

## SUBJECT TEACHING GUIDE

G854 - The Teaching of Spanish as a Second language (L2) in the Context of Primary Education  
 Double Degree in Teaching in Early Childhood Education and Primary Education  
 Degree in Early Childhood Education  
 Degree in Primary Education Teaching

Academic year 2024-2025

1. IDENTIFYING DATA			
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Early Childhood Education Degree in Primary Education Teaching	Type and Year	Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training		
Discipline	SUBJECT: TEACHING OF SPANISH AS A SECOND LANGUAGE (L2) IN A SCHOOL CONTEXT IN INFANT EDUCATION SUBJECT: TEACHING OF SPANISH AS A SECOND LANGUAGE (L2) IN A SCHOOL CONTEXT IN PRIMARY EDUCATION Module: Complementary or Specialised Training		
Course unit title and code	G854 - The Teaching of Spanish as a Second language (L2) in the Context of Primary Education		
Number of ECTS credits allocated	6	Term	Semester based (1)
Web			
Language of instruction	Spanish	English Friendly	No Mode of delivery Face-to-face

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### 3.1 LEARNING OUTCOMES

- To know how to apply different methods of teaching Spanish as a second language
- To know how to identify the different factors that determine the needs of L2 Spanish learners.
- To know how to select and create classroom materials that integrate the four communication skills in Spanish as an L 2 to adapt the practice to the different Infant and Primary cycles
- To know how to adapt teaching materials and resources from different disciplines to the needs of Primary students who have Spanish as their L2
- Capture the lexical and grammatical features of L2 Spanish from different texts used in the classroom and assess their assimilation through the creation of new texts by the student.

### 4. OBJECTIVES

- To assess the characteristics of different methods in teaching Spanish as an L2.
- To analyze the current situation of Spanish as an L2 in the school context.
- To know the lexical resources of Spanish and know how to use them in L2 Spanish teaching programming at different learning levels.
- To comment on some Spanish grammar problems and design a teaching practice about them in the L2 classroom.
- To know and to apply evaluation models in the L2 Spanish classroom.

6. SUBJECT PROGRAM	
CONTENTS	
1	<p>Spanish a global language</p> <ul style="list-style-type: none"> <li>• Importance of Spanish as a foreign language.</li> </ul> <p>Formal linguistic context</p> <ul style="list-style-type: none"> <li>• Common European Framework of Reference for Languages ??(CEFR).</li> <li>• Levels of Linguistic skills according to the CEFR: A1, A2, B1, B2, C1, C2.</li> <li>• Linguistic and communicative skills at each level of the CEFR</li> </ul> <p>Mixed linguistic context</p> <ul style="list-style-type: none"> <li>• Considerations about teaching Spanish as an L2 in Early Childhood and Primary classrooms within the area with special needs: LOMLOE.</li> </ul>
2	<p>Main Spanish methods:</p> <ul style="list-style-type: none"> <li>• Direct Method</li> <li>• Structuralist Methods: audio-linguistic</li> <li>• Communicative Method:               <ul style="list-style-type: none"> <li>o Nocio-functional</li> <li>o Communicative Approach</li> <li>o Task Approach</li> </ul> </li> <li>• Humanistic methods:               <ul style="list-style-type: none"> <li>o Natural Method</li> </ul> </li> <li>• Analysis of the most representative manuals of the main methods</li> </ul>
3	<p>The grammar.</p> <p>Specific problems of grammar in teaching Spanish as an L2:</p> <ul style="list-style-type: none"> <li>• The 4 Basic Types of verbs:               <ul style="list-style-type: none"> <li>o Pseudoimpersonal</li> <li>o Differences between ser/estar</li> <li>o Type 3 verbs</li> <li>o Type 4 verbs</li> </ul> </li> <li>? Forms and functions of prepositions in Spanish</li> <li>• Particular study of the prepositions for/for.</li> <li>• The 5 versions:               <ul style="list-style-type: none"> <li>o Values ??of simple and compound verb forms</li> <li>o Analysis of ways to tell past events</li> <li>o Displacement of verb tenses</li> <li>o Combination of versions</li> </ul> </li> <li>• Uses and values ??of all verbal forms:               <ul style="list-style-type: none"> <li>o The indicative, the subjunctive, the infinitive, the gerund, the participle and the imperative</li> </ul> </li> </ul>
4	<p>Creation of teaching resources.</p> <p>Strategy proposal:</p> <ul style="list-style-type: none"> <li>• Appropriate (to the age and the educational framework), motivating, comprehensive and transversal (active presence of all skills), varied (performative, creative, group, individual, etc.), enhancing values, integrative and involving (they must be useful for everyone, not just for non-natives)</li> </ul>

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
In the continuous evaluation, the student's performance of activities in the classroom will be taken into account. classroom, in group work and in autonomous activities. (article 17. At the end of the class period, the student must have carried out activi	Others	No	Yes	60,00
The final exam will consist of carrying out theoretical-practical exercises related to the contents and activities covered during the development of the topics.	Written exam	Yes	Yes	40,00
TOTAL				100,00
<b>Observations</b>				
<p>To obtain a passing grade in the subject, both sections (continuous evaluation and final exam) must be satisfactorily passed. Those students who have passed the continuous evaluation will retain their grade for said section and, in that case, the recovery in the extraordinary call will be carried out through a written exercise in the classroom that will count for 40%. In other cases, the exercise written in the extraordinary call will count 100%.</p> <p><b>ORTHOGRAPHY:</b> We understand that university students have assumed linguistic abilities in relation to oral and written expression . Therefore, spelling (spelling, accentuation and punctuation), grammatical and lexical correction is essential and mandatory in the assignments and exams carried out as an essential condition to pass the subject.</p> <p><b>PLAGIARISM</b> Article 32.- Sanctioning regime. Fraudulent completion of the tests or evaluation activities will directly result in a '0' failure grade in the subject in the corresponding call, thereby invalidating any grade obtained in all evaluation activities for the extraordinary call. This circumstance will be brought to the attention of the Center</p> <p><b>CITATION RULES</b> For all academic works, APA Standards will be taken into account.</p>				
<b>Observations for part-time students</b>				
Article 24. (...) the student may undergo a single evaluation process. The single evaluation will entitle the student to obtain the same grade as students who undergo continuous evaluation processes. The single evaluation may consist of taking an exam or/and submitting work, and exceptionally the obligation to attend and pass certain face-to-face activities (laboratory classes, clinical practices, seminars, etc.) may be established.				

**8. BIBLIOGRAPHY AND TEACHING MATERIALS**

BASIC

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