



UNIVERSIDAD  
DE GRANADA



CENTRO DE  
LENGUAS  
MODERNAS

HISPANIC STUDIES COURSE (CEH)

LANGUAGE

SPANISH SIGN LANGUAGE



## SPANISH SIGN LANGUAGE

### GENERAL DESCRIPTION

In this class the student learns the Spanish Sign language at an introductory level as described in the following points:

- Learning the dactyl alphabet. Practice signing first with words, to later be able to continue practicing signing short paragraphs.
- Using a basic lexical repertoire related to basic personal information and specified situations, correctly articulating the signs and identifying their components.
- Producing some simple and prepared statements that are grammatically correct and are coherent with basic linking words. Students will be able to:
- Introduce themselves and say goodbye, respecting the social norms in sign language.
- Provide physical descriptions and provide basic information about themselves, family or place of residence.
- Ask for and provide simple directions, locations, and information about the time and date.
- Recognizing and understanding simple phrases, vocabulary and short, clear and slowly articulated signs about daily life aspects such as:
- Personal information (family relations, work, studies).
- Directions, location, time and dates.

### CONTENTS

Lexical contents:

1. Our first day with Spanish Sign Language.
2. We introduce ourselves.
3. We know our colleagues.
4. The family.
5. Where do we work/study?
6. The house.

Grammatical contents:

1. The noun: proper name, gender and number
2. The adjective: degrees (positive and superlative) and agreement (absence)
3. Deictic: forms: (personal, demonstrative and locative) and position of the deictic in the noun phrase.
4. Possessives: forms
5. Quantifiers: numerals 1-30. A little, a lot, quite a bit, some. Interrogative pronouns: what, who, which, where, when (past), when (future), how many, for what. why(to ask for an explanation and another to ask for the cause). Placement and facial expression.
6. The verb: general forms of the verb tense and AUXILIARY VERBS OF MODALITY.
7. The sentence: order of the SOV elements (SUBJECT-OBJECT-VERB), declarative,



## CONTENTS

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interrogative, copulative and coordinated copulative sentences.

8. Connectors: space and pauses.
9. Adverbs: of time, place, manner, affirmative and negative. Collaboration in prayer.
10. Classifiers: concept, uses and types.

### Socio-cultural contents:

1. personal identification: the personal sign
2. Concept of deaf people and their social diversity
3. Linguistic diversity of the LSE
4. Ways of calling: individual and close to the interlocutor
5. The importance of eye contact
6. Basic social conventions
7. Legal recognition of the LSE

### Pragmatic contents

1. Ask for information
2. Express opinions, attitudes and knowledge
3. Express tastes, desires and feelings
4. Influence the interlocutor
5. Social relationships
6. Structuring, construction and interpretation of the speech

## METHODOLOGY

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The methodology will be active, participatory and motivating, incorporating theory and practice in a comprehensive manner. With the purpose of taking into account the specific needs and demands of the group, we propose a different, creative and experiential space where we work with the different experiences, difficulties and life stages that deaf people go through, reflecting and participating in this active and dynamic workshop, favoring self-knowledge, acceptance and positive coping with problems to achieve change towards new possibilities of responses. Evaluation of knowledge according to what is stated in the corresponding section.

## EVALUATION

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SUMMATIVE: 40%:

Partial exam: expression of vocabularies

Final exam is carried out in two parts:

- Expression (Creation of a text for the students to sign).
- Compression (a signed video so that the students understand and write it in a signed Word document)

TRAINING: 60%

A continuous evaluation will be carried out to assess manual and gestural skills.

## BIBLIOGRAPHY

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- SACKS, OLIVER, "Veo una voz" *El viaje al mundo de los sordos*. Anaya & Mario Muchnik, Madrid, 1991.
- LABORIT, EMMANUELLE, "El grito de las gaviotas" Traducción de María José Buxó-Dulce Montesinos. Seix Barral. Barcelona, 2015.
- HERRERO BLANCO, ANGEL, "Gramática didáctica de la lengua de signos española" 2009.