Spanish for Native Speakers Program

Historically, enrollment by Spanish-speaking students in Spanish-as-a-second-language courses throughout the United States has been low. Many native Spanish-speaking students whose formal education has been primarily in United States schools are somewhat uncomfortable in beginning a more formal study of the Spanish language and often do not take advantage of their specific linguistic assets. There should be no reason for native, near-native, or comfortable speakers of Spanish or students from Spanish-speaking communities, to study Spanish as if it were a foreign language.

The language learning needs of Spanish-speaking students are not uniform. There are some students who have lived in the midst of the Spanish language almost all of their lives and they feel, intuitively, the rhythm, tones and inflections of the language which other students, raised in non-Spanish-speaking environments, often take years to master. Other students speak well, but are unsure about writing and have some difficulty reading. Still others speak and write fairly proficiently but want to brush up on the more formal structures of the language and perfect their writing styles. In order to meet the linguistic needs of bilingual students who are already somewhat comfortable with spoken Spanish, the Department of Spanish offers a sequence of three courses (Spanish 31, 32, and 33) that are the equivalent for the four-course language preparation for non-natives (Spanish 21, 22, 23, and 24) at the intermediate level.

For more information contact Francisco Alarcón, Director, Spanish for Native Speakers Program, 604 Sproul Hall, fjalarcon@ucdavis.edu.

Spanish for Native Speakers at the Intermediate Level

This three-quarter series is designed for the student who is already somewhat comfortable with spoken Spanish and intends to develop each student’s degree of competency. The Spanish for Native Speakers (SNS) Program sets out to utilize all the students’ previous linguistic experiences. There is an emphasis on standard Spanish as well as other language variations in order to increase the student’s linguistic repertoire. As part of the study of the language, the SNS Program also analyzes the socio-cultural context of Spanish-speaking communities in the United States as well as in the Americas.

As part of the regular courses, students meet with native-speaker tutors on an individual basis one hour per week. During these weekly tutorial hours different grammatical exercises as well as pedagogical strategies will be implemented by the tutors working with students. Most tutors are students who have successfully completed the three-course series.

Although students may receive credit for each of the sequence courses (SPA 31, 32, 33), we would like to point out that each course focuses on different aspects of grammar and syntax. We therefore recommend that students take the entire sequence. The sequence begins in Fall Quarter (SPA 31), continues in Winter Quarter (SPA 32), and finishes in Spring Quarter (SPA 33).