



DEGREE CURRICULUM
**TEACHING AND LEARNING OF
SPANISH FOREIGN LANGUAGE**

Coordination: TERRADO PABLO, FRANCISCO JAVIER

Academic year 2022-23

Subject's general information

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|---|---|---------------|------------------|------------------|
| Subject name | TEACHING AND LEARNING OF SPANISH FOREIGN LANGUAGE | | | |
| Code | 101077 | | | |
| Semester | 2nd Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | Bachelor's Degree in Hispanic Philology | 3 | OPTIONAL | Attendance-based |
| | Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology | 4 | OPTIONAL | Attendance-based |
| Course number of credits (ECTS) | 6 | | | |
| Type of activity, credits, and groups | Activity type | PRAULA | | TEORIA |
| | Number of credits | 3 | | 3 |
| | Number of groups | 1 | | 1 |
| Coordination | TERRADO PABLO, FRANCISCO JAVIER | | | |
| Department | CLASSICAL, FRENCH AND HISPANIC STUDIES | | | |
| Important information on data processing | Consult this link for more information. | | | |
| Language | Spanish | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|---------------------------------|------------------------|---------------------------|---------------------------------------|
| OLEA LEMEKEUH, LANDRY | landry.olea@udl.cat | 2 | |
| TERRADO PABLO, FRANCISCO JAVIER | javier.terrado@udl.cat | 4 | wednesday 10:00-12:00h. room 2.43b |

Learning objectives

- O1. Lay out the problems and methods of teaching Spanish as a subsequent language.
- O2. Present the academic framework in which this topic is moving today: university centers, middle schools, host classrooms, Instituto Cervantes.
- O3. Present the L2 teaching methods in light of the history of linguistics.
- O4. Study the linguistic skills and techniques to favor them: listening comprehension, reading comprehension, oral production, written production, interaction.
- O 5. Present the Common European Framework of Reference (CEFR), its applications to the Spanish domain and its usefulness for the programming and creation of materials
- O 6. Present a sample of the possibilities of applying the Spanish language for specific purposes.

Competences

- CB2 Apply their knowledge to their work or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study
- CB4 Know how to develop those learning skills necessary to undertake further studies with a high degree of autonomy
- CG1 Demonstrate capacity for analysis and synthesis.
- CG2. Analyze and evaluate a topic or subject, applying critical and objective reasoning.
- CG3 Show creativity and initiative. CG4 Adequately plan individual and team work and manage time.
- CG5 Assess the rigor and quality of academic work
- . CG6 Demonstrate a rigorous systemic attitude at work.
- CG9 Design and manage projects in the field of business and education.
- CG11 Knowing how to use the terminology and techniques of the disciplinary or professional field.
- CE2 Know how to identify the basic principles on which the study of human language is based.
- CE4 Know the systematic aspects of the uses of the language from different perspectives of grammatical analysis: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic and sociolinguistic.
- CE6 Know how to analyze and reflect on the structure and functioning of the Spanish language and communication in the Spanish language, as well as know how to discriminate critically between the different theories and apply them to the scientific study of the language.
- CE7 Recognize the strategies and transmission channels of the Spanish language.

Subject contents

1. Concepts Mother tongue. Subsequent languages. Foreign language.
2. Teaching in the world of Spanish as a foreign language.
3. What Spanish to teach? Geographical, social and stylistic varieties of Spanish.

4. What skills to teach? The four linguistic skills.
5. The methods of linguistics applied to the teaching of languages.
6. The teaching of the language through tasks.
7. The methods of teaching Spanish for specific purposes.
8. The grammatical component in the teaching of ELE.
9. The lexical component in the teaching of ELE.
10. The pragmatic and nonverbal component in the teaching of ELE.
11. The playful element in the teaching of ELE.
12. The teaching of culture and the management of cultural diversity.
13. Managing an ELE classroom.
14. Curricular design for teaching ELE.

Methodology

The teacher of Spanish to foreigners is above all a linguist and must apply the methods of linguistics, which he must know and master. That is why the methods of this science will be applied in the subject. The Spanish teacher is also a pedagogue who must situate the object of his teaching in the social and human framework, in order to achieve objectives of human formation.

