Spanish as a Foreign Language

Code: 106382
ECTS Credits: 6

2025/2026

Degree	Type	Year
Spanish Language and Literature	OT	3
Spanish Language and Literature	OT	4
English and Spanish Studies	OT	3
English and Spanish Studies	OT	4
Catalan and Spanish Studies	OT	3
Catalan and Spanish Studies	OT	4

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Teaching groups languages

You can view this information at the end of this document.

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 you may make will result in a 0.25 point reduction in the grade for all assessment activities.

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

Español como Lengua Extranjera 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.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

English and Spanish Studies
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the English and Spanish languages, their evolution throughout history and their current structure.
- Apply teaching and acquisition strategies in the development of communicative competence (both linguistic and extra-linguistic) in a global and multilingual society.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of literature, culture, literary theory, language and linguistics, in Spanish and English, and evaluate their academic relevance.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes 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.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

Catalan and Spanish Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main factors of linguistic variation in the Catalan and Spanish languages, whether historical-political, diatopical, semantic or pragmatic and their historical evolution and current state.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and Spanish languages, their historical evolution and their current structure.
- Critically apply different analytical instruments to different types of linguistic data, whether in synchronic or diachronic.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.
- Demonstrate skills for professional development in the area of linguistic applications, teaching and literary and cultural management in Catalan and Spanish.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.

- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Produce arguments applicable to the areas of Catalan and Spanish philology, literary theory and linguistics and evaluate their academic relevance.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Accurately drawing up normative texts.
2. Analyse, interpret and evaluate theories of first-, second- and third-language acquisition in distinct contexts of acquisition.
3. Analyse learning situations, identify areas for improvement and propose new methods or alternative solutions.
4. Analyse professional situations and be able to provide innovative responses to the needs and demands of the world of employment.
5. Analyze properties phonetic, phonological, morphological, syntactic, lexical and semantic language that current problems arise.
6. Apply acquired concepts and methods to professional situations simulated in the classroom through problem solving and case simulation
7. Apply and use digital media and instruments appropriate to the teaching of philological contents.
8. Apply and use the appropriate digital media and tools to the teaching of philological contents.
9. Apply grammatical knowledge to the resolution of exercises.
10. Apply the concepts and methods acquired to specific professional situations through the creation and analysis of specific materials in each field.
11. Apply the concepts and methods acquired to the detection of needs specific to each discipline, and to the relevant curricular design.
12. Apply the knowledge and skills acquired to the analysis of problems and their resolution in a professional context.
13. Apply the principles of correctness required in the standard language and the different registers and variants.
14. Characterise linguistic phenomena taking into account the different levels of analysis.
15. Compare different analyses of the same phenomenon.
16. Competently use the fundamental digital and bibliographic tools for studying philology.
17. Correctly draw up a previously analysed non-regulatory text.
18. Correctly identify linguistic units in the teaching of grammar.
19. Critically analyse and evaluate language policies from a comparative perspective.
20. Detect the most common errors in non-native speakers considering their mother tongue.
21. Determine from a normative point of view the appropriateness of a communicative situation.
22. Determine the linguistic knowledge appropriate to each level of knowledge.
23. Distinguish between grammatical gender and natural gender.
24. Distinguish from a grammatical point of view the errors of Spanish as a foreign language according to the learner's native language.
25. Evaluate their own progress in the acquisition of knowledge of the contents of this subject.
26. Explain spelling rules.
27. Express oneself effectively orally and in writing, in an appropriate manner in each professional field.
28. Identify and understand distinct theories of first-, second- and third-language acquisition.

29. Identify cultural implications in grammar.
30. Identify situations that need to be changed or improved from a linguistic point of view.
31. Identify the context in which the historical processes enroll.
32. Identify the linguistic knowledge appropriate for each level of knowledge.
33. Identify which aspects of meaning are structurally determined.
34. Infer justified conclusions from observation of data.
35. Interpret regulatory information regulatory institutions localized websites on the Internet.
36. Interpret sociolinguistic data obtained using quantitative or qualitative methods.
37. Interpret texts in depth and provide arguments for critical analysis.
38. Know how to explain grammatical errors to secondary school pupils.
39. Locate specialised and academic information and select this according to its relevance.
40. Plan, organise and carry out work in a team.
41. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
42. Produce written and oral texts with correction rules.
43. Producing a written text that is grammatically and lexically correct.
44. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
45. Propose solutions based on linguistic knowledge.
46. Recognise the relationship between structure and interpretation.
47. Show mastery of the resources on different media that help in applying the norms.
48. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
49. Transmit the literary and linguistic knowledge acquired, adapting it to a specific professional sector.
50. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
51. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
52. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
53. Write text commentaries from a critical standpoint.

Content

1) Spanish in the world. Overview and basic questions. What Spanish should be taught?

2) Theoretical and fundamental concepts in teaching Spanish as a foreign language: communicative competence, error, interlanguage, linguistic distance. Acquiring Spanish as a mother tongue and learning Spanish as a foreign language.

