

## **SPANISH GRAMMAR (ADVANCED LEVEL)**

### **General description**

Description and analysis of Spanish grammar, especially those aspects which are of most difficulty for the non-Spanish speaker (advanced level).

### **Syllabus content**

- Indicative tenses.
- Comparatives.
- Lexis: use and differentiation of synonyms.
- Verbal paraphrasing.
- Demonstratives.
- Subjunctive.
- Orthography.
- Prepositions.
- Reported and direct speech.
- The imperative.
- Ser and estar.
- Adversative propositions. Sino / si no.
- Temporal propositions.
- Conditional propositions.
- Concessive propositions.
- Final propositions.
- Consecutive and causal propositions.
- Use of the article.
- The passive voice.
- Personal pronouns.
- The se.
- Non-personal forms of the verb.
- Specificative and explicative adjectives.
- The relative phrase.

Students enrolling on this course must have a sufficient command of the Spanish language. The methodology will be theory-practical as the aims of the course are to make the students reflect on the use of the language and reflexively learn the grammar.

### **Activities**

A syllabus will be given to the students which will provide a daily guide, along with a grammatical notes and practical exercises. Given the complexity of some topics they may extend into another class, the syllabus should be seen as desiderata which we will try to complete as fully as possible.

### **Assessment**

Students will carry out exercises with the grammatical contents to test their command of the language and the grammar. The exercises will be marked from 0 to 10 points; a minimum of 5 is required in order to pass. Class attendance will also be taken into account. The final mark will be based on the following:

- 1) Academic activity (80%), which will be 40 % of the average mark of the grammatical exercises and 40 % of the final exam mark
- 2) Attendance and participation (20 %). 1 point will be given to each student for each class attended (10 %) for class attendance; in order to be assessed the C.L.M. has established a minimum number of compulsory classes (80 % of the total number of classes). Class participation will also be given a maximum of 1 point (10 %).

## **Bibliography**

### **Grammars of the Spanish language (the latest edition should always be used):**

Alarcos Llorach, Emilio, *Gramática de la Lengua Española*. Madrid: Real Academia Española/Espasa.  
Alcina Franch, Juan y Blecua, José Manuel, *Gramática española*. Barcelona: Ariel.  
Alonso, Amado, y Pedro Henríquez Ureña, *Gramática castellana*. Buenos Aires: Losada.  
Gómez Torrego, Leonardo, *Gramática didáctica del español*. Madrid: S.M.  
Marcos Marín, Francisco, *Curso de gramática española*. Madrid: Cincel-Kapelusz.  
Montolío, Estrella, et al. (coord.), *Manual práctico de escritura académica*. 3 vols. Madrid: Ariel.  
Pérez Rioja, José Antonio, *Gramática de la lengua española*. Madrid: Tecnos.  
Real Academia Española (Comisión de Gramática), *Esbozo de una nueva gramática de la lengua española*. Madrid: Espasa.  
Seco, Rafael, *Manual de gramática española*. Madrid: Aguilar.  
Seco, Manuel, *Gramática esencial del español. Introducción al estudio de la lengua*. Aguilar: Madrid.

### **Grammars and exercise books which may be applied to the teaching of Spanish to foreigners (amongst many others). (The latest edition should always be used):**

Fernández, Jesús, Rafael Fente y José Siles, *Curso intensivo de español. Gramática*. Madrid: S.G.E.L.  
Fernández, Jesús, Rafael Fente y José Siles, *Curso intensivo de español. Ejercicios prácticos. Niveles intermedio y superior*. Madrid: S.G.E.L.  
Kundert, Hans, y M<sup>a</sup> Antonia Martín Zorraquino, *Ejercicios de español. Libro 1. Niveles elemental e intermedio*. Madrid: Omnivox.  
Kundert, Hans, y M<sup>a</sup> Antonia Martín Zorraquino, *Ejercicios de español. Libro 2. Niveles intermedio y avanzado*. Madrid: Omnivox.  
Moreno García, Concha, *Curso superior de español*. Madrid: S.G.E.L.

