



COURSE DATA

DATA SUBJECT

Code: 46760
Name: Spanish as a Foreign Language: New Perspectives
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Español como lengua extranjera: nuevas perspectivas	ELECTIVES

COORDINATION

GONZALEZ GARCIA MARIA VIRGINIA

RICOS VIDAL AMPARO

SUMMARY

In the curriculum of the Master's Degree, this course is part of Track I (Spanish Language) and Track III (Hispanic Studies).

The course aims to provide advanced knowledge on the teaching of Spanish as a second or foreign language (L2/FL). The course contents revolve around reference documents for teaching/learning, a learner-centered approach, key teacher competences, the latest teaching trends in Spanish L2 instruction, new perspectives in the teaching/acquisition of linguistic competences, digital competence in the L2/FL classroom, the teaching of L2 to adult migrants, and assessment and certification in L2/FL.

The course takes part in the Educational Innovative Project INTEGRA-ELE, granted by the *Servei de Formació Permanent i Innovació Educativa* of UV.

In this subject the following SDGs are especially addressed: SDG4, SDG5, SDG8, SDG10 and SDG13.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

None.

COMPETENCES / LEARNING OUTCOMES

-

Be able to conduct teaching and research activities in Hispanic philology subject areas

Be able to discuss the ideas of different theories in the field of Hispanic philology and to analyse their contributions critically in order to contextualise their achievements and contrast these with the knowledge acquired

Be able to read all types of Hispanic philological texts in a critical, analytical and competent manner, based on a pertinent method of analysis through which it is possible to draw all their implications, both in form and content

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.

Ser capaces de desempeñar un trabajo en equipo, fomentando las relaciones interpersonales, el diálogo, el respeto al otro y la no discriminación, ni lingüística ni social.

Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.



DESCRIPTION OF CONTENTS

1. Reference documents for the acquisition of Spanish as a 2L/LE

1.1. Analysis of the main reference documents: Common European Framework of Reference for Languages (and Companion Volume), Instituto Cervantes Curricular Plan, FREPA (A Framework of Reference for Pluralistic Approaches to Languages and Cultures), etc.

1.2. Analysis of the main tools and resources, such as the Cervantes Virtual Center.

2. The learner in the focus: analysis of needs

2.1. Student-centered curriculum, needs analysis and goal setting.

2.2. Types of objectives and analysis tools.

Decision-making.

3. Competences of the 2L/LE teacher

3.1. Key teaching competences

3.2. Intercultural and critical competences in the L2/FL classroom

4. Latest trends in 2L/LE teaching

4.1. Project-based learning, cooperative learning, service-learning

4.2. Project design

5. Assessment and certification in 2L/LE

5.1. Evaluation and certification in ELE

5.2. DELE and SIELE certification exams

5.3. European Language Portfolio, Language Portfolio for Future Language Teachers, etc.

6. Linguistics applied to the acquisition of Spanish as a 2L/LE

6.1. Theoretical foundations of applied linguistics

6.2. Contributions of applied linguistics to Spanish language teaching

6.3. Processes of acquiring Spanish as an additional language

6.4. Methods and approaches based on applied linguistics

6.5. Evaluation from an applied linguistic perspective



7. Digital competence in the 2L/LE classroom

- 7.1. Definition and dimensions of digital competence for teachers and learners
- 7.2. Digital tools and resources for teaching Spanish
- 7.3. Designing digital tasks for Spanish acquisition
- 7.4. Challenges and opportunities of the digital environment in the L2/FL classroom
- 7.5. Artificial intelligence and personalized learning

8. New perspectives in the teaching/acquisition of linguistic competences in the acquisition of Spanish as a foreign language

- 8.1. New perspectives in teaching lexical competence
- 8.2. New perspectives in teaching grammatical competence
- 8.3. New perspectives in teaching pragmatic and discursive competence
- 8.4. Corpora, language technologies, and data-driven learning (DDL)

9. Teaching 2L to adult migrants

- 9.1. Characteristics and needs of the adult migrant population
- 9.2. Specific methodological approaches for adult education
- 9.3. Essential linguistic and sociocultural contents
- 9.4. Learning obstacles and inclusive proposals
- 9.5. Language policies and educational programs for migrants

These contents will be reflected in the following learning outcomes:

To know how to apply the knowledge acquired in the teaching of foreign languages, being able to solve problems in new or unfamiliar environments related to applied linguistics.

