



Universidad de Valladolid
Cursos de Español



Universidad de Valladolid

Embassy of Spain
Education Office

Ministry of Education

Immersion Course for Teachers of Spanish as a Foreign Language

From 8th to 26th July 2019



Universidad de Valladolid
Cursos de Español



COURSE PROGRAM

TITLE OF THE COURSE: Immersion Course for Teachers of Spanish as a Foreign Language

UNIVERSITY: Universidad de Valladolid

DIRECTOR: Nieves Mendizábal de la Cruz

PRE-REQUISITES: Students must have a minimum level B2 CEFR

DATES: 8 to 26 July, 2019

NUMBER OF PARTICIPANTS: A minimum of 8 and a maximum of 22

COURSE DESCRIPTION

The course comprises a range of seminars in which various techniques, proposals, and resources will be presented and explained for both planning as well as teaching Spanish lessons. Seminars will merge language and cultural content, and will also take into account the presence of digital tools and the importance of the affective component in the teaching-learning process.

Students will also be given the chance to sit in on some of the Spanish lessons taught at the Language Center in July.

COURSE OBJETIVES

- Provide a theoretical-practical consideration of language and communication.
- Help develop decision-making strategies when planning lessons in Spanish as a foreign language (SFL) from the standpoint of multilingual and multicultural education.
- Observe, describe and analyze various kinds of programmed teaching activities for providing practice in the four skills in SFL.
- Convey the knowledge acquired when preparing teaching materials.
- Gain an insight into the theoretical proposals of so-called “affective and effective learning”
- Reflect on various learning styles and teaching practices.
- Explore the underlying concepts and principles when teaching and learning culture in the SFL classroom.
- Consider the various resources and materials used when teaching culture and put forward teaching proposals for their inclusion in other subjects.
- Evaluate on-line resources and tools available to teachers of SFL and gauge their potential as a basis for collaborative learning.

CONTENTS

- Developing the four skills when teaching Spanish as a foreign language: teaching strategies and resources



- Teaching grammar in the Spanish class: what a teacher of Spanish should know about grammar.
- Teaching the pragmatic component.
- Phraseology and teaching Spanish: teaching lexical items through phraseology.
- The affective component when teaching/learning Spanish as a foreign language.
- Learning and acquisition of Spanish in bilingual contexts Spanish-English.
- Digital teaching competence for teaching Spanish as a foreign language.
- Curricular planning and development in teaching Spanish as a foreign language: a multilingual and multicultural perspective.

METHODOLOGY

The techniques applied in the classroom are based on the communicative approach, both in its notional-functional dimension as well as in the methodological aspect of the action based approach (task based approach).

When applying this method, students are considered in their three main areas: as social agents who learn a language as a means of communication that will enable them to engage in communicative interaction, as intercultural speakers which allows them to assimilate aspects of the new culture in an integrated manner, and as independent learners who are central to their own life-long learning.

TEACHING STAFF

Teaching staff from the Faculty of Arts and Philosophy, the Faculty of Education, the University of Valladolid Language Center and recognized visiting professor; All specialists in the field of the program.

CONTENT/TOPIC AND OUTLINE FOR EACH SESSION

DAILY SCHEDULE 1ST WEEK

	Monday 8	Tuesday 9	Wednesday 10	Thursday 11	Friday 12
9.30-11.30	<p>Teaching grammar in the Spanish classroom (1st session)</p> <p>Methods and approach to teaching foreign languages: the role of grammar.</p> <p>The CEFR (Common European Reference Framework for Languages) and the action oriented approach.</p> <p>Grammatical competence</p>	<p>The affective element in teaching/learning SFL (2nd session)</p> <p>In the classroom: the teacher facilitator. Group dynamics</p>	<p>Teaching the pragmatic element (1st session)</p> <p>Pragmatics: definition and general principles.</p> <p>Pragmatic competence</p>	<p>Teaching the pragmatic element (2nd session)</p> <p>Intercultural pragmatics I.</p> <p>Analysis of acts in speaking Spanish: request, compliment, non-agreed invitation, refusing. Didactic application of content</p>	<p>Teaching the pragmatic element (2rd session)</p> <p>Lesson 3 :</p> <p>Intercultural pragmatics II.</p> <p>Communicative culture and classifying communicative styles</p>
11.30-12.00	BREAK				