### **Orthography (the latest edition should always be used):**

Real Academia Española, *Ortografía*. Madrid: Espasa.

### **Dictionaries (the latest edition should always be used):**

Manuel Seco, *Diccionario de dudas y dificultades de la lengua española*. Madrid: Espasa.  
Real Academia Española, *Diccionario de la lengua española*. Madrid: Espasa (22<sup>a</sup> edición).  
Real Academia Española, *Diccionario de la lengua española*. « <http://www.rae.es> » (ed. actualizada).  
Real Academia Española, *Diccionario panhispánico de dudas*. Madrid: Espasa.

## SPANISH GRAMMAR (SUPERIOR LEVEL)

### General description

The content of the course includes the main points of those remaining difficulties which a student may encounter in the latter part of an advanced learning phase and the best way to solve them, within a pragmatic tone.

Students wishing to enrol on this course must have the required level of Spanish, active knowledge as well as passive, and certain knowledge of Spanish grammar. The student is offered a definitive consolidation of this knowledge by means of a systematic presentation of the grammar along with numerous exercises.

### Syllabus content

1. *Use of the indicative tenses.* Forms. Tenses. Exercises.
2. *Uses of the subjunctive.* In independent phrases. In dependant phrases. Subjunctive tenses. Exercises.
3. *Uses of SER y ESTAR.* Non-attributive use. Auxiliary use. Attributive use. Exercises.
4. *Use of the demonstratives.* Spatial, temporal and in discourse. Other uses. Exercises.
5. *Use of verbal periphrasis.* With infinitive. With gerund. With participle. Exercises
6. *Uses of the impersonal and passive structures.* Obligatory impersonals. Optative impersonals. Passive sentences. Exercises.
7. *Use of the pronominal structures.* Commuted *se*. Reflexive *se*. Reciprocal *se*. Transitive verbs. Movement verbs. Intransitive verb. Pronominal verbs. Exercises.
8. *Use of the indefinites.* Forms of the indefinites. Cardinal and ordinal numbers. Distributives. Numerical approximation. Exercises.
9. *Use of subordinate phrases.* Exclamatory *que*. Valorative *que*. Structures with *como*. Structures with *cuanto*. Structures with *cuando*. Structures with *donde*. Structures with *si*. Exercises.
10. *Use of the relatives.* (El) *que*. *Quien*. *El cual*. *Cuyo*. Exercises.
11. *Use of conversation structures.* Characterising features of intention, emphasis and deliberation. Beginnings,. Links. Appendices. Exercises.
12. *Use of prepositions.* Spatial significance. Temporal significance. Nacional significance. Idiomatic significance. Prepositional pattern. Exercises.

### Activities

Daily exercises for both class and homework

### Assessment

Assessment will be on:

- 1) Class attendance.
- 2) Class participation.
- 3) Exams, which will be of the same type as exercises done periodically in class.

## Bibliography

### 1. Textbooks:

- REAL ACADEMIA ESPAÑOLA. *Esbozo de una nueva gramática de la lengua española*, Madrid, Espasa-Calpe, varias ediciones.  
 ALCINA, J. y BLECUA, J. M., *Gramática española*, Barcelona, Ariel, various editions.  
 SECO, M., *Gramática esencial del español. Introducción al estudio de la lengua*, Madrid, Aguilar.  
 MATTE BON, F., *Gramática comunicativa del español*, Madrid, Difusión, 1992.

### 2. Diccionarios:

- SECO, M. *Diccionario de dudas y dificultades de la lengua española*, Madrid, Espasa Calpe.  
 MOLINER, M., *Diccionario de uso del español*, Madrid, Gredos, various editions.  
 VV.AA., *Diccionario de uso del español actual*, Madrid, Ed. SM., 1996.

