanish. Diaphasic variation in SFL.

### 4. Academic activities

The learning process is based on the one hand, on the teacher's exposition and explanation of the most relevant aspects of the subject's contents (participative master class model). On the other hand, students will complement this work by performing different planned tasks. The learning activities are as follows:

-directed, supervised and autonomous activities.

-participative theoretical-practical master classes.

-individual and group tutoring.

-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

Continuous assessment system

- a) Delivery of three reports on Moodle assignments about the importance of linguistic variation in the SFL classroom (35 %).
- b) Delivery of three critical reviews of texts on linguistic variation in the SFL classroom provided by the teacher (30 %).
- c) Delivery of a portfolio where the knowledge acquired in the subject will be commented on the basis of a critical reflection (35 %). The degree of fulfilment of the objectives defined for each activity will be evaluated: attendance and participation, comprehension of the readings as well as accuracy and quality of the expression.

2. Global assessment system (on the date established in the academic calendar):

Written exercise on the theoretical and practical contents taught and developed in the course (100% weighting). The assessment criteria will determine the degree of understanding and assimilation of the subject's main theoretical concepts and the ability to put them into practice.

### Second call for applications

Overall evaluation

Identical to that of the first call.

## 6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

17 - Partnerships for the Goals