12.00-14.00	<p>The affective element in teaching/learning SFL. (1st session)</p> <p>Learning and the affective element. Affective factors present in the SFL classroom</p>	<p>The cultural element in teaching SFL (1st session)</p> <p>Teaching and learning culture in the field of foreign language teaching. Culture in the curriculum: the CEFR and the Cervantes Institute Curriculum (PCIC). Intercultural and socio-cultural competence (I)</p>	<p>The cultural element in teaching SFL (2nd session)</p> <p>Teaching and learning culture in the field of foreign language teaching. Culture in the curriculum: the CEFR and the PCIC. Intercultural and socio-cultural competence (II)</p>	<p>Teaching grammar in the Spanish classroom (2nd session)</p> <p>Grammar and meaning attention to form. Towards meaningful learning of the grammatical element. Language levels and grammatical content SFL.</p>	<p>12.00 Guided tour of the Archive at Simancas</p>
17.00-19.00	<p>Orientation session (information about the city, the university and the Language Center) and guided tour around the city of Valladolid.</p>			<p>The affective element in teaching/learning SFL (3rd session)</p> <p>Humanistic activities and cooperative learning: theory and practice</p>	

DAILY SCHEDULE 2nd week

	Monday 15	Tuesday 16	Wednesday 17	Thursday 18	Friday 19
9.30-11.30	<p>The cultural element in teaching SFL (3rd session)</p> <p>Teaching and methodological applications of culture in the SFL classroom. Analysis of materials (specific books and methods), dealing with culture when teaching Spanish/foreign language curricula. Practical cases.</p>	<p>Educational possibilities of web 2.0 in teaching SFL (2nd session)</p> <p>General approach to the concept of Web 2.0. Conceptual changes in the role of the 2.0 teacher. Analysis of the educational possibilities of Web 2.0 for SFL. Activity proposal 1</p>	<p>Teaching phraseology in the SFL classroom (1st session)</p> <p>Introduction to Spanish phraseology. Approaches to phraseology in SFL handbooks</p>	<p>Educational possibilities of web 2.0 in teaching SFL (4th session)</p> <p>On-line educational resources for teaching SFL. On-line educational resources for creating teaching materials for teaching SFL (I)</p>	<p>Curricular planning and design in the SFL classroom: a multilingual and multicultural perspective (1st session)</p> <p>Principles behind curricular design from a teaching perspective. Levels in curricular development.</p>
11.30-12.00	BREAK				



12.00-14.00	Educational possibilities of web 2.0 in teaching SFL (1st session) Presentation of the course curriculum "Educational possibilities of web 2.0 in teaching SFL". Accessing the course platform. Creating Personal Learning Environments	Teaching grammar in the Spanish classroom (3rd session) Basic grammar problems in teaching/learning SFL : explanation and practical application. Models of activities (I)	LESSON OBSERVATION	Teaching grammar in the Spanish classroom (4th session) Basic grammar problems in teaching/learning SFL : explanation and practical application. Models of activities (I)	Teaching phraseology in the SFL classroom (2nd session) Teaching phraseological units in the SFL classroom: guidelines for creating exercises
17.00-19.00		Visit to a winery and wine tasting session	Educational possibilities of web 2.0 in teaching SFL (3rd session) 2.0 tools for teaching Spanish as a foreign language. Possibilities for the student creator (Wikis, Blogs and Social Networks).	Guided tour of the Polychrome Sculpture Museum	

