

University of Salamanca

**Embassy of Spain
Education Office**

Ministry of Education and Vocational Training

**Online course
(Simultaneous videoconferencing by Zoom
and STUDIUM platform)**

**Spanish Language Varieties and
Spanish as a Heritage Language
for Spanish Teachers from the United States and Canada**

From 5th to 23rd July, 2021

COURSE SYLLABUS

TITLE OF COURSE:

Spanish Language Varieties and Spanish as a Heritage Language

UNIVERSITY: Salamanca

INSTRUCTOR: Dr. D. Javier de Santiago Guervós

OTHER TEACHERS: Alberto Buitrago Jiménez
Sonia Casado García
Begoña Núñez Desiré

DATES: 5th- 23rd July, 2021

PREREQUISITES (If Any):

Language level required: Advanced level: B2 level as described in the Common European Framework of Reference for Languages (CEFR).

ACTFL: Advanced Mid

It is very important that participants show interest and that they have experience in teaching Spanish as a foreign language.

NUMBER OF CREDITS: 3 semester / 5 quarter credits

COURSE DESCRIPTION:

This course will examine the unity and diversity of the Spanish language, focusing on different geographical varieties. It will also analyze the features and needs of heritage speakers, who are exposed to their mother tongue for long periods of time but lack the linguistic and communicative skills of the native speaker.

The course is organized into three sections:

Spanish today: geographical and social varieties (22 and a half contact hours)

Evolution of Spanish Language (15 contact hours)

Spanish as a Heritage Language (22 and a half contact hours)

COURSE OBJECTIVES:

Spanish today: geographical and social varieties

- We will present the most relevant features of Spanish linguistic areas.
- We will approach the study of “correct Spanish” with particular emphasis on the main non normative uses from a phonetic, morphological, syntactic and lexical perspective.
- We will outline the social varieties and context-dependent varieties.

Evolution of the Spanish Language

- We will study the evolution of Spanish (phonetics, morphology, syntax and lexis) throughout different periods (origins, medieval, classic, modern and the current day).
- We will understand the interrelationship among the historical facts that have been shaping the Hispanic civilization and the development of the Spanish language.
- We will make a critical analysis of the existing theories related to the Spanish language model brought to America.
- We will analyze the most relevant features of the evolution of the Spanish language in the different linguistic areas of the Americas.

Spanish as a Heritage Language

- We will approach the dialectal variety of the Spanish language and its cultural wealth.
- We will analyze the profile of the Spanish speaking student of the Spanish language.
- We will get closer to the speaker of Spanish as a Heritage Language: learning style and needs.

CONTENT/TOPIC AND OUTLINE FOR EACH SESSION:

ALL SESSIONS WILL BE HELD IN A SIMULTANEOUS WAY. THE PROGRAM FOR SYNCHRONIZED VIDEOCONFERENCING IS ZOOM.

The teachers of Cursos Internacionales have tailored the material of their face-to-face classes to make the most of all the tools available in ZOOM, activities, presentations, working groups, etc.

IN ADDITION TO THE SIMULTANEOUS CONFERENCES, THE STUDIUM PLATFORM is available for the students anytime, with all the study material provided by the teacher.

THE FOLLOWING SCHEDULE SHOWS SPAIN'S TIME

	Monday 5
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 1. Introduction
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 1. The romanization of Hispania. a. Influence of Pre-Roman languages (substratum)
18:50-20:20	<i>Spanish as a Heritage Language</i> 1. The speaker of Spanish as a Heritage Language: cultural variety (I)
	Tuesday 6
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 2. Current linguistic situation in Spain: 2.1. Linguistic diversity 2.2. Castilian Spanish
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 2. Linguistic influence of invading peoples after the Romans, a. Germanic invasions (superstratum) b. Arabian invasion (superstratum and adstratum)
18:50-20:20	<i>Spanish as a Heritage Language</i> 1. The speaker of Spanish as a Heritage Language: cultural variety (II)
	Wednesday 7
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 3. Standard or normative variety
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 1. Origins of Castilian Spanish. a. First Romance documents (I)
18:50-20:20	<i>Spanish as a Heritage Language</i> 2. The speaker of Spanish as a Heritage Language: linguistic variety (I)
	Thursday 8
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 4. Southern varieties: 4.1. Andalusian

	<p>4.2. Spanish of the Canary Islands (<i>canario</i>) 4.3. Spanish of Murcia (<i>murciano</i>) 4.4. Spanish of Extremadura (<i>extremeño</i>)</p>
17:30-17:45	Break
17:45-18:45	<p><i>Evolution of the Spanish Language</i> 3. The origins of Castilian Spanish. a. First Romance documents (II)</p>
18:50-20:20	<p><i>Spanish as a Heritage Language</i> 2. The speaker of Spanish as a Heritage Language: linguistic variety (II)</p>

	Friday 9
16:00-17:30	<p><i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 5. The Spanish of the communities with other official languages: 5.1. The Spanish of Catalan people 5.2. The Spanish of Galician people 5.3. The Spanish of Basque people</p>
17:30-17:45	Break
17:45-18:45	<p><i>Evolution of the Spanish Language</i> 4. The Medieval Castilian Spanish. a. From Alfonso X of Castile to Nebrija (I)</p>
18:50-20:20	<p><i>Spanish as a Heritage Language</i> 2. The speaker of Spanish as a Heritage Language in the classroom: learning needs (I)</p>
	Monday 12
16:00-17:30	<p><i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America: 1. Introduction</p>
17:30-17:45	Break
17:45-18:45	<p><i>Evolution of the Spanish Language</i> 4. The medieval Spanish of Castile a. From Alfonso X of Castile to Nebrija (II)</p>
18:50-20:20	<p><i>Spanish as a Heritage Language</i> 3. The speaker of Spanish as a Heritage Language in the classroom: learning needs (II)</p>
	Tuesday 13
16:00-17:30	<p><i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America: 2. Characteristics of the Spanish language of America: 2.1. Phonetics 2.1.1. General features</p>
17:30-17:45	Break
17:45-18:45	<p><i>Evolution of the Spanish Language</i> 5. Linguistic base of the Spanish language of America (I) a. Andalusian influence b. The indigenous element</p>
18:50-20:20	<p><i>Spanish as a Heritage Language</i> 3. The speaker of Spanish as a Heritage Language in the classroom: learning needs (III)</p>

