



## COURSE DATA

### DATA SUBJECT

**Code:** 33606  
**Name:** Spanish language for teachers  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	First quarter, Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	First quarter, Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	Second quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	1	

### SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Language for teachers	BASIC
1305 - Degree in Primary School Education	Language for teachers	BASIC
1324 - Degree in Preschool Education (Ontinyent)	LANGUAGE FOR TEACHERS	BASIC
1339 - Grado en Maestro/a Educación Primaria	Language for teachers	BASIC

### COORDINATION

SANELEUTERIO TEMPORAL ELIA

GOMEZ DEVIS MARIA BEGOÑA

## SUMMARY

The Common European Framework of Reference for Languages sets a standard linguistic level for all languages; All Our social, multicultural and multilingual reality requires considering the teaching and learning of languages with a r

## 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).

## COMPETENCES / LEARNING OUTCOMES

### 1305 - Degree in Primary School Education

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.

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

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

Encourage creative reading and writing.

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

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

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

Know and properly use resources to stimulate reading and writing.

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 the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

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

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

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



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.

Use information and communication technologies effectively as usual working tools.

Use linguistic and metalinguistic concepts in the academic discourse.

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.

### 1324 - Degree in Preschool Education (Ontinyent)

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.

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

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

Encourage creative reading and writing.

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

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

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

Know and properly use resources to stimulate reading and writing.

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 the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

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

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



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

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.

Use information and communication technologies effectively as usual working tools.

Use linguistic and metalinguistic concepts in the academic discourse.

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.

## 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

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### 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

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