3) Methodological trends in teaching Spanish as a foreign language. The relationship between linguistic theories and teaching methodology.

4) Preparing Spanish as a foreign language courses and classes. Creating teaching units. Sequencing content. Types of activities and learning strategies.

5) Teaching Spanish pronunciation as a foreign language: linguistic problems.

6) Teaching Spanish grammar as a foreign language: linguistic problems.

7) Teaching Spanish vocabulary as a foreign language: linguistic problems.

8) Pragmatics and the sociocultural component in teaching Spanish as a foreign language.

9) The online ELE community: digital repositories for teachers of Spanish as a foreign language. Critical reflection on materials published online and on the creation of materials with AI.

10) Assessment of foreign language knowledge.

11) Spanish for specific purposes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes and practical sessions and seminars led by the professor	65	2.6	
Type: Supervised			
Scheduled tutorials and evaluation activities	10	0.4	
Type: Autonomous			
Time dedicated to personal study and writing reviews, papers, and comments.	75	3	

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

- Directed activities. 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. These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of linguistic analysis.

- Autonomous activities. 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. 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Theoretical-practical exam	30 %	0	0	2, 5, 3, 4, 11, 10, 6, 9, 12, 13, 25, 14, 15, 1, 43, 20, 21, 32, 22, 24, 47, 27, 18, 28, 29, 33, 30, 34, 36, 37, 41, 48, 42, 44, 45, 46, 53, 17, 38, 49, 51
Theoretical-practical oral or written test	30 %	0	0	19, 2, 5, 3, 11, 9, 12, 13, 8, 7, 25, 14, 15, 1, 43, 20, 21, 32, 22, 24, 23, 47, 26, 27, 18, 28, 33, 36, 37, 48, 42, 46, 17
Work on the subject program	40 %	0	0	2, 5, 11, 12, 13, 8, 7, 25, 14, 15, 1, 43, 20, 21, 32, 22, 47, 16, 26, 27, 50, 52, 18, 31, 28, 33, 36, 35, 37, 39, 41, 40, 48, 42, 46, 53, 17, 38

Continuous Assessment Activities

1) Theoretical-practical exam 30%
2) Syllabus assignment - Reflective and contextualized design of an ELE didactic unit 40%
3) Theoretical-practical oral or written test 30%

The dates for submitting assignments and taking exams will be agreed upon between the students and the instructor. Students must adhere to the established agreements, and the instructor (except in cases of force majeure, which any affected students must justify) will not accept assignments or administer exams outside of these dates. At the time of each assessment activity, the instructor will inform students of the procedure and date for grade review.

To pass the course, students must obtain at least a 5 on the weighted average of the assessment activities.

Students who do not achieve this grade and who have previously been assessed for at least two-thirds of the course may participate in the resit, provided they have obtained a minimum average grade of 3.5. The grade obtained in the retake will replace the initial grade for calculating the final weighted average.

Students will receive a grade of Not Assessable when they have completed no more than 30% of the assessment activities.

Single Assessment Activities

Students who choose this assessment method will be required to submit the same evidence as the rest of the students, as they must demonstrate they have acquired the skills specific to the subject. They must submit all this evidence on the same date. The instructor will set the submission date as the first day of the course.

The same assessment method as continuous assement will be used.

Erasmus students who wish to take an exam must present to the teacher a written document from their home university that justifies their request.

PLAGIARISM OR FRAUDULENT CONDUCT

If a student commits any type of irregularity that could lead to a significant change in the gradefor an assessment, they will be given a 0, regardless of any disciplinary action that may result. If multiple irregularities are found in the assessments for the same subject, the final grade for that subject will be 0.

ARTIFICIAL INTELLIGENCE

The use of Artificial Intelligence (AI) technologies is not permitted in any phase of this subject. Any work that includes AI-generated fragments will be considered a breach of academic honesty and will result in the assignment being graded with a 0 and not being retaken, or in more serious cases, with greater sanctions.

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.

Méndez Santos, Carmen (2022). 101 preguntas para ser profe de ELE. Introducción a la lingüística aplicada para la enseñanza del español. Madrid: Edinumen.

Miquel, Lourdes; Ruíz Campillo, J. Plácido; Martínez Gila, Pablo; Castañeda, Alejandro; Ortega Olivares, Jenaro; Alonso Raya, Rosario, (2020) Gramática Básica Del Estudiante De Español (Nueva Edición Revisada). Madrid: Difusión.

Muñoz-Basols, Javier; Gironzetti, Elisa y Lacorte, Manel (eds.) (2019): The Routledge Hadbook of Spanish Language Teaching. Metodologías, contextos y recursos para la enseñanza del español L2. Oxford: Routledge.

Muñoz Liceras, Juana. (1992), *La adquisición de las lenguas extranjeras*, Madrid, Visor.

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 (existe una versión en la web puesta a disposición de los lectores por parte del autor de la obra).

Software

No es requereix programari específic

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.