### 3. Libros de Ejercicios:

- FENTE, R., *Curso intensivo de español. Ejercicios prácticos*, Madrid, Edi-6, 1983.  
 KUNDERT, H., MARTÍN M<sup>a</sup> A., *Ejercicios de español*, Madrid, Alhambra, 1990.

### 4. Libros especializados:

- BORREGO, J. y otros, *El subjuntivo. Valores y usos*, Madrid, SGEL, 1985.  
 GELABERT, M<sup>a</sup>. J. y otros, *Repertorio de funciones comunicativas del español*, Madrid, SGEL, 1988.  
 LUQUE DURÁN, J. DE D., *Las preposiciones*. Madrid, SGEL, (1973).  
 MOLINA REDONDO, J.A., *Usos de "se". Cuestiones sintácticas y léxicas*, Madrid, SGEL, various editions (last, 1994).  
 MOLINA REDONDO, J.A. y ORTEGA OLIVARES, G., *Usos de ser y estar*, Madrid, SGEL, 1987.

## VARIETIES OF SPANISH

### General description

The aims of this course are to acquaint the foreign student with the peculiarities of the different dialects, sociolects and registers which constitute the Spanish language, as much from a historical as well as a present-day perspective we will describe the main principal tendencies and linguistic phenomena in the different varieties of our language. This course will pay special attention to those linguistic modalities which have a greater presence and generalization in present-day society, especially those which are used in the socio-cultural environment in which our students move. Also, we will explain colloquial phrases and terminology. The classes will be of an essentially practical nature and are aimed at students with a sufficient command of the Spanish language.

## Syllabus content

1. Spanish or Castilian, why? Exemplary Spanish. The Spanish norms: general norms and regional or national norms.
2. Geographical or diatopic varieties, social or diastratic varieties and varieties of style or diaphasic. Geographical linguistic, socio-linguistic and pragmatic Spanish.
3. Historical varieties of Spanish: Mozarabic and Asturias-Leones, characteristics and areas. Navarese-Aragonese and Jewish-Spanish, characteristics and areas.
4. Spanish and other peninsular languages. Bilingualism. Mutual influences. Characteristics of spoken Spanish in Galicia, the Basque country and Catalan-speaking areas.
5. Expansion of Castilian: present-day varieties of Spanish. Southern ways of speaking: from the Canary Islands, Murcia, Extremadura and Andalucía.
6. American Spanish: history and development. Main phonetic characteristics: Vowel and consonant system. Morpho-syntactic features: the use of 'vos' and other differential aspects. The lexis.
7. Diastratic varieties. Characteristics: Cultured language and the vernacular. Special language. Professional jargon and group styles. Sector languages and slang. Types of Spanish slang.
8. Conditioning factors in semantic changes. Euphemisms and taboo words in present-day Spanish.
9. Diaphasic varieties: Characteristics: Formal and informal modality. Colloquial Spanish. Adaptation. Expressive strategies and resources.
10. Conversation: Rules. Expressions to show turns and attitudes of the speakers.
11. Discursive cohesion: Main resources. Connectors: Types and practical application.

## Activities

The students will make a recording of a live sample of speech of one or several subjects belonging to a variety of Spanish, preferably Granadinian Spanish, approximately ten minutes long. This will then be transcribed onto paper and a commentary will be made on the main linguistic features, based on the information given in class and in the recommended bibliography.

## Assessment

There are two tests in each term. The first is a partial, mid-term test and is of an orientative nature for the student. This will be voluntary and the mark will only be taken into account if it is beneficial for the student in the final assessment. The second is considered the final exam and will be on the content explained in class, with a mark of 60% of the total. This exam will have a practical part: a commentary on a transcribed oral text, and a theoretical part, which will be to answer one or two questions related to the syllabus content. As an alternative to the exam, the students may present an end-of-term paper which includes the transcription of the recording of a conversation, minimum length of five sheets of paper, with the corresponding diatopic, diastratic and diaphasic commentaries.

Attendance and class participation is 20%. Correction and good use of the language will make up the remaining 20%.

