

Academic Year/course: 2024/25

## 66958 - Analysis and preparation of materials for Spanish as a Foreign Language

### Syllabus Information

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**Academic year:** 2024/25

**Subject:** 66958 - Analysis and preparation of materials for 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

This subject provides tools for the analysis and creation of teaching materials to be used in the SFL classroom or for publication or dissemination. These approaches and objectives are aligned with the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results provides the necessary training and competence to contribute to the achievement of the following SDGs: 4, 5, 10, 16 and 17. This is an elective subject worth 6 ECTS aimed at helping to channel the knowledge obtained in the compulsory subjects about the analysis and development of teaching materials in SFL. Finally, 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:

- distinguish, assess, and use SFL materials from different methodological currents in a personalized way.
- put into practice specific resources aimed at increasing the Spanish communicative competence of non-native learners.
- develop their own materials according to the characteristics of the target group and the skills to be improved.
- analyse digital resources and manage some digital tools for the creation of activities.

### 3. Syllabus

1. Criteria for the analysis of materials for the SFL classroom.
2. Analysis and creation of SFL materials: the treatment of grammar in the SFL classroom (I): grammar and translation, direct method, structuralist models, communicative models, input processing model.
3. Analysis and creation of SFL materials (II): linguistic skills (oral and written expression, comprehension, and interaction).
4. Approach to the use of ICT for the creation of materials.

### 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 four 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

-Individual activities of analysis of SFL materials and manuals (50%) selected by the teachers to serve as theoretical-practical, analytical and reflective exercises.

-Activities in pairs (exceptionally in groups of three people) of creation of SFL didactic materials (50%), following the teacher's guidelines.

Both activities must be submitted on the dates set at the beginning of the course.

In order to obtain a grade average, it is necessary to have a minimum of 5 out of 10 in each of the parts that make up the continuous assessment system.

b) Global assessment (on the date established in the academic calendar):

Written exercise on the theoretical and practical contents taught and developed in the course (100% weighting).

Assessment criteria: in addition to the correctness of the answers, clarity of exposition, idiomatic correctness and adequacy to the requirements of academic language will also be evaluated. Therefore, spelling mistakes and inconsistencies in the speech will subtract points from the final grade.

### **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