In practice, the activities will be:

- Study of themes. Reading and study of the didactic materials published in the virtual space of the subject and of the fundamental bibliography indicated by the professors.
- Performing of practical activities. They will be carried out in the same classroom, individually or in groups.
- Elaboration and public presentation of a team work. The teachers will agree with each team on the subject of the work, which will consist of the design of an activity that can be applied in an ELE session.
- Preparation of an individual work. The professors will agree with each student the theme of the work, which will be developed within the framework of one of the themes of the program.

| Activity | Description | O | G | HP* | HNP |
|-----------------------|--|---------|---|-----|-----|
| Masterclass (M) | General overview of topics | O1...O6 | 1 | 30 | |
| Required reading (LO) | Basic readings of the subject | O1...O6 | 1 | | 40 |
| Seminars(S) | They deal with specific aspects of the subject | O1...O6 | 1 | 20 | 10 |
| Practices (P) | Simulation of real cases | O1...O6 | 1 | 4 | 10 |
| Coursework (T) | Individual work and work in pairs | O1...O6 | 1 | 4 | 30 |
| Tutorials (Tut) | | | 1 | 2 | |
| Other (AA) | | | | | |
| TOTAL | | | | 60 | 90 |

Development plan

The development plan will be adapted to the circumstances existing in its day, depending on the final composition of the group, the presence or absence of mobility students and the possibilities of carrying out classroom activities

Schedule

Cronograma de la asignatura

| Month | Day | Topic |
|----------------|-----|---|
| February | 6 | Topic 1. Concepts. Modern language. Subsequent languages. Linguistic profile. . |
| February | 7 | Topic 2. Teaching Spanish in our days world. |
| February | 8 | Topic 3. ¿What Spanish to teach? Dialects, sociolects and registers. |
| February | 13 | Topic 3. ¿What Spanish to teach? Dialects, sociolects and registers. |
| February | 14 | Topic 3. ¿What Spanish to teach? Dialects, sociolects and registers. |
| February (Pau) | 15 | Topic 4. The 4 communicative skills. |
| February | 20 | Topic 4. The 4 communicative skills. |
| February | 21 | Topic 4. The 4 communicative skills. |
| February (Pau) | 22 | Topic 4. The 4 communicative skills. . |
| February | 27 | Topic 5. The methods of linguistics applied to Spanish teaching . |
| February | 28 | Topic 6. Task and content teaching. |
| March (Pau) | 2 | Topic 7. Methods for teaching Spanish for specific purposes. |
| March | 6 | REFLECTION SESSION. ROADMAP. |
| March | 7 | WORKSHOP FOR ELE. |
| March | 8 | Topic 7. Methods for teaching Spanish for specific purposes. |
| March | 13 | Topic 8. The grammatical component: morphology. |
| March | 14 | Topic 8. The grammatical component: morphology. |
| March (Pau) | 15 | Topic 7. Methods for teaching Spanish for specific purposes. |
| March | 20 | Topic 8. The grammatical component: morphology. . |
| March | 21 | Topic 8. The grammatical component: syntax. |
| March | 22 | Topic 8. The grammatical component: syntax. |
| March | 27 | Topic 8. The grammatical component: syntax. |
| March | 28 | Topic 8. The grammatical component: syntax. |
| March | 29 | Topic 8. The grammatical component: syntax. |
| Abril | 11 | Topic 8. The grammatical component: metataxis y translation. |
| April (Pau) | 12 | Topic 9. The pragmatical and non verbal components. |
| April | 17 | Tema 10. The lexical component. |
| April | 18 | Topic 10. The lexical component. |
| April (Pau) | 19 | Topic 11. The playful component.. |
| April | 24 | Topic 11. The playful component. |
| April | 25 | Topic 12. Managing the classroom.. |
| April (Pau) | 26 | Topic 13. The teaching of culture. The cultural diversity. |
| May | 2 | Tema 12. Managing the classroom. |
| May (Pau) | 3 | Tema 14. The syllabus design: el MCER y el PCIC. |

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| May | 8 | Review of works. |
| May | 9 | Review of works. |
| May | 10 | Review of the entire subject. |
| May | 15 | Oral exams (Room 2.15, 8:00-9:00 h) |
| May | 16 | Oral exams (Room 2.15, 8:00-9:00 h) |
| May (Pau & Javier) | 17 | Presentation to the whole group of teamwork. |
| May | 22 | Oral exams (Room 2.15, 8:00-9:00 h) |
| May | 23 | Oral exams (Room 2.15, 8:00-9:00 h) |
| May (Pau & Javier) | 24 | Presentation to the whole group of teamwork. |
| Junne | 9 | Written exam (Room 2.44; 9:00 h) |

Evaluation

The evaluation will be continued. It will include an examination and review of the contents worked on during the course. It will also take into account the results of various practices carried out in the classroom. The results of teamwork and individual work will also be assessed. No second exam is considered.

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| Evaluation | |
| Individual work | 25% |
| Teamwork | 25% |
| Oral exam | 25% |
| Writing exam escrito | 25% |

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MARTÍN PERIS, Enrique (1991): "La didáctica de la comprensión auditiva", *Cable*, 8, 16-26.

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Webs

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<http://cvc.cervantes.es/obref/inmigracion/default.htm>

http://cvc.cervantes.es/ensenanza/biblioteca_ele/inmigracion/orientaciones/default.htm<http://cvc.cervantes.es/artes/muvap/sala5/sol/default.htm>

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