# COURSE DATA

## Data Subject

| Code | 33606 |
|---|---|
| Name | Spanish language for teachers |
| Cycle | Grade |
| ECTS Credits | 6.0 |
| Academic year | 2023 - 2024 |

## Study (s)

| Degree | Center | Acad. year | Period |
|---|---|---|---|
| 1304 - Degree in Preschool Education | Faculty of Teacher Training | 1 | Other cases |
| 1305 - Degree in Primary School Education | Faculty of Teacher Training | 1 | Other cases |
| 1324 - Degree in Preschool Education (Ontinyent) | Faculty of Teacher Training | 1 | Other cases |

## Subject-matter

| Degree | Subject-matter | Character |
|---|---|---|
| 1304 - Degree in Preschool Education | 4 - Language for teachers | Basic Training |
| 1305 - Degree in Primary School Education | 4 - Language for teachers | Basic Training |
| 1324 - Degree in Preschool Education (Ontinyent) | 4 - LANGUAGE FOR TEACHERS | Basic Training |

## Coordination

| Name | Department |
|---|---|
| GOMEZ DEVIS, MARIA BEGOÑA | 80 - Language and Literature Education |
| SANELEUTERIO TEMPORAL, ELIA | 80 - Language and Literature Education |

# SUMMARY

The Common European Framework of Reference for Languages sets a standard linguistic level for all languages; Along these lines, the new qualifications specify that the Master's Degree must guarantee that whoever holds it has acquired at least a C1 level of linguistic competence, both in Spanish and Catalan. The individual with this level of competence:Can understand a wide variety of long texts with a certain level of demand, as well as recognize implicit meanings in them. He knows how to express himself fluently and spontaneously without very obvious signs of effort to find the right expression. You can make flexible and effective use of the language for social, academic, and professional purposes. Can produce clear, well-structured and detailed texts on topics of a certain complexity, showing correct use of

the organization, articulation and cohesion mechanisms of the text. (Council of Europe, 2001, p. 26)What relevance does knowledge of the language have in the training of a person studying Teaching? First of all, it is worth highlighting the instrumental nature of the subject: mastery of the language is essential to access the rest of the knowledge. Hence the need not only to improve one's own linguistic competence, but also to assume that language is fundamental both for personal training and for the proper exercise of future teaching work.The teaching role requires keeping in mind the society in which they will carry out their work: this, very changeable, will require continuous recycling and training. Likewise, in the training of teachers, both our multilingual educational system and the diversity of the students and the multicultural fact existing in our schools must be taken into account.

Our social, multicultural and multilingual reality requires considering the teaching and learning of languages with a renewed vision, as advocated by current research on language didactics. In this sense, it must be taken into account that a speaker does not learn each language independently and in isolation; he always establishes relationships and comparisons between the different languages he learns, so the knowledge he possesses about one language is applied to the others and intervenes in his learning. In line with this reality, the two subjects of the Language for Teachers subject, corresponding to the Spanish and Catalan languages, follow an integrated didactic approach. This implies that the planning of the teaching of both languages responds to the same didactic perspective `-theoretical and methodological- to favor complementarity, take advantage of coincidences and avoid repetitions.Thus, the approach of the subject Spanish Language for Teachers, presented in this teaching guide, is complemented by that of the subject Catalan Language for Teachers.`

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Sufficient oral and written competence in Spanish. The desirable minimum, with the intention of improving it, would be that corresponding to level B2 (if less, please talk to the teacher).

## OUTCOMES

### 1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

- Use information and communication technologies effectively as usual working tools.

- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

- Promote cooperative work and individual work and effort.

- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

- Know the processes of interaction and communication in the classroom.

- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

- Know and master oral and written expression techniques and use them properly in professional practice.

- Recognise and value an appropriate use of verbal and non-verbal language.

- Encourage creative reading and writing.

- Know and properly use resources to stimulate reading and writing.

- Reflect metalinguistically to correct one's own and someone else's oral and written speeches.

- Use the language richly and expressively, seeking an aesthetic attitude to the discourse. Use the language correctly and promote that it be respectful with cultural, gender, linguistic and any other differences, in keeping with the principle of equality.

- Use linguistic and metalinguistic concepts in the academic discourse.

## 1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

- Use information and communication technologies effectively as usual working tools.

- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

- Promote cooperative work and individual work and effort.

- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

- Know the processes of interaction and communication in the classroom.

- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

- Know and master oral and written expression techniques and use them properly in professional practice.

- Recognise and value an appropriate use of verbal and non-verbal language.

- Encourage creative reading and writing.

- Know and properly use resources to stimulate reading and writing.

- Reflect metalinguistically to correct one's own and someone else's oral and written speeches.

- Use the language richly and expressively, seeking an aesthetic attitude to the discourse. Use the language correctly and promote that it be respectful with cultural, gender, linguistic and any other differences, in keeping with the principle of equality.

- Use linguistic and metalinguistic concepts in the academic discourse.

## LEARNING OUTCOMES

Understand the characteristics of the contexts and the communicative needs that any teacher encounters and, consequently, the linguistic uses that are generated.Know in depth and be able to elaborate diverse oral and written discursive genres, with special attention to those of the teacher's work.Recognize and value the appropriate use of verbal and non-verbal language.Deepen the basic structures of the Spanish language with special attention to expressive and normative aspects related to use.Being able to carry out a metalinguistic reflection.Promote correct and expressive use of the language, respectful of languages and speakers.Value linguistic plurality and the wealth of knowing several languages.Be aware that, in order to exercise the profession of teacher, one's own linguistic competence is the object of constant improvement.Generate a positive attitude towards research work: curiosity, management of sources and information and communication technologies, contrasting information, formulation of hypotheses, critical attitude towards the information obtained and the materials used, etc.Critically analyze and incorporate the most relevant issues of today's society that affect family and school education.Promote cooperative

work as well as individual work and effort.Assume that the exercise of the teaching function must be perfected and adapted to scientific, pedagogical and social changes.