DAILY SCHEDULE 3rd week

	Monday 22	Tuesday 23	Wednesday 24	Thursday 25	Friday 26
9.30-11.30	Curricular planning and design in the SFL classroom: a multilingual and multicultural perspective (2nd session) Elements of curricular planning and development. Goals of multilingual and multicultural education.	Developing the four skills in the SFL classroom: strategies and resources (2nd session) Resources and strategies for working with texts in the SFL classroom: activities for interpreting literary texts. Practice with texts. Designing activities using stories and poems	Developing the four skills in the SFL classroom: strategies and resources (3rd session) Resources and strategies for developing written expression. Methodological introduction, teaching resources, creativity exercises, techniques for creating texts	Teaching literary competence in the SFL classroom: (1st session) The literary text as a resource for teaching/learning SFL	The literary component in EFL teaching (2nd session) Designing a classroom session to teach Spanish literature from the intercultural perspective. Pooling ideas and discussing teaching proposals and methods
11.30-12.00	BREAK				
12.00-14.00	Developing the four skills in the SFL classroom: strategies	Curricular planning and design in the SFL classroom: a	New methods for teaching Spanish as a foreign language:	Developing the four skills in the SFL classroom: strategies	12.00-12.45 Satisfaction survey 13.30 Farewell



	and resources (1st session)	multilingual and multicultural perspective (3rd session)	suggestopedia and suggestology (1st session)	and resources (4th session)	aperitif (Grounds of the Santa Cruz Hall of Residence)
	Resources and strategies for developing reading comprehension: methodological introduction, communicative teaching proposals, analysis of activities, using authentic material, designing activities	The intercultural dimension in the teaching-learning of foreign languages. Implications for the teacher in the SFL classroom.	Introduction to humanistic approaches in SFL teaching.	Resources and strategies for developing listening comprehension, listening tests, analyzing activities, proposals for teaching	
17.00-19.00			Visit to the Contemporary Art Museum	New methods for teaching Spanish as a foreign language: suggestopedia and suggestology (2nd session) Classroom techniques for teaching Spanish through suggestology. Guidelines for creating exercises.	

GRADING CRITERIA: Attendance (minimum 85%), assignments and active participation in class will be assessed.

REQUIRED READING LIST AND/OR TEXTS: Class materials and basic bibliography will be handed out by teachers at the beginning of each workshop.

ACADEMIC DIRECTOR'S RESUME

Name: **Nieves Mendizábal de la Cruz**

A.1 Current professional position

Body	UNIVERSITY OF VALLADOLID		
Dept./Centre	SPANISH LANGUAGE/FACULTY OF MEDICINE AND PHILOSOPHY AND ARTS		
Telephone no.	+34 983 18 46 66	Email:marianieves.mendizabal@uva.es	
Professional post	ASSISTANT LECTURER		
Key words	SPANISH CONTEMPORARY LITERATURE, SHORT NARRATIVE, CONTEMPORARY SPANISH TALES, MICRO-STORIES, TEACHING SPANISH AS A FOREIGN LANGUAGE, LITERATURE AND ITS TEACHING APPLICATIONS		



A.2. Academic background (qualification, institution, date)

Degree / Short degree / Doctorate degree	University	Year
DEGREE IN SPANISH STUDIES	UNIVERSITY OF VALLADOLID	1990
DEGREE IN GERMAN STUDIES	UNIVERSITY OF VALLADOLID	
DOCTORATE IN SPANISH STUDIES	UNIVERSITY OF VALLADOLID	1995

A.3. General quality indicators of scientific production (see instructions)

- Hirsch Index: 3; total citations Google Scholar 24.
- Accreditation for Professor. Positive evaluation awarded in June 2012.
- Theses supervised in the last ten years: two will be presented in October (currently undergoing external review). Enrolments on theses: three.
- Publications in leading publishing companies: Biblioteca Nueva, Visor, Peter Lang.
- Publications in indexed journals: Tonos digital, Analecta Malacitana, Epos, Speculo, Contextos Educativos, Interlingüística.
- Short reviews:
 - “Guía práctica para la elaboración de informes logopédicos”. In Lynx. Panorama de Estudios Lingüísticos. No. 12 (2013) pages 75-78
 - “Estudios lingüísticos del español hablado en América”. Vol. 1. La oración y sus realizaciones. Visor Libros. Reviewed by M. España.