To be able to integrate linguistic, sociolinguistic and pedagogical knowledge in order to face the complexity of professional situations in which judgments must be made on the basis of incomplete or limited information, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

To possess the learning skills that will enable them to continue studying and deepening the improvement of language teaching in a way that will be largely self-directed or autonomous.

To be able to work as part of a team, fostering interpersonal relationships, dialogue, respect for others and non-discrimination, both linguistic and social, in different cultures and professional contexts in which a



philologist may work.

To be able to use institutional resources, major scientific instruments, techniques, databases and libraries, bibliography, specialized journals and new resources provided by ICT, in teaching and researching Spanish as a second language.

To be able to carry out teaching and research tasks in Spanish in applied linguistics: teaching Spanish as a second or foreign language.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	40,00
Total hours	40,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	6,00
Individual or group project	0,00
Independent study and work	104,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	110,00

TEACHING METHODOLOGY

In line with the theoretical-practical nature of the course, methodologies are used that combine lectures with primarily practical and applied activities:

- Lecture-based classes (presentation of content based on theoretical developments) supported by various resources (texts, audiovisual materials, etc.)
- Participatory practical classes (exercises, presentations, debates, quizzes, etc.), carried out individually and/or in groups



- Use of deductive procedures and strategies to apply acquired knowledge: problem identification and solving, individual or group activities (exercises, critical reading and commentary of texts, written assignments and/or oral presentations of results, etc.) based on prior content presentation
- Use of inductive procedures and strategies to apply acquired knowledge: problem identification and solving, individual or group activities (exercises, critical reading and commentary of texts, written assignments and/or oral presentations of results, etc.) based on basic guidelines to support the formulation of theoretical developments
- Promotion of collaborative (socio-cognitive) work and learning

The presentation of theoretical content is complemented by a practical component, aiming to apply the concepts studied through tasks carried out individually and in groups.

The active and innovative methodologies applied in the classroom are aligned with the teaching innovation projects in which this course is included. The teaching staff participates in Innovation Projects granted by the *Servei de Formació Permanent i Innovació Educativa* at the University of Valencia. In particular, the final course project is part of the activities of the PíEE project (INTEGRA-ELE), an innovation project aimed at designing, using and evaluating materials, resources and strategies for teaching adult migrant populations, in collaboration with non-profit organizations such as CEAR (Spanish Commission for Refugee Aid) and SJM Valencia (Jesuit Migrant Service). The aim is to support their linguistic and cultural integration into Spanish and Valencian society.

At the same time, strategies are developed to promote the integration of the Sustainable Development Goals (SDGs) in the classroom (quality education, gender equality, reduction of inequalities, decent work).

In addition to these training activities, students are encouraged to participate in conferences and seminars organized by the Department of Spanish Philology.

EVALUATION

The percentage distribution will be as follows:

30 % Participative attendance in the classroom. The activities, individual and/or in group, will consist of debates in class, presentations, attendance to the complementary activities. These activities are not recoverable in second call.

30 % Valuation of the written works, essays, readings, practical exercises, tasks, questionnaires, etc., in non face-to-face hours, that demonstrate the acquired competences. Recoverable activities in second call.



40 %: Group project. Recoverable activity in second call.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic

AGUIRRE BELTRÁN, Blanca (2012): *Aprendizaje y enseñanza de español con fines específicos. Comunicación en ámbitos académicos y profesionales*. Madrid: SGEL

ASELE (2009): *XX Congreso Internacional de la ASELE. El español en contextos específicos: enseñanza e investigación*. Comillas.

BRAVO-GARCIA, Eva y GALLARDO SABORIDO, Emilio J. (coord.) (2015): *Los estereotipos culturales hispánicos y sus implicaciones didácticas*. Monografías marcoELE 21.

CANDELIER, Michel (coord.) (2013): *MAREP. Un Marco de Referencia para los Enfoques Plurales de las Lenguas y de las Culturas. Competencias y recursos*. Consejo de Europa.

CASTELLANOS VEGA, Isidoro (2010): *Análisis de necesidades y establecimiento de objetivos*. Monografías marcoELE 10, 23-35.