**Bibliography**

- ALVAR, M., *Manual de Dialectología Hispánica, El español de España*. Barcelona, Ariel 1996.
- BEINHAUER, W., *El español coloquial*, Madrid, Gredos, 1968.
- BRIZ GÓMEZ, A., *El español coloquial en la conversación*, Barcelona, Ariel Lingüística, 1998.
- BRIZ GÓMEZ, A., *El español coloquial: Situación y uso*, Madrid, Arcos/Libros, S.L., 1996
- BRIZ GÓMEZ, A., *El español coloquial en la clase de E/LE. Un recorrido a través de los textos*, SGEL, Madrid, 2002.
- CASCÓN MARTÍN, E., *Español coloquial. Rasgos, formas y fraseología de la lengua diaria*. Edinumen, Madrid, 2000.
- DOMÍNGUEZ, P. y otros, *El español idiomático*, Barcelona, Ariel, 1988
- GARCÍA MOUTON, P., *Lenguas y dialectos de España*, Madrid, Arcos/Libros, S.L., 1996, 2ª ed.
- KANY, CH., *Semántica hispanoamericana*, Madrid, Aguilar, 1969.
- LAPESA, R., *Historia de la Lengua Española*, Madrid, Gredos, 1980
- MORENO DE ALBA, J., *El español en América, México*, FCE, 1991.
- MORENO FERNÁNDEZ, F., *Producción, expresión e interacción oral*, Madrid, Arcos/Libros, S.L., 2002.
- NARBONA, A., CANO, R. y MORILLO, R., *El español hablado en Andalucía*, Barcelona, Ariel Lingüística, 1998.
- ROSENBLAT, A., *El castellano de España y el castellano de América: unidad y diferenciación*, Caracas, 1962.
- TUSON VALLS, A., *Análisis de la conversación*, Barcelona, Ariel Practicum, 1997.
- VAQUERO DE RAMÍREZ, Mª., *El español de América I. Pronunciación y El español de América II. Morfosintaxis y Léxico*, Arcos/Libros, S.L., Madrid, 1996
- ZAMORA VICENTE, A., *Dialectología española*, Madrid, Gredos, 1967.

**TRANSLATION FROM ENGLISH TO SPANISH****General description**

Translation has been present in many linguistic-cultural courses as intellectual development, linguistic practice and cultural awareness. This course follows that same tradition, paying attention to new focuses on language learning which translation and interpretation activities view as an instrument for the development of mediation.

Therefore, during the course the students will develop their communicative competence in Spanish by carrying out written and oral tasks, where the starting point will be the necessity of translating certain texts to enable speakers and students of Spanish to understand without having a command of the English language. In other words, the students will develop their competence in linguistic mediation as defined in the Common European Framework of Reference for Languages: learning, teaching, assessment.<sup>1</sup> The informative content and the type of texts will be related to different situations of real communication, attempting to include different registers of language, textual typologies and a balance between written and oral expression.

On the other hand, this context for translation will cover a second aim: the students will develop their abilities with respect to the process of translation, by means of the analysis and practice of aspects relative to the use of documentation, translation strategies, tools and resources for the translator, pragmatic and textual considerations, etc.

<sup>1</sup> "In the *mediation activities*, the language user does not worry about expressing its meanings, but simple acts as an intermediary between interlocutors who cannot understand each other directly, normally (but not exclusively) speakers of different languages", *European Common Reference Framework for languages: learning, teaching, assessment* European Council, 2001.

## Syllabus content

Given the practical nature of the course and the variety of aspects to be taken into account when facing translation as a form of mediation between people who speak different languages, the syllabus will be varied.