Part B. SUMMARY OF THE CURRICULUM VITAE

With regard to my academic background, worth highlighting is the fact that I hold two degrees (Spanish Studies and German Studies). In addition, I was given an End of Doctorate Degree Award in Spanish Studies. Holding two degrees has enabled me to form part of several multidisciplinary teams with professors of German and has allowed me to attend international congresses in Germany. The doctoral thesis entitled “Origen y evolución de las proposiciones causales en español medieval” led me to embark on a research career investigating the area of diachronic linguistics, which has given rise to several publications on the topic (“Las oraciones causales en la prensa actual”, Epos; Clasificación semántico-funcional de los verbos regentes de proposiciones causales en el español de los siglos X al XV”, Revista Tonos digital, “Valores semánticos de la preposición en: el caso del español de México en un corpus de entrevistas orales”. The latter doctoral thesis was granted recognition by two institutions, the University of Valladolid, who conferred on me the End of Doctorate Degree, and the Official School of Doctors and Graduates in Sciences and Arts, by whom I was given the same award.

My work as a teacher commenced in 1991 when I began teaching on the Spanish courses for foreign students taught at the University of Valladolid. I was also invited to teach at other centres (Comillas, 2005). In the same field, I have devoted my experience as a teacher of Spanish to producing various teaching materials with the Everest publishing company (Curso de español para extranjeros, 2000; Hablamos, 2010). I have attended prestigious conferences (ASELE) and am currently Academic Director of the Spanish



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Courses for Foreign Students at the University of Valladolid, as well as at the Language Centre at the same university.

I have taught at other European universities on short stays as part of the Erasmus programme (Innsbruck, St. Andrews, Riga, Verona, Palermo) and I have attended national and international conferences as a speaker on topics related to Hispanic Studies (Leipzig, 2009, U. Tras os Montes, Vila Real, 2009).

In the twenty plus years I have been lecturing at the department of Spanish Language (in the area of general linguistics), teaching courses such as linguistics, pragmatics, psycholinguistics, language disorders, sociolinguistics, and discourse analysis, I have been involved in several competitive research projects over a range of knowledge areas, specifically in lexicon, Spanish as a foreign language as well as grammar and diachronic linguistics/analysis.

Likewise, my interest in teaching has led me to take part in a number of teaching innovation projects; one in particular "Prolingua: proyecto para la internacionalización de la logopedia" was awarded second prize by the University of Valladolid Social Council (2015).

All of my teaching and research career has been disseminated through numerous publications in book chapters (Biblioteca Nueva, Visor, Peter Lang), in journals and at congresses.

To conclude this brief summary, I wish to highlight my participation as a teacher in the Master's Degree in Teaching Spanish as a Foreign Language, an in-house degree taught at the University of Valladolid, in which, since it was introduced, I have been closely involved through courses such as Teaching Methods in Spanish as a Foreign Language, Morphosyntactic Aspects in Teaching Spanish as a Foreign Language, and Analysis and Development of Teaching Materials.

Part C. MOST RELEVANT MERITS

C.1. Publications

Mendizábal de la Cruz, Nieves (2009): "La expresión de la volición: del deseo al mandato". In C. Hernández (Ed.): *Estudios lingüísticos del español hablado en América*. Vol. I: La oración y sus realizaciones. Madrid, Visor Libros.

Mendizábal de la Cruz, Nieves, Solías Aris, Teresa (2009). "Striking contrast between damaged Leith-dominant and right-dominant right hemispheres". In Marrero y Pineda: *Linguistics: the challenge of clinical Application*. Madrid. UNED Euphonia.

Mendizábal de la Cruz, Nieves, Sanz Alonso, Beatriz (2010): "Estudio de una gramática del siglo XIX: análisis y fuentes". In C. Assunção, G. Fernández y M. Loureiro (eds.): *Ideias Lingüísticas na Península Ibérica*. (Séx. XIV a séc. XIX), Vol. II. Nodus Publikationen, Münster.

Mendizábal de la Cruz, Nieves (2011): "Preposiciones de tiempo y espacio en el discurso oral del español de Centroamérica". In: E. Hernández, Carster Sinner, y G. Wotjak (eds.): *Estudios de tiempo y espacio en la gramática española*. Frankfurt am Main. Editorial Peter Lang.