CENTRO VIRTUAL CERVANTES (2000-2014): «Español para Fines Específicos» *Actas de los CIEFE*. https://cvc.cervantes.es/ensenanza/biblioteca_ele/ciefe/default.htm

CONSEJO DE EUROPA (2021): *Marco Común Europeo de Referencia para las lenguas: aprendizaje, enseñanza, evaluación (MCER). Volumen complementario*. Servicio de publicaciones del Consejo de Europa: Estrasburgo.

ELLIS, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.



ESTEBA RAMOS, Diana (2014): «Aproximación al paisaje lingüístico de Málaga: préstamos y reflejos de una realidad lingüística plural», *Recherches* 12, 11-22.

ESTEBA RAMOS, Diana (2014): «Hacia nuevos escenarios en la enseñanza de lenguas extranjeras: los signos lingüísticos públicos y su aprovechamiento en el aula de ELE». En: *Status and prospects of development of mass communications: experience of Russia and Europe. Diona*, 13-20.

FERNÁNDEZ ALONSO, MARÍA (2014): «Estilos de aprendizaje: factores que propician un cambio». *MarcoELE* 18, 1-9.

FERNÁNDEZ, Sonsoles (2017): «Evaluación y aprendizaje», *MarcoELE* 27, 1-43.

FENG, YAO y IRIARTE, FERNANDO (2018): «Estrategias de aprendizaje que utilizan estudiantes chinos que aprenden español como lengua extranjera». *MarcoELE* 27, 1-14.

GARCÉS-CONEJOS BLITVICH, P. (2024). *Pragmatics, (im)politeness, and intergroup communication: A multilayered, discursive analysis of Cancel Culture*. Cambridge University Press.

GARCÍA SANTA-CECILIA, A. (2000): *Cómo se diseña un curso de lengua extranjera*. Madrid: Arco-Libros.

INSTITUTO CERVANTES (2007): *Plan Curricular del Instituto Cervantes*. Madrid: Editorial Biblioteca Nueva, S.L.

INSTITUTO CERVANTES (2012): *Competencias clave del profesorado de lenguas segundas y extranjeras*. https://cvc.cervantes.es/ensenanza/biblioteca_ele/competencias/default.htm

JOHNS, T. (2002): «Data-driven learning: The perpetual challenge». En B. Kettemann & G. Marko (Eds.), *Teaching and learning by doing corpus analysis* (pp. 105-117). Rodopi.

LARSEN-FREEMAN, D. y M. H. LONG (1994): *Introducción al estudio de segundas lenguas*. Madrid: Gredos.

LARSEN-FREEMAN, D., y ANDERSON, M. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

LÓPEZ FERRERO, Carmen y MARTÍN PERIS, Ernesto: «La competencia crítica en el aula de español L2/LE: textos y contextos». En *Del texto a la lengua: la aplicación de los textos a la enseñanza-aprendizaje del español L2-LE*, coord. por Francisco Javier de Santiago Guervós, Hanne Bongaerts, Jorge Juan Sánchez Iglesias, Marta Seseña Gómez, Vol. 1, 507-516. ASELE.



MARTÍN PERIS, Ernesto (2015): *La formación del profesorado: innovación y reto*. Barcelona: Difusión.

MUÑOZ BASOLS, J., GIRONZETTI, E. y LACORTE, M. (Eds.) (2019): *The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2*. 1ª ed. Routledge

PANO ALAMÁN, A. (2024): *La comunicación digital en español: enfoques, métodos y perspectivas*. Madrid: Ediciones Complutense. ISBN: 978-84-669-3881-5. Disponible en acceso abierto: <https://hdl.handle.net/20.500.14352/1130>

RICHARDS, J. C. y ROGERS, T. S. (1998): *Enfoques y métodos en la enseñanza de idiomas*. Madrid, Cambridge University Press.

SÁNCHEZ LOBATO, J. y SANTOS GARGALLO, I. (dirs.) (2004): *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2) / lengua extranjera (LE)*. Madrid: SGEL.

TRUJILLO, F. (2012). *Competencia digital y enseñanza de lengua*. Graó.

VILLALBA, F. y HERNÁNDEZ, M. (2001): *Diseño Curricular para la enseñanza del Español como L2 en Contextos Escolares*. Murcia: Consejería de Educación y Universidades de la Comunidad de Murcia.