	Wednesday 14
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America: 2. Characteristics of the Spanish language of America: 2.1. Phonetics 2.1.2. Dephologization phenomena: <i>seseo</i> and <i>yeísmo</i>
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 5. Linguistic base of the Spanish language of America (II) a. Andalusian influence b. The indigenous element
18:50-20:20	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop reading comprehension (I)
	Thursday 15
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America: 2. Characteristics of the Spanish language of America: 2.2. Morphosyntax 2.1.1. General features
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 6. Spanish in the Golden Age. (I) a. Linguistic changes in the Spanish of Spain
18:50-20:20	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop reading comprehension (II)
	Friday 16
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America 2. Characteristics of the Spanish language of America: 2.2. Morphosyntax 2.1.2. <i>Voseo</i>
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 6. Spanish in the Golden Age (II) a. Linguistic changes in the Spanish of Spain
18:50-20:20	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop writing (I)
	Monday 19
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America: 2. Characteristics of the Spanish language of America: 2.3. Lexis 2.3.1. General features 2.3.2. Anglicisms
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 7. Centripetal movements in the evolution of the Spanish language in the Hispanic world (I) a. Linguistic changes in the Spanish of Spain

18:50-20:20	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop writing (II)
	Tuesday 20
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Social varieties of the current Spanish language: Official Spanish: some of the latest news. 1.1. Orthography: Doubts about the spelling of letters. Accentuation problems. 1.2. Morphosyntax: rules and remarks about concords. Pleonasms. 1.3. Lexis: Archaisms. Foreign words. (gallicisms and anglicisms).
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 7. Centripetal movements in the evolution of the Spanish language in the Hispanic world (II) a. Linguistic changes in the Spanish of Spain
18:50-20:20	<i>Spanish as a Heritage Language</i> 5. Resources and activities to develop speaking (I)
	Wednesday 21
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Social varieties of the current Spanish language:: 2. Colloquial Spanish: 2.1. Phonetics: deviation from the phonetic rule Morphosyntax: 2.1.1. Forms of address 2.2.2. The repetition
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 8. Current Spanish (I)
18:50-20:20	<i>Spanish as a Heritage Language</i> 5. Resources and activities to develop speaking (II)
	Thursday 22
16:00-17:30	<i>Spanish today: geographical and social varieties</i> Social varieties of the current Spanish language: 2. Colloquial Spanish: 2.2. Lexis: 2.2.1. Taboo and euphemisms. False Friends. 2.2.2. Slang 2.3. The simplified language of young people
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> 8. Current Spanish. (II)
18:50-20:20	<i>Spanish as a Heritage Language</i> 6. Spanish registers <ul style="list-style-type: none"> ▪ Academic Spanish ▪ Formal Spanish
	Friday 23
16:00-17:30	<i>Spanish today: geographical and social varieties</i> . Examination
17:30-17:45	<i>Break</i>
17:45-18:45	<i>Evolution of the Spanish Language</i> . Examination
18:50-20:20	<i>Spanish as a Heritage Language</i> Examination

GRADING CRITERIA AND SYSTEM AND/OR EVALUATION ACTIVITIES:

Spanish today: geographical and social varieties

30%: Attendance and participation
70%: Final examination

Evolution of the Spanish Language

30%: Attendance and participation
70%: Final examination

Spanish as a Heritage Language

30%: Attendance and participation
70%: Final examination

DUE DATES OF MAJOR ASSIGNMENTS, PROJECTS AND EXAMINATIONS:

Spanish today: geographical and social varieties

Test, 23rd July (material covered by the course)

Evolution of Spanish Language

Test, 23rd July (material covered by the course)

Spanish as a Heritage Language

Test, 23 rd July (material covered by the course)

TEXT AND/OR REQUIRED READINGLIST:

Spanish today: geographical and social varieties

The following books are also recommended:

- Aleza Izquierdo, M. y Enguita Utrilla, J.M. (2002) *El castellano de América: Aproximación sincrónica*, Valencia, Tirant Lo Blanch
- Lipsky, J. M. (1996): *El español de América*. Madrid: Cátedra
- López Morales, H. (1992): *El español del Caribe*. Madrid: Mapfre (también en CD.- ROM)
--(1998): *La aventura del español en América*. Madrid: Espasa Calpe
- Llorente Maldonado de Guevara, A. (1986): *El lenguaje estándar español y sus variantes*. Salamanca: ICE/ Universidad de Salamanca
- Real Academia Española (2001, vigésima segunda ed.): *Diccionario de la lengua española*. Madrid: Espasa Calpe
- Salvador, G. (1987): *Estudios dialectológicos*. Madrid. Paraninfo
-- (1987): *Lengua española y lenguas de España*. Barcelona: Ariel
- Vaquero, M. (1995): *El español de América I. Pronunciación*. Madrid: Arco Libros
-- (1995): *El español de América II. Morfosintaxis y léxico*. Madrid: Arco Libros
- Vígara, A. M^a (1980): *Aspectos del español hablado. Aportaciones al estudio del español coloquial*. Madrid: SGEL
-- (1992): *Morfosintaxis del español coloquial*. Madrid: Gredos

http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/variedadlinguistica.htm

To solve doubts about linguistic correction and to be up to date with the last news approved by linguistic authorities, please visit:

