

## SUBJECT TEACHING GUIDE

### G305 - SPANISH LANGUAGE AND COMMUNICATION I

Double Degree in Teaching in Early Childhood Education and Primary Education  
Degree in Primary Education Teaching  
First Degree in Primary Education Teaching  
Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 1 Core. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Teaching and Learning of Languages Module: Training in Teaching and the Discipline				
Course unit title and code	G305 - SPANISH LANGUAGE AND COMMUNICATION I				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
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### 3.1 LEARNING OUTCOMES

- Identify the elements involved in the communication process
- Distinguish and play a proper, common or vulgar pronunciation of sounds in Spanish
- Use normative spelling rules in Spanish in the production of texts.
- Practice reading aloud of different texts.
- Understand the communicative intention of a text based on an analysis of its words and sentences
- Produce sentence models according to different communicative functions
- Produce sentence models according to different communicative functions

### 4. OBJECTIVES

- Learn and analyzing the basic principles of the language and communication sciences
- Identify the phonic elements of the Spanish to relate them to the speaking and spelling rules, non-normative and the problems of hearing and language
- Know the mechanisms of formation of words in Spanish and an analysis on samples of language.
- Distinguish the different kinds of words and its syntactic functions
- Analyze the components of a simple sentence and relate them to their communicative function
- Relate the use of different types of simple sentences with the textual typology
- Apply knowledge of levels (from Phonetics to the lexicon) of the Spanish language to the progressive improvement of the production and comprehension skills.
- Reflect critically on the concepts of language, standard and use, both in its social projection and its teaching in primary education
- Promote the value of and respect for cultural diversity, especially in its linguistic manifestation

### 6. COURSE ORGANIZATION

CONTENTS	
1	1. Linguistic competence and communicative competence 1.1. Communication process. The linguistic sign. The language performance 1.2. Language: competence and performance. Communicative competence
2	2 Spanish phonetics and phonology 2.1. Phonemes, allophones, graphemes. Phonetic and writing 2.2. Description of the phonological Spanish system 2.3. The syllable sounds. Vocalic combinations. 2.4. Spanish prosody: accent, intonation.
3	3. The word. 3.1. Concept. The word constituents. 3.2. Spanish word formation systems. Incorporation of new words. 3.3. Parts of speech
4	4. Simple sentence and text. 4.1. Syntagms and parts of sentence. 4.2. Syntactic functions. 4.3. The subject. Impersonal forms. 4.4. Types of sentences. Parts of verbal syntagm. 4.5. Sentences and texts.

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Written exam: 60%. A minimum of 4.00 in the final exam is required.	Written exam	Yes	Yes	60,00
Continuous evaluation activities may be of different types (individual work, group work, tests,...). A minimum score of 4.00 is required.	Others	No	Yes	40,00
TOTAL				100,00
Observations				
<p>If a student does not obtain the minimum score required to pass an evaluation test, the overall grade of the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests.</p> <p>According to Article 17 (Ordinary Evaluation) of the Regulation of the evaluation processes of the University of Cantabria, before the end of the period of classes, students will have carried out evaluation activities whose weight is 40% of the final grade of the subject.</p> <p>According to the agreements of the Faculty of Education, there exist 3 paragraphs to which the tests of evaluation remain subordinated:</p> <p>SPELLING: the grammatical, lexical and orthographic correction is basic and obligatory (spelling, accentuation and punctuation), is an indispensable condition to pass the subject.</p> <p>PLAGIARY: In the relative thing to the fraudulent accomplishment (plagiarism) of the tests of evaluation, the qualification will adjust to the established in the article 32 of the Regulation of the processes of evaluation in the University of Cantabria: 'The fraudulent accomplishment of the tests or activities of evaluation will suppose directly the qualification '0' in the subject invalidating any qualification obtained in all evaluation activities in view of the extraordinary evaluation'.</p> <p>APA: Quotes and bibliographic references according to APA norms.</p> <p><a href="http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a></p> <p><a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=130">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=130</a></p>				
Observations for part-time students				
<p>Part-time students: the procedure of evaluation for part-time student that does not come to class regularly will consist of the accomplishment of an final exam and/or in the realization of works that the teacher will indicate him, of the date established by the Faculty for the final exam of the subject. Those that come to class will be able to have the same evaluation that all the students.</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

