Universitat Autònoma de Barcelona

## Spanish as a Foreign Language

Code: 106382
ECTS Credits: 6

| Degree | Type | Year | Semester |
| :--- | :--- | :--- | :--- |
| 2504211 Spanish Language and Literature | OT | 3 | 0 |
| 2504211 Spanish Language and Literature | OT | 4 | 0 |
| 2504386 English and Spanish Studies | OT | 3 | 0 |
| 2504386 English and Spanish Studies | OT | 4 | 0 |
| 2504388 Catalan and Spanish Studies | OT | 0 | 0 |
| 2504388 Catalan and Spanish Studies | OT | 3 | 0 |
| 2504388 Catalan and Spanish Studies | OT | 4 | 0 |

## Contact

Name: Dolors Poch Olive
Email: dolors.poch@uab.cat

## Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## 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.


#### Abstract

"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

- Advise organisations and institutions on linguistic or literary issues.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.


## Learning Outcomes

1. Apply grammatical knowledge to the resolution of exercises.
2. Characterise linguistic phenomena taking into account the different levels of analysis.
3. Detect the most common errors in non-native speakers considering their mother tongue.
4. Determine the linguistic knowledge appropriate to each level of knowledge.
5. Distinguish from a grammatical point of view the errors of Spanish as a foreign language according to the learner's native language.
6. Evaluate their own progress in the acquisition of knowledge of the contents of this subject.
7. Identify cultural implications in grammar.
8. Identify situations that need to be changed or improved from a linguistic point of view.
9. Infer justified conclusions from observation of data.
10. Know how to explain grammatical errors to secondary school pupils.
11. Propose solutions based on linguistic knowledge.
12. Transmit the literary and linguistic knowledge acquired, adapting it to a specific professional sector.

## Content

1. The acquisition of Spanish as a mother tongue and the learning of Spanish as a foreign language.
2. Methodological trends in the teaching of Spanish as a foreign language. Relationship between linguistic theories and teaching methodology.
3. Fundamental concepts in the teaching of Spanish as a foreign language: communicative competence, error, interlanguage, linguistic distance.
4. The teaching of the grammar of Spanish as a foreign language: linguistic problems.
5. Teaching the lexicon of Spanish as a foreign language: linguistic problems.
6. The teaching of the pronunciation of Spanish as a foreign language: linguistic problems.
7. Cultural aspects in the teaching of Spanish as a foreign language.
8. Evaluation of the knowledge of a foreign language: The Common Framework of Reference.
9. Spanish for specific purposes.
10. 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 orla 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 $150,61,2,3,4,5,6$ | 60 | 2.4 | $1,6,2,3,4,5,7,8,9,11,10,12$ |
| Type: Supervised |  |  |  |
| Prepararion of classes, tests and papers $7531,2,3,4,5,6$ | 15 | 0.6 | $1,6,2,3,4,5,7,8,9,11,10,12$ |
| Type: Autonomous | 75 | 3 | $1,6,2,3,4,5,7,8,9,11,10,12$ |
| Theoretical-practical classes $602,41,2,3,4,5,6$ |  |  |  |

## Assessment

The note will be calculated as follows:

1) Mark of the work: $45 \%$ of the total mark
2) Exam grade: $45 \%$ of the total grade
3) Interventions in class: 10\% of the total grade

The dates of delivery of the work and completion of the exam are
agreed between the students and the teacher. Students must
abide by the established agreements and the teacher (except in cases of force
greater than the eventual affected students must justify) no
will not accept papers or take exams outside of those dates.
ONLY THEY MAY SUBMIT FOR REEVALUATION

STUDENTS WHO HAVE OBTAINED A SITUATED QUALIFICATION
BETWEEN 4 AND 5 BOTH AT WORK AND IN THE EXAM. THE
STUDENTS WHO HAVE OBTAINED LOWER GRADES

OR WHO HAVE NOT CARRIED OUT THE TWO TESTS WILL NOT HAVE
ACCESS TO REEVALUATION.
SINGLE ASSESSMENT: Students who take this form of assessment must submit the same evidence as the rest of the students, given that they must demonstrate that they have acquired the skills specific to the subject.

They will have to deliver this evidence on the same date that the teacher will set on the first day of the course. (Google translator, 21-6-2023)

## 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 | $\begin{aligned} & 1,6,2,3, \\ & 4,5,7,8, \\ & 9,11,10, \\ & 12 \end{aligned}$ |
| 2. An examination on the content of the program. | 45 \% | 0 | 0 | $\begin{aligned} & 1,6,2,3, \\ & 4,5,7,8, \\ & 9,11,10, \\ & 12 \end{aligned}$ |
| Comments of the students | 10\% | 0 | 0 | $\begin{aligned} & 1,6,2,3, \\ & 4,5,7,8, \\ & 9,11,10, \\ & 12 \end{aligned}$ |

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

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

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

## Software

No es requereix programari específic