- ACADEMIA ESPAÑOLA (2014). *Diccionario de la lengua española*, Espasa-Calpe, Madrid, (23^a). (CD) **DRAE**. www.rae.es
- Real Academia Española. Asociación de Academias de la Lengua Española
(2005): *Diccionario Panhispánico de dudas*. Madrid. Santillana Ediciones Generales
(2009): *Nueva gramática de la lengua española*. (a. Morfología, Sintaxis I. b. Sintaxis II. Madrid: Espasa Calpe
(2010) *Diccionario de americanismos*. Madrid. Santillana
(2010): *Ortografía de la lengua española*. Madrid: Espasa Calpe
(2011): *Nueva gramática de la lengua española*., III Fonética y Fonología. Madrid: Espasa Calpe
(2013) *Ortografía escolar de la lengua española*. Madrid: Espasa Calpe.

Evolution of the Spanish Language

The following books are also recommended:

- AA. VV. (1996): *Introducción a la literatura española a través de los textos (de los orígenes al siglo XVII)*, Tomo I. Madrid, Editorial Istmo. (6.^a edición)
- ACADEMIA ESPAÑOLA (2014). *Diccionario de la lengua española*, Espasa-Calpe, Madrid, (23^a). (CD) **DRAE**. www.rae.es
- ALONSO, A. (1967), *Estudios lingüísticos*. Temas Hispanoamericanos, 3.§ ed., Madrid, «La base lingüística del español americano».
- ARIZA, M. (1989). *Manual de Fonología Histórica del Español*, Síntesis, Madrid.

- BUSTOS, E. et alii, *Práctica y teoría de historia de la lengua española*, Síntesis, Madrid, 1993.
- CANO, R. (Coord.) (2004): *Historia de la lengua española*. Madrid, Editorial Ariel.
- CANO, R. (1998). *El español a través de los tiempos*, Madrid: Arco/Libros.
- CANO, R. (2002): *El español a través de los tiempos*. Madrid. Editorial Arco/Libros (5.^a edición)
- CATALÁN, D. (1989). *Las lenguas circunvecinas del castellano*, Madrid: Paraninfo.
- CATALÁN, D. (1989). *El español. Orígenes de su diversidad*, Madrid: Paraninfo.
- COROMINAS, J. y PASCUAL, J. A. (1987-1991). *Diccionario Crítico Etimológico Castellano e Hispánico*, Gredos, Madrid, , 6 vols. (DCECH. Edición reducida).
- FLÓREZ, L. (1980), «Algunas observaciones sobre el castellano hablado en América», en BAC, XXX, págs. 142-163.
- FONTANELLA, M. B. (1989), *El voseo bonaerense. Visión diacrónica*, Bahía Blanca, Universidad Nacional del Sur.
- FONTANELLA, M. B. (1989), «Un nuevo aporte sobre el rehilamiento bonaerense del siglo xix», *Anuario de Letras XXVII*, págs. 269-274.
- FONTANELLA, M. B. (1992), «La evolución de los usos peninsulares y americanos de segunda persona singular. Tuteo y voseo».
- FONTANELLA, M. B. (1992), *El español de América*, Madrid, Colecciones MAPFRE 1492
- FRADEJAS, JM. (2000): *Fonología histórica del español*. Madrid. Editorial Visor Libros. (2.^a edición)
- GARCÍA DE DIEGO, V. (1970): *Gramática histórica española*. Madrid. Editorial Gredos.
- LAPESA, R. (1964), «El andaluz y el español en América», *Presente y futuro de la lengua española*, II, Madrid, págs. 163-172.
- LAPESA, R. (1966), «América y la unidad de la lengua española», *Revista de Occidente*, 38, mayo, págs. 300-310
- LAPESA, R. (1980). *Historia de la Lengua Española*, Madrid: Gredos.
- LAPESA, R. (1988): *Historia de la lengua española*. Madrid. Editorial Gredos. (9.^o edición, 6.^a reimpresión)
- LOPE BLANCH, J. M. (1968), *El español de América*, Alcalá.
- MEDINA, J. (2003). *Historia de la lengua española, I. Español medieval*, Madrid: Arco/Libros.
- MENÉNDEZ PIDAL, R. (1966), «Sevilla frente a Madrid: algunas precisiones sobre el español de América», en *Homenaje a Martinet, III*, La Laguna, págs. 99-165.
- MENÉNDEZ PIDAL, R. (1978), *La lengua de Cristóbal Colón, 6.*» ed, Madrid.
- NEBRIJA, A. (1989): *Gramática de la lengua castellana*. Madrid. Editorial Centro de Estudios Ramón Areces. (3.^a edición)
- TORRENS, M^a J. (2007). *Evolución e historia de la lengua española*, Madrid: Arco/Libros.

VALDÉS, J. (1969): *Diálogo de la lengua*. Buenos Aires. Ediciones Hispania.

WRIGHT, R. (1982). *Latín tardío y romance temprano*, Madrid: Gredos.

Spanish as a Heritage Language

The following books are also recommended:

ACEVEDO, R. (2003), “Navegando a través del registro formal”. En Roca, A. y Colombi, M.C. (eds.) (2003): *Mi Lengua: Spanish as a Heritage Language in the United States, Research and Practice*. Washington, DC: Georgetown University Press.

ACOSTA CORTE, A. (2012). “Heritage speakers of Spanish: How can research help in teaching them?” *Vida Hispánica*.

ALARCON, I. (2010): “Advanced Heritage Learners of Spanish: A Sociolinguistic profile for pedagogical purposes”, *Foreign Language Annals*, 43 (2), 269-288.

COLOMBI . C. F. y ALARCÓN, X. (eds.) (1997). *La enseñanza del español a hispanohablantes: Praxis y teoría*, Boston: Houghton Mifflin.

