

Spanish as a Foreign Language

Code: 100592
ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Prerequisites

By obtaining the minimum of credits *in basic training subjects*, students have demonstrated to have acquired the basic competences and they will be able to express themselves orally and in writing. For this reason, any spelling and expression errors that may be committed will lead to a score decrease in the final grade.

Activities, practical sessions and papers submitted in the course must be original and under no circumstances will the total or partial plagiarism of third-party materials published on any medium be admitted. Any submission of non-original material without properly indicating its origin will automatically result in a failure rating (0).

It is also expected that students know the general rules of submission of an academic work. However, students could apply the specific rules that the teacher of the subject may indicate to them, if they deem it necessary.

Objectives and Contextualisation

"Spanish as a foreign language" is integrated into the subject of Spanish linguistics, and is part of the 54 optional credits which the student must attend during the fourth year of the Degree in Spanish Language and Literature. It's one of the subjects offered within the Spanish Language category, acknowledgement that students receive if they attend at least 30 of the 54 optional credits among the subjects assigned specifically to the said category.

Competences

Spanish Language and Literature

- Analyze the main phenomena of Spanish linguistic variation (historical, geographical, social and pragmatic variation).
- Describe the structure of the Spanish language, and distinguish the systematic and normative aspects.
- Know and proper use of traditional and electronic own resources Spanish language and literature and be able to work with them academic work.

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Typological framing the main phenomena of the Spanish language and relate them to similar phenomena in other Romance languages.

Learning Outcomes

1. Apply the frame semantics to contrastive analysis.
2. Carrying out oral presentations using appropriate academic vocabulary and style.
3. Exploit the full potential of electronic dictionaries.
4. Interpret the information provided on linguistic variation dictionaries.
5. Interpret the process of acquiring Spanish as a Foreign Language in contrast to other languages.
6. Solving problems autonomously.
7. Submitting works in accordance with both individual and small group demands and personal styles.
8. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
9. Use the dictionary for information on the regulatory aspects of the structure of the Spanish language.
10. Using corpus analysis tools.

Content

1. *The acquisition of Spanish as a mother tongue and the learning of Spanish as a foreign language.*
1. *Methodological trends in the teaching of Spanish as a foreign language. Relationship between linguistic theories and teaching methodology.*
1. *Fundamental concepts in the teaching of Spanish as a foreign language: communicative competence, error, interlanguage, linguistic distance.*
1. *The teaching of the grammar of Spanish as a foreign language: linguistic problems.*
1. Teaching the lexicon of Spanish as a foreign language: linguistic problems.
1. The teaching of the pronunciation of Spanish as a foreign language: linguistic problems.
1. Cultural aspects in the teaching of Spanish as a foreign language.
1. Evaluation of the knowledge of a foreign language: The Common Framework of Reference.
1. Spanish for specific purposes.
1. The teaching of Spanish to immigrants.

Methodology

The learning of this subject by the students is distributed as follows:

- Directed activities (35%). These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation is combined with discussion of all types of texts.
- Supervised activities (10%). These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of linguistic analysis.

- Autonomous activities (50%). These activities include both time devoted to individual study and production of reviews, papers and analytical comments written, as well as oral presentations.

- Evaluation activities (5%). The evaluation of the subject will be carried out through written tests and oral presentations.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Programmed tutorials and evaluation	15 0,6	1, 2, 3, 4, 5, 6	60 2.4 1, 2, 5, 7, 6, 8
Type: Supervised			
Preparation of classes, tests and papers	75 3	1, 2, 3, 4, 5, 6	15 0.6 1, 2, 5, 7, 6, 8
Type: Autonomous			
Theoretical-practical classes	60 2,4	1, 2, 3, 4, 5, 6	75 3 1, 2, 5, 7, 6, 8

Assessment

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place "

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities. In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives."

"Only those students who, once the weighted grade has been calculated according to the indicated criteria, obtain a grade between 4 and 5 points, will be able to go for re-evaluation. If students score less than 4, they will not be able to apply for re-evaluation."

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. A paper about one of the aspects of the program, whose precise topic will be decided by each student along with the teacher of the subject, once the course has begun.	45 %	0	0	1, 2, 5, 7, 6, 8
2. An examination on the content of the program.	45 %	0	0	1, 2, 5, 7,

Comments of the students	10%	0	0	1, 3, 2, 5, 4, 7, 6, 8, 9, 10
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Bibliography

The bibliography included below contains the basic titles for the preparation of the program by the students. During the development of each of the topics, the teacher will provide the necessary specific bibliography, some of whose titles will be mandatory readings.

Larsen-Freeman, D.; Long, M. (1991), *Introducción al estudio de la adquisición de segundas lenguas*, Madrid, Gredos, 1994.

Munoz Licerias, J. (1992), *La adquisicion de las lenguas extranjeras*, Madrid, Visor. Munoz Licerias, J. (1996), *La adquisicion de las lenguas segundas y la gramatica universal*, Madrid, Sintesis.

Sánchez Lobato, J.; Santos, I. (eds.), (2004), *Vademécum para la formación de profesores. Enseñar español*, Madrid, SGEL.

Sánchez Pérez, A. (1992), *Historia de la enseñanza del español como lengua extranjera*, Madrid, SGEL.

Software

No es requereix programari específic