1. **Textual and pragmatic considerations:** as a starting point for translating the text, an analysis of the format, quantity and relevant of the information will be carried out, and also of the receiver of the original text and the objective text.
2. **Contrastive analysis of English and Spanish:** during the translation process certain specific and conflictive aspects when transmitting information from English to Spanish will be analysed. This contrastive analysis will deal with topics such as punctuation, grammatical structures, lexical questions, pragmatic aspects, etc.
3. **Analysis and consideration of cultural aspects:** texts and communicative situations dealt with in the course will often require the analysis on the possibility of transmission of products, practices and cultural processes from English-speaking countries to Spanish-speaking countries.
4. **The translator process:** necessary strategies in the linguistic-translating process will be analysed and applied in the course, such as activating previous knowledge, writing glossaries, applying translation strategies, selecting the size of translation units, checking cohesion, revising, etc.

## Activities

The course is based on developing writing and speaking skills in Spanish, by means of active participation of students in groups. However, there will also be individual work set to help the students prepare class activities and also to practise the mediating process outside class.

## Assessment

The projects/papers handed in will have a three-part process:

**First version.** The student will do a first version of the translation, following these norms of presentation: student's name, date handed in, project number. If possible, typed out and with double spacing (if it is hand-written the same two-line spacing applies).

**Correction and assessment by the teacher.** This first version will be corrected by the teacher following correction symbols (*see below*) and will be assessed on criteria of meaning, legibility, correction and accuracy. 0.2 points will be subtracted for each error of accuracy and correction and 0.5 points for each problem of meaning and translation (the errors of word order or unnecessary words will not be counted; several errors of the same syntactic type will be counted as only one error: (repeated errors will be counted only once).

**Second version.** The student will correct himself/herself based on the symbols and teacher's notes, resulting in a final version of the translation. The final version will be the simple correction of the symbols from the first version, as long as the number and accumulation of errors does not impede an easy reading of the text. In this case both the first and second versions must be presented in order to be compared. The final version will be assessed in the same way as the first, but without counting neither accent errors nor capital letter errors not corrected in the first version.

**The final project mark** will be the average of the two versions.

**Although the dates for handing in the work will be flexible, students will have to observe the dates set by class consensus (these will be set taking into consideration personal circumstances, such as exams, holidays, set trips, etc.)**

**Bibliography**

As well as the texts provided by the teacher for each translation (original texts, texts related to the topic written in Spanish and English, glossaries, etc.), students must read current affairs material (newspapers, journals, magazines, articles, etc.) as part of the course is based on reading, which will be useful for translating.

The following bibliography is also recommended:

**Bilingual dictionaries**

V.V.A.A. 1992. [*although the publication year has been indicated it is only orientative, as more recent editions may be found in much of this material*] *Collins Diccionario español-inglés, English-Spanish*. Glasgow & Nueva York. Grijalbo/Harper Collins, 32 ed. V.V.A.A. 1994. *El Diccionario Oxford español-inglés, English-Spanish*. Oxford. OUP

**Spanish monolingual dictionaries and encyclopedias**

Corripio, Fernando. 1994. *Diccionario de ideas afines*. Herder, Barcelona.

Moliner, María. 1982. *Diccionario de uso del español*, Madrid, Gredos.

Casares, Julio, 1981. *Diccionario ideológico de la lengua española*, Barcelona, Gustavo Gili.

Real Academia Española, 2001. *Diccionario de la lengua española*, Madrid (también on-line)

(Como punto de partida, se recomiendan también los diccionarios monolingües específicos para estudiantes extranjeros de las universidades de Alcalá de Henares, Salamanca, los de las editoriales SGEL y S.M., y el diccionario *Clave*).

**Uses of style**

V.V.A.A. 1994. *El País: Libro de estilo*, Madrid. Material de apoyo (optativo)

Newmark, P. 1984, *A text book of translation*, New York, Prentice Hall.

Textbooks on Spanish culture (there are several editions, some specific and some of a more general nature, in the library).

**INTERNET RESOURCES**

As well as the above printed material the student may also make use of the large quantity of lexical tools found on the web. During the course some of this material will be analysed, giving a brief commentary on the possible use it may have. The students are advised to be wary on using web resources and to carefully analyse the available data. Above all, the students are recommended NOT TO USE those works which offer translations and equivalences without any terminological or textual support, or, to use these equivalences as a guide to continue investigating in original texts.