FELIX, A. (2009): “The adult heritage Spanish speaker in the foreign language classroom: a phenomenography”, *International Journal of Qualitative Studies in Education*, 22 (2), 145–162.

HIDALGO, M. (1993), “The teaching of Spanish to bilingual Spanishspeakers: a ‘problem’ of inequality”. En Merino, B., Trueba, H. y Samaniego, F. (eds.) (1993): *Language and culture in learning: Teaching Spanish to Native Speakers of Spanish*. Washington, D.C.: Falmer Press / Taylor & Francis.

MARTINEZ, G. A, (2003): “Classroom based dialect awareness in heritage language instruction: A critical applied linguistic approach”, *Heritage Language Journal*, 1 (1) [en línea]. [http:// www.heritagelanguages.org](http://www.heritagelanguages.org)

MCGREGOR-MENDOZA, P.: “Spanish as a Heritage Language Assessment: Successes, Failures, Lessons Learned” *Heritage Language Journal* [en línea]. 2012, Otoño vol. 9(1) [consulta: 11/2012]. pp. 1-26.

MERINO, BARBARA, HENRY Trueba, and FABIÁN Samaniego, eds. *Language and Culture in Learning: Teaching Spanish to Native Speakers of Spanish*. Washington: Falmer, 1993.

MUÑOZ MOLINA, A. 2006. “Horas decisivas: El español en los Estados Unidos. Enciclopedia del español en el mundo”: anuario del Instituto Cervantes 2006-2007. Madrid: Plaza y Janés.

POTOWSKI, K. (2005): *Fundamentos de la enseñanza del español a hispanohablantes en los EE. UU.*, Madrid, Arco/Libros.

POTOWSKI, K. (2008): «¿Por qué ofrecen una clase de español para hispanohablantes?», en Ewald, Jennifer y Anne Edstrom, eds., *El español a través de la lingüística: Preguntas y respuestas*, Somerville, MA, Cascadilla Press, 228-241.

POTOWSKI, K. y CARREIRA, M. (2004): «Teacher Development and National Standards for Spanish as a Heritage Language», *Foreign Language Annals*, 37, 3, 427-437.

POTOWSKI, K. y ESCOBAR, M (2015), *El español de los Estados Unidos*. Cambridge University Press.

POTOWSKI, K. y CAMERON, R (2007) *Spanish in Contact: Educational, Linguistic, and Social Inquiries*). John Benjamins.

ROCA, ANA. “La realidad en el aula: Logros y expectativas en la enseñanza del español para estudiantes bilingües.” *Colombi and Alarcón* 55–64.

— — —. “Retrospectives, Advances, and Current Needs in the Teaching of Spanish to United States Hispanic Bilingual Students.” *ADFL Bulletin* 29.1 (1997): 37–43. [[Show Article](#)]

SILVA-CORVALÁN, C. (2001), *Sociolingüística y pragmática del español*, Washington: Georgetown University Press.

VALDÉS, G. (2001). “Heritage Language Students: Profiles and Possibilities”. In J. K. Peyton, D. A. Ranard, & S. McGinnis (eds.), *Heritage languages in America*

VALDES, G. y M. GEOFFRION-VINCI (2011): “Heritage Language Learners: The Case of Spanish”, en M. Díaz-Campos (ed.), *The Handbook of Hispanic Sociolinguistics*, Wiley-Blackwell.

VILLA, DANIEL. “Choosing a ‘Standard’ Variety of Spanish for the Instruction of Native Spanish Speakers in the U.S.” *Foreign Language Annals* 29.2 (1996): 191–200

ZENTELLA, A.C. (1997), *Growing up bilingual*. Oxford: Blackwell.

INSTRUCTOR'S RESUMÉ

Personal Information

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Academic Degrees

1990 Bachelor in Philology by the University of Salamanca.
2001 Doctor in Philology by the University of Salamanca, Summa cum Laude.

Titular professor at the University of Salamanca. He was Director of the Master of Teaching Spanish as a Second Language offered by the University of Salamanca. He also specializes in giving lectures and courses in different Spanish and foreign universities. He has taught in numerous remarkable universities and institutions such as Middlebury College (Vermont-USA), Utrecht University (Holland), University of Skövde (Sweden), Università Ca' Foscari de Venezia (Italy), Università degli Studi de Milán (Italy), Instituto Cervantes, Menéndez Pelayo International University, University Pontificia of Salamanca, and Cursos Internacionales at the University of Salamanca, among others. Furthermore, he has also taught Spanish to American students studying abroad in Spain from universities such as Colby College, Penn State, James Madison University, Wake Forest University, etc. Aside from his teaching duties, he has also played a key role in the field of Spanish language assessment. De Santiago Guervós was the coordinator of the DELE tests (Diplomas of Spanish as a Foreign Language) for the Spanish Ministry of Education and Science-Instituto Cervantes. He is currently working in the production of the BULATS test for the University of Cambridge. Additionally, he has contributed his expertise to the development of the European Language Portfolio (<http://eelp.gap.it>).

De Santiago Guervós has also published several books on Spanish as a foreign language. He has co-authored with Professor Jesús Fernández González important works such as *Aprender Español Jugando* (1997), *Fonética Básica del Español para Anglohablantes* (1997) and *Issues in Language Acquisition and Learning* (1998).

He is also remarkable for the development of Spanish foreign language learning books aimed at all pre-university levels. Such works include *Español para todos* (4 vol.) (2002), published by Atica (Brasil), and *Ahora sí* (5 vol.), published by Editora Educacional (Brasil), *Fundamentos de la enseñanza del español como 2/L* (SANTIAGO GUERVÓS, Javier y FERNÁNDEZ GONZÁLEZ, Jesús, Arco/Libros, 2017). He also stands out because of his collaboration on the production of *Diccionario Salamanca de la Lengua Española* (Santillana, 1997).