#### GENERALES

- GARRIDO MEDINA, J., Manual de la Lengua española, Madrid, Castalia, 2009
- GÓMEZ TORREGO, L., Hablar y escribir correctamente. Madrid, ed. Arco Libros, 2009
- GUTIÉRREZ ARAUS, M<sup>a</sup> L. (et alii), Introducción a la lengua española, Madrid, Centro de Estudios Ramón Areces, 2007
- GUTIÉRREZ ARAUS, M<sup>a</sup> L. (et alii), Manual del curso básico de lengua española, Madrid, Centro de Estudios Ramón Areces, 2013
- MORENO-FERNÁNDEZ, F., Variedades de la lengua española, Routledge, 2019.
- REAL ACADEMIA ESPAÑOLA (ed.), Nueva gramática de la lengua española. El español de todo el mundo, Madrid, Espasa, 2009 (2 vols.)
- REAL ACADEMIA ESPAÑOLA (ed.), Ortografía de la Lengua Española, Madrid, Espasa, 2011.
- REAL ACADEMIA ESPAÑOLA (ed.), Fonética y Fonología de la Lengua Española, Madrid, Espasa, 2011.
- REAL ACADEMIA ESPAÑOLA (ed.), Gramática y ortografía básicas de la Lengua Española, Madrid, Espasa, 2019.
- VV.AA., Lengua española para magisterio, Universitat Jaume I, Servei de Comunicació i Publicacions, 2020.

#### FONÉTICA Y FONOLOGÍA

- ALARCOS LLORACH, E., Fonología española, Madrid, Gredos, 1986.
- GIL Fernández, J. Fonética para profesores de español: De la teoría a la práctica. Madrid: Arco/Libros. 2007.
- HIDALGO, A. y QULIS, M. La voz del lenguaje: fonética y fonología del español, Tirant Humanidades, 2012.
- IRIBARREN, Mary C., Fonética y fonología españolas, Madrid, Síntesis, 2005
- MARTÍNEZ CELDRÁN, E., y A. M. FERNÁNDEZ PLANAS, Manual de Fonética Española, Barcelona, ed. Ariel, 2007.
- NÚÑEZ DELGADO, M<sup>a</sup> P., Didáctica de la comunicación oral: Bases teóricas y orientaciones metodológicas para el desarrollo de la competencia discursiva oral en la educación obligatoria, Granada, Grupo Editorial Universitario, 2004.
- TRUJILLO SÁEZ, F. y otros, Nociones de fonética y fonología para la práctica educativa, Granada, Grupo Editorial Universitario, 2004.

#### MORFOSINTAXIS

- ALMELA, Ramón, Procedimientos de formación de palabras en español, Barcelona, Ariel, 1999.
- BOSQUE, Ignacio, Repaso de sintaxis tradicional: ejercicios de autocomprobación, Madrid, Arco Libros, 2004
- GÓMEZ TORREGO, L., Gramática didáctica del español, Madrid, SM, 2011
- GÓMEZ TORREGO, L., Análisis sintáctico: teoría y práctica, Madrid, SM, 2002
- GONZÁLEZ CALVO, J. M., La oración simple, Madrid, Arco Libros, 2000 (3<sup>a</sup> ed.)
- GARCÍA-PAGE, Mario, Cuestiones de morfología española, Madrid, Ramón Areces, 2008
- LOZANO JAÉN, Ginés, Cómo enseñar y aprender sintaxis: modelos, teorías y prácticas según el grado de dificultad, Madrid, Cátedra, 2012
- RUIZ DE AGUIRRE, A., Sintaxis para alérgicos a la NGLE, 2019.