Mendizábal de la Cruz, Nieves (2010): "Análisis de categorías pragmáticas a través de textos narrativos fílmicos". *Revista Espéculo de la Universidad Complutense de Madrid*.



Mendizábal de la Cruz, Nieves (2011): "Lingüística, semiótica y cine: perspectivas de estudio e investigación". Revista Espéculo. Universidad Complutense de Madrid. 14 pages. Revista electrónica. E. Ridruejo, C. Hoyos, N. Mendizábal, C. Vela (2010): Hablamos español. Curso de español para extranjeros. Editorial Everest.

Mendizábal de la Cruz, N. (2012): "Valores semánticos de la preposición "en": el caso del español de México en un corpus de entrevistas orales". Revista AnMal Electrónica. University of Malaga, December 2012.

Mendizábal de la Cruz, Nieves, "Comunicación, interacción social y sociedad tecnológica: reflexiones sobre las influencias mutuas". Journal of the University of Medellin. 2015

Mendizábal de la Cruz, Nieves: "Actos de habla expresivos a través de las letras de las canciones populares españolas. De la sintaxis a la pragmática". I Congreso Internacional La letra de la música. Juan Carlos I University of Madrid, September 2011.

Mendizábal de la Cruz, Nieves y otros (2013): Guía Práctica para la elaboración de informes logopédicos. Editorial Panamericana.

Mendizábal de la Cruz, Nieves (2014): "Léxico de referencia espacial en "La fuente de la Edad" de Luis Mateo Díez". Revista Biblioteca Nueva. Pages 169-193

C.2. Congresses

TITLE: "La expresión del deseo, ruego y mandato en español. Punto de vista onomasiológico". TYPE OF PARTICIPATION: Paper YEAR: 1995

VENUE: León

ACTIVITY: VI ASELE International Congress

ORGANISED BY: ASELE and the University of Leon

TITLE: "Un nuevo método en la enseñanza del español como segunda lengua: gramática onomasiológica".

TYPE OF PARTICIPATION: Paper (joint)

YEAR: 1998. ACTIVITY: VII ASELE International Congress. VENUE: Almagro (Ciudad Real). ORGANISER: ASELE and the University of Castilla-La Mancha.

TITLE: "Formas de expresión del lugar y la dirección en español". TYPE OF PARTICIPATION: Paper. YEAR: 1998. ACTIVITY: VII ASELE International Congress. VENUE: Almagro (Ciudad Real). ORGANISER: ASELE and the University of Castilla-La Mancha

TITLE: Preposiciones de tiempo y espacio en el discurso oral del español de Centroamérica. VENUE: Leipzig (Germany). YEAR: 2009. TYPE OF PARTICIPATION: Paper. CONGRESS: VII International Congress on Spanish Linguistics.

TITLE: Striking Contrast between Damaged Left-Dominant and Right-Dominant Hemispheres

VENUE: Autonomous University of Madrid

YEAR: 2009

TYPE OF PARTICIPATION: Paper



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CONGRESS: II International Congress on Clinical Linguistics.

TITLE: El registro informal escrito en la enseñanza del española como lengua extranjera: análisis del género del correo electrónico.

VENUE: University of Salamanca

YEAR: 2010

TYPE OF PARTICIPATION: Paper

CONGRESS: XXI ASELE International Congress

C.3. Stays at overseas centres:

Erasmus teaching stays:

University of Innsbruck (2009)

University of Leipzig (2011)

University of Verona (2011)

University of Riga (2012)

University of Palermo (2013)

C.4 Awards received:

End of Doctorate Degree Award: University of Valladolid (1995)

End of Doctorate Degree Award: Official School of Doctors and Graduates in Sciences and Arts. Valladolid. (1995)

The University of Valladolid Social Council Teaching Innovation Award (2015) 2nd Prize, Special Mention.

C.5. Positions of Responsibility:

Director of the University of Valladolid Language Centre (Uva) (2015)

Director of Spanish Courses for Foreign Students at the University of Valladolid (2015)

Secretary of the Degree in Speech Therapy (2010-2015)

C.6. Others:

Accreditation for university professor.

One research step awarded