His research interests include the communication and linguistic field as well. Within this sphere, he is author of several books such as *La lengua de los políticos* (Lynx, 1996), *El léxico político de la transición española* (Universidad de Salamanca, 1992), *Principios de comunicación persuasiva* (Arco/Libros, 2005), *El complemento (de régimen) preposicional* (Arco/Libros 2007), *Comentario de textos persuasivos* (Arco/Libros, 2008), *El Léxico disponible de Segovia* (Fundación del Instituto Castellano y Leones de la lengua, 2009), *Del texto a la lengua: la aplicación de los textos a la enseñanza-aprendizaje de español L2-LE* (ASELE, 2011), *Estrategias para el análisis sintáctico* (Arco/Libros, 2013), *Cuestiones de puntuación* (Manual de escritura académica y profesional. Ariel, 2014, pp. 325-374 y 563-572), *Reflexiones teóricas sobre la didáctica de la conexión discursiva* (Procedimientos de conexión discursiva en español: adquisición y aprendizaje. Bustos Gisbert, José M. / Gómez Asencio, José J.(eds). Fondo Hispánico de Lingüística y Filología. Peter Lang. 2014. Pp. 123-139). Moreover, he worked with Antonio López Eire on the publication of *Retórica y comunicación política* (Cátedra, 2000). His lectures, articles and chapters in this field are also to highlight.

OTHER PRESENTERS' RESUMÉ

ALBERTO BUITRAGO JIMÉNEZ is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca. He is currently the responsible for the R&D Department. Besides his extensive experience in the field of Spanish teaching, he is also a committed teacher trainer. He has a lengthy experience of running teacher training courses and seminars at the University of Salamanca, as well as at other Spanish and international institutions. His experience also extends to the area of materials development, as he has written both didactic material and evaluation instruments for Spanish as a foreign language. He is the author of *Diccionario de dichos y frases hechas* [Dictionary of Sayings and Idioms] and the coauthor of *Diccionario del origen de las palabras* [Dictionary of Word Origins] and the *Guía para escribir y hablar correctamente en español* [Guide for Writing and Speaking Correctly in Spanish], which were published by Espasa-Calpe. He is also a collaborating author for the *Diccionario Salamanca de la Lengua Española* [The Salamanca Dictionary of Spanish], published by Santillana; the interactive independent learning CD-ROM entitled *Español de todos* (Publicaciones de la Universidad de Salamanca); and the textbook *Español para todos* (Universidad de Salamanca-Ática), specially developed for the teaching of Spanish in Brazil. Also, he is the coauthor of the textbook *Español Lengua Viva 2 and 4* (Levels B1 and C1) (Santillana-Universidad de Salamanca) and *Hablamos español* (Everest-Instituto Castellano y Leonés de la lengua, 2010).

SONIA CASADO GARCÍA graduated from the University of Salamanca, where she earned degrees in Spanish and English Philology. Currently, Casado García teaches Spanish as a Foreign Language at the University of Salamanca with Cursos Internacionales. Also, she has been responsible for a wide range of teacher training courses held both by the University of Salamanca and by many other universities abroad. Aside from her teaching duties, Ms Casado has contributed her expertise to the production, development, revision and assessment of the DELE tests. Her main research interests include the creation and implementation of new methodologies and educational materials to promote communicative activities, as well as the cultural and intercultural component in the teaching of Spanish as a foreign language.

BEGOÑA NÚÑEZ DESIRÉ graduated from the University of Salamanca with a degree in Spanish Philology. Later on, Ms Núñez obtained her master's degree in Teaching Spanish as a Foreign Language from Cursos Internacionales de la Universidad de Salamanca, where she is currently teaching Spanish to foreign students. Her experience also extends to the area of

teacher training, in which she has run a wide number of courses and seminars offered by the University of Salamanca and by other international institutions and universities. She is also a committed producer, developer and assessor of the DELE tests. Additionally, she has contributed her expertise as a co-author of the Spanish foreign language learning books *Español Lengua Viva*, edited by Santallina-Universidad de Salamanca; and *¡Ahora sí!*, edited by Escala Educativa. Her research interests include teaching resources, as well as the geographical and social varieties of language in Spanish classes for foreigners.

University of Salamanca

**Embassy of Spain
Education Office**

Ministry of Education and Vocational Training

Online course
(Simultaneous videoconferencing by Zoom
and STUDIUM platform)

**Course in Spanish Language and Culture: Images of Spain
for Spanish Teachers from the United States and Canada**

From 5th to 23rd July, 2021

COURSE SYLLABUS

TITLE OF COURSE:

Spanish Language and Culture: Images of Spain

UNIVERSITY: Salamanca

INSTRUCTOR: Dr. D. Javier de Santiago Guervós

OTHER TEACHERS: Sonia Casado García
Carmen Díez
Enrique García Catalán

DATES: 5th- 23rd July, 2021

PREREQUISITES (If Any):

Language level required: Advanced level: B2 level as described in the Common European Framework of Reference for Languages (CEFR).

ACTFL: Advanced Mid

It is very important that participants show interest and that they have experience in teaching Spanish as a foreign language.

NUMBER OF CREDITS: 3 semester / 5 quarter credits

COURSE DESCRIPTION:

This course is oriented towards teachers of Spanish as a foreign language willing to refresh their command of the language and to widen their knowledge of the Spanish culture.

The course is organized in three sections:

Spanish Grammar (30 contact hours):

Analysis and practice of different aspects of the Spanish grammar and vocabulary.

Everyday Spanish Culture (15 contact hours):

This course focuses on Spanish fiestas, traditions, common attitudes and typical behaviors of the Spanish in their daily lives

History and Art (15 contact hours):

This course examines the major periods of Spanish History and Art from an integrated historical and artistic standpoint.