**BUSINESS SPANISH****General description**

The aim of this course is to enable the students to cope in Spanish in the business world. The text used (a collection from different books) will guide the student through the diverse stages and processes inherent to the creation and setting-up of a business: product design, personnel selection, definition of distribution lines and merchandising strategies, advertising lines, ...The course is aimed at students of Spanish who, whether they have had previous contact with business Spanish or not, have the oral and written understanding capacity to enable them to analyse and understand the texts. Following the task-based approach, the student will acquire in a gradual and ordered way the necessary lexical-grammatical and notional-functional knowledge, with the business reality always present and allowing the students to develop their creativity with an end-of-term project.

It is noteworthy to underline the fact that this course will help in the preparation of the exams organised by the Chamber of Commerce and Industry of Madrid to obtain the Superior and/or Diploma in Business Spanish.



## **Syllabus content**

**Topic 1. Introductory class where the students will be oriented towards some general principles.**

**Topic 2. The Enterprise.**

Basic concepts of the business world.  
Definition, classification and planning of the business.  
Purposes of a business.

**Topic 3. Human Resources.**

Basic concepts.  
Types of structure.  
State and private offers of employment.  
Writing a Curriculum Vitae and letter of presentation.  
Profile of the applicants for a post.  
Types of contracts.

**Topic 4. The Business.**

Basic concepts.  
Rights and obligations of the individual trader.  
Business auxiliaries.  
Kinds of sales and ways of payment.

**Topic 5. Marketing.**

Basic concepts.  
Definition and objectives of marketing.  
Characteristics of advertising language.  
Creation of an advertisement.  
Misleading advertising.

**Topic 6. The Tax System.**

Basic concepts.  
Taxes.  
Direct and indirect taxes.  
State income.  
VAT.  
Income tax.

**Topic 7. Exportation and importation.**

Basic concepts.  
Exporting from small and medium-sized businesses.  
Selection of exportable products and their markets.  
Importation process.  
Some problems on exporting or importing.

## **Activities**

The class system is based on a mixture of lectures with ample student participation, given that they will have been able to read and do, at home, certain activities and reading previously provided by the teacher. Also these classes will be active, as the students will analyse articles, extra material and activities in groups, and will be presented to the rest of the class. Also, in pairs, the students will do an oral presentation on a Spanish company of their choice, commenting on its setting-up, organisation, turnover, etc. Also, in groups, the students will create an end-of-term project where, using their imagination, they will consider themselves future businessmen and women and will create their own business.

**Assessment**

In order to pass this course class attendance and participation is compulsory and this will motivate the students to be attentive, think, reason and develop their ideas with the other classmates and the teacher and also use and practise specific vocabulary related to business. This will make up 15% of the final mark. The oral presentation will be 15%. The end-of-term project will be 20% of the final mark. And finally, the students will do a written mid-term exam and an end-of-term exam, on the class topics and the student must obtain a minimum mark of five and have attended 80% of the classes, according to the norms of the Centre, so that attendance, class participation, the oral presentation and the end-of-term project can all be taken into account.

**Bibliography**

- Aguirre, B (1991): *El español por profesiones. Comercio Exterior*, Madrid, SGEL.
- De Prada, M y Bovet, M. (1992): *Hablando de negocios*, Madrid, Eldesa.
- Fajardo, M y González, S. (1995): *Marca Registrada*, Madrid, Santillana.
- Aguirre Beltrán Blanca y Hernández, Consuelo. *Curso de español comercial*. Sgel. 1987. (860.0-086 /AGU/cur).
- Aguirre Beltrán, Blanca. *Servicios financieros: Banca y bolsa. (El español por profesiones)*. Sgel. 1993. (806.0-086/AGU/ser).
- Aguirre, Blanca y Pother, Klaus. *Comercio exterior (El español por profesiones)*. Sgel. 1996. (860.0-086/AGU/com).
- Centella, A.: *Español comercial: libro del alumno (proyecto en...)* Edinumen, 1977 (806.0-086/CEN/pro).
- Centellas Rodrigo, Aurora. *Proyecto en ... español comercial*. Madrid: Edinumen, 1997. (860.0-086 /CEN/pro).
- Certificado básico de español de los negocios. Madrid: Cámara Oficial de Comercio, 1997. (806.0.86/CER/ cer).
- Certificado superior de español de los negocios. Madrid: Cámara Oficial de Comercio, 1997. (806.0.86/CER/ cer).
- Fajardo, M y González, Susana. *Marca registrada: español para los negocios: libro del alumno y libro de ejercicios*. Santillana. 1995. (860.0-086/FAJ/mar).