## DESCRIPTION OF CONTENTS

### 1. Language as a social act.

Theoretical contents:
· Discourse as a communicative unit: discursive genres and types of texts.
· The text as a product of verbal communication.
· Communicative competence in multilingual contexts and its components.

Practical contents:
- The discursive activity in the school environment. The discursive genres typical of the school environment.

### 2. School and language variety

Theoretical contents:
· Language as a set of varieties: dialects, sociolects, registers.
· The place of the norm in teaching.
· Sociolinguistic attitudes and prejudices at school.

Practical contents:
- Analysis of oral texts from the school environment.

### 3. Discursive activity, discursive genres and text types

Theoretical contents:
The exhibition. The discursive genres of the exhibition.
- Presence of the issuer in the text: the expression of objectivity. Forms of impersonalization and lexical precision. Expressive and aesthetic resources of the language.
- The organization of ideas and types of expository sequences. The connectors.

### 4. Norm and use of the Spanish language

The linguistic norm of Spanish: sentences, words and sounds.
Theoretical contents:
- Sentence constructions.
- Morphological and lexical aspects.
- Phonetic and spelling issues.

Practical contents:
Contrastive study of the linguistic norm of Spanish and students's L1 (mother tongue) in relation to the

previous questions.

## WORKLOAD

| ACTIVITY | Hours | % To be attended |
|---|---|---|
| Theoretical and practical classes | 60,00 | 100 |
| Study and independent work | 90,00 | 0 |
| TOTAL | 150,00 | |

## TEACHING METHODOLOGY

To achieve the objectives set out in this subject, an active methodology will be used that makes the involvement of students essential. A critical approach to the various theoretical postulates that will be contributed will be encouraged without excluding the magisterial presentations that the subject may require. The academic practice in this subject is structured in several levels:

Face-to-face activities (40% of the total volume of work)

1. Theoretical-practical classes (30%)

Theoretical-practical classes in which the contents of the subject will be worked on, debated and activities carried out using different teaching resources: master classes, seminars, workshops, work groups, etc. The guidelines and materials necessary for the development of these activities will be provided to students either in face-to-face sessions or through the virtual classroom.

2. Attendance at complementary activities and group work (5%)

Without intending to undermine the proposals of the teaching staff to a specific group, during the two weeks of complementary activities of the semester there will be activities that will be recommended in a timely manner.

A research work will be proposed in a small group, which will be guided and supervised by the teacher. The purpose of carrying out group work is to highlight the importance of cooperative learning and reinforce individual learning. The defense of these works can be individual or collective and can be done in front of the whole group in the classroom or in tutorials and seminars with small audiences.

3. Tutorials (5%)

The individual and collective tutorials will serve to coordinate the students in the individual and group tasks, as well as to evaluate both the individual progress and the activities and the teaching methodology. The tutorials will also be used to monitor oral expression, essential to pass the subject.

Non-contact activities (60% of the total volume of work)

4. Study and autonomous work (60%)

The teaching and research model in the classroom centers the activity on the formulation of relevant questions and on the search, analysis, preparation and subsequent communication of information. In this sense, individual works and others of a cooperative nature will be considered, all of them oriented, supervised and evaluated by the teaching staff.

In addition, each student must dedicate weekly time at home equivalent to face-to-face to prepare the next session, carry out the activities and proposed readings, study the contents, etc., study and work habit that must continue, after classes, until the day of the official call.

# EVALUATION

For the final evaluation of the course, the following will be taken into account:

- The linguistic and communicative competence of each student, both oral and written, in relation to level C1 in Spanish.
- The level achieved in the acquisition of specific knowledge and skills of the subject.
- Mastery of methods, techniques and other abilities and skills typical of a Master's Degree student.
- Evaluation of the commissioned works, including the analysis and evaluation of observations on works prepared by third parties.
- Assessment of individual and group participation, both in the classroom and in tasks carried out outside of it.
- The attitude towards the subject and respect for classmates, class attendance and participation in them, interest and perseverance to progress positively, as well as the ability to work in a group.

The achievement of these criteria will be observed from the following evaluation instruments:

- Regular monitoring of the progress of each student, both in the classroom and in individual and group tutorials.
- To assess oral competence: interviews, reports or oral works that require a formal use of the language.
- To assess written competence: written research and metalinguistic reflection papers, which must include comparative aspects between L1 and Spanish.
- Final exam of an eliminatory nature, which will consist of the production of an expository or argumentative text and some exercises on the norm and use of the language. This written test will have a weight of 40-60% in the final grade, and it will be essential to pass it to add the grades obtained in the previous points (which are considered non-recoverable tasks).

In tests and written assignments, presentation and proper handwriting for a future teacher will be taken into account, as well as spelling, lexical, and grammatical correction, along with aspects related to adequacy, coherence, and cohesion of the text. In this sense, the criteria established by the Spanish teaching unit will be applied. The language in which the subject is taught will be the one that the student body will have to use in class and in all assessment instruments. Likewise, improperly using artificial intelligence tools or plagiarizing entails a grade of zero in the corresponding work and a possible opening of an academic record. Plagiarism is understood as any foreign paragraph that, without being a quote, has been copied from other documents.

Each student who has not attended the minimum required (80% of the face-to-face classes) will be entitled to a final test of the subject as a whole, whose grade may not exceed 5 points.

# REFERENCES

## Basic

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