Additional

ALCARAZ, Enrique y HUGUES, Brian (2002): *El español jurídico*. Barcelona: Ariel.

CASTILLO LLUCH, Mónica Y SÁEZ RIVERA, Daniel M. (2012): «L' espagnol des immigrants chinois et l' espagnol américain dans le Paysage linguistique de Madrid ». *Recherches*, 9, 39-68.

ESTEBA RAMOS, Diana (2016): «El paisaje lingüístico como herramienta pedagógica para un aula intercultural: despertar a las lenguas, despertar a sus culturas». En: Leiva Olivencia, J. J. y Almenta López, E. (eds.), *La educación intercultural a debate*, editado por Seminario de Interculturalidad, Comunidad y Escuela de la Universidad de Málaga, 10-20.

FENG, Yao y IRIARTE, Fernando (2018): «Estrategias de aprendizaje que utilizan estudiantes chinos que aprenden español como lengua extranjera». *MarcoELE* 27.

FERNÁNDEZ ALONSO, María (2014): «Estilos de aprendizaje: factores que propician un cambio».



MarcoELE 18.

GASCA JIMÉNEZ, Laura (2017): «El desarrollo del pensamiento crítico y de una conciencia social crítica: metodología y prácticas pedagógicas de un curso de nivel intermedio B1 de ELE ». *Revista Internacional de Lenguas Extranjeras*, 6, 930.

GONZÁLEZ PLASENCIA, Yeray (2017): «INCLUSO PLUS ULTRA: Revisión conceptual y metodológica de la competencia intercultural en E/LE». *MarcoELE* 25.

HERRERA, Francisco Y CONEJO, Emilia (2009): «Tareas 2.0: la dimensión digital en el aula de español lengua extranjera». *MarcoELE* 9.

HUANG, Yun-Ting (2015): «Las dimensiones culturales aplicadas a la enseñanza/aprendizaje de ELE: un análisis de caso entre la cultura española y la cultura china». *MarcoELE* 20.

MARTÍNEZ LAGARES, María Dolores (2015): De la comunicación intercultural al aprendizaje intercultural en la clase de español ». *MarcoELE* 21.

MARTÍNEZ PÉRSICO, Marisa (2014): «Permeables a la cultura a través de la lengua. La incorporación de contenidos socioculturales de España e Hispanoamérica en la clase de ELE ». *MarcoELE* 19.

MESSINA ALBARENQUE, Claudia (2015): «Evaluar la conciencia intercultural. Una autoevaluación guiada». *MarcoELE* 20.

MORENO MORENO, Rosa María y ATIENZA CEREZO, Eencarna (2016): «Abordar la interculturalidad en el aula desde el desarrollo de la competencia intercultural del profesorado ». *MarcoELE* 22.

OSPINA GARCIA, Santiago (2018): «Derechos humanos y pedagogía crítica en clase de español como lengua extranjera ». *MarcoELE* 27.

PASTOR CESTEROS, Susana (2010): «Enseñanza de español con fines profesionales y académicos y aprendizaje por contenidos en contexto universitario ». *Testi e linguaggi* 4, 71-88.

SÁNCHEZ TRUJILLO, María de los Ángeles (2017): «La competencia intercultural y el aprendizaje del castellano como segunda lengua». *MarcoELE* 24.

SANTIAGO GUERVÓS, Javier (2010): «La competencia cultural en la competencia comunicativa: hacia una comunicación intercultural con menos interferencias». *MarcoELE* 11, 113-130.



SOTO-RUBIO, María Gabriela (2017). *Paisaje lingüístico e inteligencias múltiples en la enseñanza de español como lengua extranjera*. Trabajo fin de máster en Estudios Hispánicos Avanzados. Valencia: Universitat de València.

VALLÈS I SANCHIS, Ismael (2003): «Aproximació a la imatge lingüística de la ciutat de València ». *Cuadernos de Geografía*, 73-74, 391-400.

VALLS CAMPÀ, Lluís y DÍAZ AYUGA, Juan Manuel (2017): «MI VECINO JAPÓN: Un proyecto de intercambio cultural en línea inspirado en el modelo CULTURA». *MarcoELE* 25.