**TEACHING ENGLISH TO SPANISH SPEAKERS****General description**

This course, eminently practical, gives the participants the opportunity of familiarising themselves with topics and basic aspects of the teaching of English to students whose mother tongue is Spanish. The students will be trained in lesson planning, the teaching of the four skills (listening, speaking, reading and writing) and vocabulary, in the use of the blackboard and in elaboration and exploitation of teaching materials. The students will be taught how to exploit resources such as songs and video. Every two weeks there will be a practical session where the participants will teach students at the CLM some aspect previously developed in class.

## Syllabus content

What do you know?  
 A foreign language lesson  
 Lesson planning  
 Using the blackboard  
 The listening skill  
 The speaking skill  
 Pronunciation activities  
 The reading skill  
 Language analysis presentations  
 The writing skill  
 Teaching vocabulary  
 Visual aids  
 Games  
 Songs

## Activities

The classes are participative and practical and cover lesson planning, the four skills, English grammar, vocabulary, audio-visual aids and material preparation. Besides the classes, the participants will have teaching practice sessions with Spanish-speaking students from the Centre.

## Assessment

Attendance (20%). End-of-term exam (elaboration of a lesson plan) (80%)

## Bibliography

- BROUGHTON, G., *The Practice of English Language Teaching*, Longman, 1989.
- ELLIS, R., *Understanding second language acquisition*, Oxford, Oxford University Press, 1985.
- KRASHEN, S.D., *The input hypothesis: issues and implications*, Harlow: Longman, 1985.
- LEECH, G., *Meaning and the English verb*, London, Longman, 1987.
- RICHARDS, J.C., and T. Rodgers., *Approaches and methods in language teaching*, Longman, 1986.
- RICHARDS, J.C., J. Platt., *Dictionary of Language Teaching and Applied Linguistics*, Harlow: Longman, 1992.
- UNDERHILL, A., *Sound Foundations*, Oxford, Heinemann, 1994.
- Vince, M., *Advanced Language Practice*, Oxford, Heinemann, 1994.

## TEACHING SPANISH AS A FOREIGN LANGUAGE

### General description

The “The Teaching of Spanish as a foreign language (E/LE). Fundamentals and practice” course has two main aims: on the one hand, to develop the skills and teaching techniques theoretical knowledge and research awareness of a teacher of E/LE; and on the other, to serve as practice and perfectioning of the Spanish language. This double aim will be developed in a predominantly practical focus, utilising the varied possibilities of practising that the Centro de Lenguas Modernas with its teaching environment has to offer, as well as all the linguistic production implied in the work in the class sessions and the autonomous work.

## Syllabus content

The students will integrate learning necessary knowledge and skills to be an E/LE teacher with constant practice and perfecting of their own linguistic skills. This will be achieved in two ways:

1. The theoretical and practical content will be presented and practised in Spanish, with the consequent development of specific Spanish within the field of linguistics applied to language teaching and Spanish language teaching with academic aims by means of papers, reports, etc.
2. Grammar points, linguistic functions, socio-cultural content, registers will be dealt with which constitute the E/LE syllabus and the students on this course will always be able to establish connections between the Spanish they themselves have learnt and the content which is being taught in E/LE by means of analysis and assessment of syllabi, textbooks and other teaching resources.