COURSE OBJECTIVES:

Spanish Grammar:

- To review the grammatical structures and communicative functions of Spanish.
- To acquire a native like communicative competence and to be able to make fine distinctions in the use of the language as well as to adequate their linguistic abilities to the linguistic and extra-linguistic context.
- To present methodological proposals in order to explain the most difficult issues of the Spanish language for foreigners.

Everyday Spanish Culture / History and Art:

- To compare the American culture with the Spanish culture.
- To identify and use several strategies to approach people of a different culture.
- To act as a cultural mediator between one's own culture and the Spanish culture and to avoid intercultural misunderstandings.
- To avoid stereotypes.
- To learn more about Spanish culture: art, institutions, geography...
- To understand Spanish society.
- To develop strategies in order to find and organize the information about the Spanish culture.
- To examine the major periods of Spanish History and Art from an integrated historical and artistic standpoint.

CONTENT/TOPIC AND OUTLINE FOR EACH SESSION:

ALL SESSIONS WILL BE HELD IN A SIMULTANEOUS WAY. THE PROGRAM FOR SYNCHRONIZED VIDEOCONFERENCING IS ZOOM.

The teachers of Cursos Internacionales have tailored the material of their face-to-face classes to make the most of all the tools available in ZOOM, activities, presentations, working groups, etc.

IN ADDITION TO THE SIMULTANEOUS CONFERENCES, THE STUDIUM PLATFORM is available for the students anytime, with all the study material provided by the teacher.

THE FOLLOWING SCHEDULE SHOWS SPAIN'S TIME

	Monday 5
16:00-18:00	<i>Spanish Grammar</i> Talking about what a person is like. Different uses of SER and ESTAR. Idioms to talk about qualities and good and bad relationships (I)
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art</i> Images of Spain: How foreigners see Spaniards
	Tuesday 6
16:00-18:00	<i>Spanish Grammar</i> Talking about what a person is like. Different uses of SER and ESTAR. Idioms to talk about qualities and good and bad relationships (II)
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art</i> Traditions and social conventions in Spain
	Wednesday 7
16:00-18:00	<i>Spanish Grammar</i> Talking about the past. Uses of different tenses and modes. Time links. Time expressions related to colors (I)
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art</i> Discovering Spain: Spanish geography and climate: Maps of Spain. Tourism
	Thursday 8
16:00-18:00	<i>Spanish Grammar</i> Talking about the past. Uses of different tenses and modes. Time links. Time expressions related to colors (II)
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art</i> Discovering Spain: Spain's Autonomous Communities
	Friday 9
16:00-18:00	<i>Spanish Grammar</i> <i>Expressing hypothesis and probability. Uses of different tenses to express hypothesis: future and conditional (I)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art</i> <i>Discovering Spain: The Languages of Spain</i>
	Monday 12
16:00-18:00	<i>Spanish Grammar</i> <i>Expressing hypothesis and probability. Uses of different tenses to express hypothesis: future and conditional (II)</i>
18:00-18:15	<i>Break</i>

18:15-20:15	<i>Everyday Spanish Culture / History and Art Northern Spain: El Camino de Santiago: The Pilgrims' Route to Santiago de Compostela, Burial Site of St. James</i>
	Tuesday 13
16:00-18:00	<i>Spanish Grammar Talking about wishes. Different uses of the subjunctive in expressing wishes (I)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Northern Spain: Galicia and the Celtic tradition</i>
	Wednesday 14
16:00-18:00	<i>Spanish Grammar Talking about wishes. Different uses of the subjunctive in expressing wishes (II)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Museums of Madrid: El Prado. Goya</i>
	Thursday 15
16:00-18:00	<i>Spanish Grammar Talking about agreement and disagreement. Giving advice, expressing likes and feelings. Uses of the subjunctive, infinitive, and indicative in noun sentences (I)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Museums of Madrid: El Prado. Velázquez</i>
	Friday 16
16:00-18:00	<i>Spanish Grammar Talking about agreement and disagreement. Giving advice, expressing likes and feelings. Uses of the subjunctive, infinitive, and indicative in noun sentences (II)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Mediterranean Spain. Barcelona and the Modernism of Gaudí</i>
	Monday 19
16:00-18:00	<i>Spanish Grammar Defining and giving instructions. Uses of the subjunctive and indicative in adverbial clauses: purpose, time and relative clauses. Vocabulary related to cooking terms (I)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Mediterranean Spain. Surrealism: Dalí and Miró</i>
	Tuesday 20
16:00-18:00	<i>Spanish Grammar Defining and giving instructions. Uses of the subjunctive and indicative in adverbial clauses: purpose, time and relative clauses. Vocabulary related to cooking terms (II)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Spain's Educational System</i>
	Wednesday 21
16:00-18:00	<i>Spanish Grammar Expressing probable and hypothetical conditions. Conditional links (I)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Spanish Cuisine. Las tapas</i>

	Thursday 22
16:00-18:00	<i>Spanish Grammar Expressing probable and hypothetical conditions. Conditional links (II)</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Political organization</i>
	Friday 23
16:00-18:00	<i>Spanish Grammar Examination</i>
18:00-18:15	<i>Break</i>
18:15-20:15	<i>Everyday Spanish Culture / History and Art Examination</i>

GRADING CRITERIA AND SYSTEM AND/OR EVALUATION ACTIVITIES:

Spanish Grammar

30%: Attendance and participation
70%: Final examination

Everyday Spanish Culture / History and Art

30%: Attendance and participation
70%: Final examination

DUE DATES OF MAJOR ASSIGNMENTS, PROJECTS AND EXAMINATIONS:

Spanish Grammar

Test, 23rd July (material covered by the course)

Everyday Spanish Culture / History and Art

Test, 23rd July (material covered by the course)

TEXT AND/OR REQUIRED READINGLIST:

Spanish Grammar

Students will receive a Grammar textbook written by professors of the University of Salamanca and used in its Spanish as a foreign language courses. The following books are also recommended:

- Artés, J. (1996): *Adquisición de léxico. Ejercicios Prácticos*. Madrid, SGEL.
- Borrego, J. y otros (1985): *El subjuntivo. Valores y usos*. Madrid, SGEL.
- (2000): *Aspectos de sintaxis del español*. Madrid: Santillana.
- Borrego, J. (dir.) (2013): *Gramática de referencia para la enseñanza de español*. Salamanca, Ediciones Universidad de Salamanca.
- Briz, A., Pons, S. y Portolés, J. (coords.) (2008): *Diccionario de partículas discursivas del español*. En línea, www.dpde.es.
- Bueso, I., Moreno, N., Vázquez, R. y Wingeyer, H. (1999): *Diferencias de usos gramaticales entre español peninsular y español de América*. Madrid, Edinumen.
- Cassany, D., Luna, M. y Sanz, G. (1994): *Enseñar lengua*. Barcelona, Graó.
- Cerrolaza, Ó. (2005): *Diccionario práctico de gramática. 800 fichas de uso correcto del español*. Madrid, Edelsa.
- García Santos, J. F. (1993): *Sintaxis del español. Nivel de perfeccionamiento*. Madrid, Universidad de Salamanca y Santillana.
- Gelabert, M. J., Herrera, M., Martinell, E. y Martinell, F. (1998): *Niveles umbral, intermedio y avanzado. Repertorio de funciones comunicativas del español*. Madrid, SGEL.
- Gómez Torrego, L. (2011): *Gramática didáctica del español*. Madrid, SM, décima edición.
- González, A. y otros (1994): *Gramática de español lengua extranjera*. Madrid, Edelsa.
- Gutiérrez Araus, M. L. (2011): *Problemas fundamentales de la gramática del español como 2/L*. Madrid, Arco Libros, tercera edición.
- Jacobi, C., Melone, E. y Menon, L. (2011): *Gramática en contexto. Curso de gramática para comunicar*. Madrid, Edelsa.
- López García, Á. (2005): *Gramática cognitiva para profesores de español L2*. Madrid, Arco Libros.
- Martí, M., Penadés, I. y Ruiz, A. M. (2008): *Gramática española por niveles*. Madrid, Edinumen.
- Matte Bon, Francisco (1995): *Gramática comunicativa del español*. Madrid: Edelsa, segunda edición.
- Molina, J. A. (2011): *Gramática avanzada para la enseñanza del español*. Granada, Universidad de Granada.
- Moreno, C. (2009): *Temas de gramática. Nivel superior*. Madrid: SGEL.
- Ortega, G. y Rochel, G. (1995): *Dificultades del español*. Barcelona, Ariel, Colección "Lenguas Modernas".
- Real Academia Española y Asociación de Academias (2009): *Nueva gramática de la lengua española*. Madrid, Espasa.
- (2010): *Nueva gramática de la lengua española. Manual*. Madrid, Espasa.
- (2010): *Ortografía de la lengua española*. Madrid, Espasa.
- (2011): *Nueva gramática básica de la lengua española*. Madrid, Espasa.
- Romero, C. y González, A. (2011): *Gramática del español lengua extranjera*. Madrid, Edelsa.

Sánchez, A. y Sarmiento, R. (2008): *Gramática práctica del español actual*. Madrid, SGEL, segunda edición.

Sánchez Lobato, J. y Santos Gargallo I. (Dir) (2004): *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2)/ lengua extranjera (LE)*. Madrid, SGEL.

Santos Río, L. (2003): *Diccionario de partículas*. Salamanca: Luso-Española de Ediciones.

VV. AA. (2005): *Gramática básica del estudiante de español*. Barcelona: Difusión.

Everyday Spanish Culture / History and Art:

Students will be provided with handouts, newspaper photocopies, webpages and videos throughout the course.

- [ALBA MÉNDEZ](http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/11/11_0137.pdf) A. (2010). *La cultura española más allá de los tópicos*. http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/11/11_0137.pdf
- ARÓSTEGUI, J. Y GODICHEAU, F.(eds.) (2006): *Guerra civil: mito y memoria*. Marcial Pons,
- AZNAR, F. (2005): *Guía total de viaje al arte hispano musulmán*. Anaya Touring Club.
- BARRIOS VICENTE, I. (2006): *Cine español para estudiantes de español. Las identidades nacionales*. Librería Cervantes.
- COLMEIRO, J. (2005): *Memoria histórica e identidad cultural. De la postguerra a la postmodernidad*. Anthropos.
- CORTÉS MORENO, M.(2003) : *Guía de usos y costumbres de España*. Edelsa.
- ESLAVA GALÁN, J. (2004) *Historia de España contada para escépticos*. Planeta
- ESLAVA GALÁN, J. (2015) *Una historia de la guerra civil que no va a gustar a nadie*. Planeta.
- FERNÁNDEZ, A. (2014) *La mirada histórica. Estrategias para abordar la cultura de la transición española*. Centro de Estudios Históricos
- GALINDO PÉREZ, J.M.(2014) *La cultura popular como fuente estética e ideológica del cine español*
- GARCÍA DE CORTÁZAR, F. (2006): *Historia de España. De Atapuerca al Estatut*. Planeta.
- GARCÍA DE CORTÁZAR, F. (2010). *Breve historia de la cultura en España*. Alianza.
- GIMÉNEZ, C. Y CALVO SERRALLER, F. (2006): *Pintura española. De El Greco a Picasso*. T.F. eds.
- [GONZÁLEZ MORALES](#), B. (2006). *Literatura y cultura popular en el nuevo milenio*

Actas del II Congreso Internacional de la Sociedad Española de Estudios Literarios de Cultura

