



# HISPANIC STUDIES COURSE (CEH) LANGUAGE

# APPLIED LINGUISTICS IN TEACHING SPANISH





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### **GENERAL DESCRIPTION**

The course "Applied Linguistics in Teaching Spanish" has a twofold objective: first, to serve as practice and improvement of the Spanish language and secondly, to develop the skills and teaching techniques, theoretical knowledge and research awareness of a teacher of ELE. These two aims are developed through a predominantly practical approach, with special attention to linguistic content that is more difficult, both in learning and teaching. Advantage shall be taken of opportunities to practice language skills and linguistic production in the CLM'S learning environment through classroom sessions and independent study.

#### **CONTENTS**

Students will integrate the learning of the knowledge and skills needed to be a teacher of ELE with structured use and improvement of their own language skills. This will be accomplished in two ways:

- 1. The theoretical and practical content will be presented and practiced in Spanish, with the consequent development of Spanish specific to the field of linguistics applied to the teaching of Spanish language and for academic purposes by producing projects, reports, etc.
- 2. The course will address grammar points, linguistic functions, socio-cultural contents, registers, etc. constituting E/LE programs. Students of the course will at all times make connections between the Spanish they have learned and the contents currently taught in E/LE, through analysis and evaluation of programs, manuals and other teaching resources.
- 3. Course content is organized into four sections:
  - Block 1: Applied Linguistics: Methodology and process management in the classroom.
  - Block 2: The content language: grammar, pragmatics and lexicon.
  - Block 3: Planning and scheduling of linguistic content.
  - Block 4: Analysis of errors and other practical issues

## **METHODOLOGY**





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All CLM classes follow the integration of skills, student involvement in tasks, group dynamics and pragmatic and socio-cultural value of the topics. The homework should be oriented towards the integration of students in an immersion situation in addition to personal work.

#### **EVALUATION**

Besides attendance criteria dictated by the Centre of Modern Languages, the evaluation will be conducted using the following assessment outcomes/tools:

- Active participation in the development of work in sessions, preparation for classes and orderly following of the course (20%).
- Mid-term exam (20%).
- Bibliographical research paper based on manuals and various publications on teaching linguistic content to learners of E/LE (20%).
- Final exam and / or practical implementation of a class E/LE (40%).

# **BIBLIOGRAPHY**

Some of these reference materials available in the CLM library will be recommended related to the work carried out during the course, however, the specific needs of each student will be analysed to direct a more specific literature search.

- Francisco Marcos Marín, Jesús Sánchez Lobato, Lingüística Aplicada, Editorial Síntesis, Madrid: 1991
- Isabel Santos Gargallo, Lingüística aplicada a la enseñanza-aprendizaje del español como lengua extranjera, Arco Libros, S.L., Madrid: 1999
- Encina Alonso, ¿Cómo ser profesor/a y querer seguir siéndolo?, Edelsa Grupo Didascalia. S.A., Madrid: 1994
- Arno Giovannini, Ernesto Martín Peris, María Rodríguez, Terencio Simón, Profesor en Acción, 1-3, Edelsa Grupo Didascalia, S.A., Madrid: 1996
- Aquilino Sánchez Pérez, Historia de la enseñanza del español como lengua extranjera, Sociedad General Española de Librería, S.A., Madrid: 1992

DICCIONARIO DE TÉRMINOS CLAVE DE ELE del Instituto Cervantes: http://cvc.cervantes.es/ensenanza/biblioteca ele/diccio ele/indice.htm

MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS: http://cvc.cervantes.es/ensenanza/biblioteca\_ele/marco/cvc\_mer.pdf

PLAN CURRICULAR DEL INSTITUTO CERVANTES:



http://cvc.cervantes.es/ensenanza/biblioteca\_ele/plan\_curricular/default.htm



BIBLIOGRAPHY	