## Activities

Several of the language teacher's decision-taking moments will be analysed:

1. **Group analysis:** affective, cognitive, social and intercultural variables of the group; beliefs and learning styles.
2. **Classroom processes:** organization of class-work, interaction in the classroom, group dynamics, teaching techniques and procedures, teacher and student roles.
3. **Syllabus sequencing:** programming of major and minor lesson plans (courses, teaching sequences of different classes, instruction phases of a class); syllabus content selection according to focuses and methodology.
4. **Work planning:** selection, modification and adaptation of teaching materials; anticipation of problems and explanations.
5. **Resource exploitation:** integration and exploitation of artistic products (cinema, music, art, etc.), authentic materials and new Technologies for the E/LE class.
6. **Correction:** principles, techniques and correction times for the language students.
7. **Assessment:** principles and techniques for assessing the level, production and intellectual progress of the language learner.

Although we will work from an eclectic approach, emphasis will be placed on the work and decision-taking on communicative focuses and tasks.

## Assessment

As well as the attendance criteria established by the Centro de Lenguas Modernas, assessment will be carried out by means of the following products/assessment instruments. These products will be elaborated throughout the course and will be presented altogether in a **final dossier**:

Active participation in the work development in the classes.

Personal reflection on the contents of the sessions in a **learning diary (20%)**.

Block 1: Group analysis.

Block 2: Management of classroom processes.

A composition of an **observation** of an E/LE class in the CLM, according to an observation protocol. **(20%)**

Block 3: Sequencing of contents.

Block 4: Work planning. **Programming** of a class, teaching the class and group reflection for classmates. **(30%)**

Block 5: Exploitation of resources.

Finding and exploitation of authentic material and a web page for a future material dossier. **(20%)**

Block 6: Correction.

Block 7: Assessment

Short **research** paper (bibliography revision) on some aspects dealt with in these blocks or some topic not dealt with on this course **(20%)**

## **Bibliography**

Some reference books will be recommended from the library related to the class work, although the specific needs of each student will be dealt with for a more concrete bibliographic search.

## **AN INTRODUCTION TO LINGUISTICS**

### **General description**

This course aims to familiarize the students with the fundamental topics which linguistics deals with as a language science. During the course we will learn that human language, the most perfect of the sign system which surrounds us, is a complex and fascinating system in constant evolution. In the first part of the course we will study some central aspects of language as a system and its peculiarities as a means of social communication. We will define units of the linguistic system and we will know the necessary terminology to eliminate impediments in the study of linguistics and in language learning. In the second part of the course we will study topics related to linguistic diversity on our planet. We will learn how languages live, how they are constructed, how and why they change, how they are related, but also how they disappear. We will enter into the universal world of linguistics and analyse the relation between language and world vision. We will also speak of the dignity of languages and of prejudices and clichés which exist about some of them. We will look briefly at the evolution of linguistics and its methods.

### **Syllabus content**

1. Communication. Verbal and non-verbal communication. Factors of linguistic communication.
  2. Communicative intention. The functions of language.
  3. Signs: classes. Natural and artificial signs. The sciences which study signs. The linguistic sign: structure and characteristics.
  4. Language as system. Phonic, morphosyntactic and lexical level.
  5. Varieties of language: geographical, social and functional.
  6. Diversity of languages. Linguistic families and the criteria for their classification.
  7. Linguistic typology. Typological classification. Typology and linguistic change.
  8. Linguistic universes. Types
  9. Language and vision of the world.
  10. The dignity of languages. Prejudices and clichés about languages.
- Linguistics, its evolution and methods.

### **Activities**

An essential part of the course is the numerous and varied oral and written activities which will be carried out in class and at home. A special part will be the debates on polemic questions from the topics studied.

### **Assessment**

Assessment of the development of the student will consist of three parts: final exam (45%), mid-term exam (20%), attendance, active participation and work done in class and at home (35%).

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