- GRACIA, J. Y RUIZ CARNICER, M. A.(2004): *La España de Franco (1939-1975): cultura y vida cotidiana*. Síntesis.
- [IBÁÑEZ](#), N (2010). *Cultura española del siglo XX* [Contrastes: Revista cultural](#).
- JACKSON, G. (1976) *La república española y la guerra civil*. Crítica.
- MARTÍNEZ-BURGOS, P: (2004). *La fiesta en el mundo hispánico*. <http://dialnet.unirioja.es/servlet/autor?codigo=7706>
- MAS PEINADO, R.: (2004): *Universo Dalí: 30 recorridos por la vida y obra de Salvador Dalí*. Lunwerg.
- *Memoria de España (2004)*. Colección en dvd (TVE)
- MONESMA, E (2001): *La España prodigiosa: nuestras fiestas*. [video dvd]. Pyrene.
- PANIAGUA FUENTES, F. J. (2002): *España, siglo XX (1898-1931)*, Anaya.

- PRESTON, P. (2000): *La guerra civil española*. Plaza y Janés.
- PRESTON, P.(2012): *The spanish holocaust. Inquisition and extermination in twentieth-century spain*. Harperpress.
- SÁNCHEZ, A. (2004) *La España contemporánea*. Aula Magna.
- [SÁNCHEZ-PRieto](#), J. M. (2008). *Historia y generaciones: la cultura política de 1978 en cuestión*. [Mediterráneo económico](#).
- SOLER ESPIAUBA, D. (2006): *Contenidos culturales en la enseñanza de español como 2/l*. Arco libros.
- VALDEÓN BARUQUE, J. (2006) *Cristianos, judíos y musulmanes*. Crítica.
- VV.AA. (2000): *Picasso total (1881-1973)*. Polígrafa.
- VV.AA.: (2006): *Goya: su tiempo, su vida, su obra*. Libsa.

INSTRUCTOR'S RESUMÉ

Personal Information

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Academic Degrees

1990 Bachelor in Philology by the University of Salamanca.
2001 Doctor in Philology by the University of Salamanca, Summa cum Laude.

Titular professor at the University of Salamanca. He was Director of the Master of Teaching Spanish as a Second Language offered by the University of Salamanca. He also specializes in giving lectures and courses in different Spanish and foreign universities. He has taught in numerous remarkable universities and institutions such as Middlebury College (Vermont-USA), Utrecht University (Holland), University of Skövde (Sweden), Università Ca' Foscari de Venezia (Italy), Università degli Studi de Milán (Italy), Instituto Cervantes, Menéndez Pelayo International University, University Pontificia of Salamanca, and Cursos Internacionales at the University of Salamanca, among others. Furthermore, he has also taught Spanish to American students studying abroad in Spain from universities such as Colby College, Penn State, James Madison University, Wake Forest University, etc. Aside from his teaching duties, he has also played a key role in the field of Spanish language assessment. De Santiago Guervós was the coordinator of the DELE tests (Diplomas of Spanish as a Foreign Language) for the Spanish Ministry of Education and Science-Instituto Cervantes. He is currently working in the production of the BULATS test for the University of Cambridge. Additionally, he has contributed his expertise to the development of the European Language Portfolio (<http://eelp.gap.it>).

De Santiago Guervós has also published several books on Spanish as a foreign language. He has co-authored with Professor Jesús Fernández González important works such as *Aprender Español Jugando* (1997), *Fonética Básica del Español para Anglohablantes* (1997) and *Issues in Language Acquisition and Learning* (1998).

He is also remarkable for the development of Spanish foreign language learning books aimed at all pre-university levels. Such works include *Español para todos* (4 vol.) (2002), published by Atica (Brasil), and *Ahora sí* (5 vol.), published by Editora Educacional (Brasil), *Fundamentos de la enseñanza del español como 2/L* (SANTIAGO GUERVÓS, Javier y FERNÁNDEZ GONZÁLEZ, Jesús, Arco/Libros, 2017). He also stands out because of his collaboration on the production of *Diccionario Salamanca de la Lengua Española* (Santillana, 1997).

His research interests include the communication and linguistic field as well. Within this sphere, he is author of several books such as *La lengua de los políticos* (Lynx, 1996), *El léxico político de la transición española* (Universidad de Salamanca, 1992), *Principios de comunicación persuasiva* (Arco/Libros, 2005), *El complemento (de régimen) preposicional* (Arco/Libros 2007), *Comentario de textos persuasivos* (Arco/Libros, 2008), *El Léxico disponible de Segovia* (Fundación del Instituto Castellano y Leones de la lengua, 2009), *Del texto a la lengua: la aplicación de los textos a la enseñanza-aprendizaje de español L2-LE* (ASELE, 2011), *Estrategias para el análisis sintáctico* (Arco/Libros, 2013), *Cuestiones de puntuación* (Manual de escritura académica y profesional. Ariel, 2014, pp. 325-374 y 563-572), *Reflexiones teóricas sobre la didáctica de la conexión discursiva* (Procedimientos de conexión discursiva en español: adquisición y aprendizaje. Bustos Gisbert, José M. / Gómez Asencio, José J.(eds). Fondo Hispánico de Lingüística y Filología. Peter Lang. 2014. Pp. 123-139). Moreover, he worked with Antonio López Eire on the publication of *Retórica y comunicación política* (Cátedra, 2000). His lectures, articles and chapters in this field are also to highlight.

OTHER PRESENTERS' RESUMÉ

SONIA CASADO GARCÍA graduated from the University of Salamanca, where she earned degrees in Spanish and English Philology. Currently, Casado García teaches Spanish as a Foreign Language at the University of Salamanca with Cursos Internacionales. Also, she has been responsible for a wide range of teacher training courses held both by the University of Salamanca and by many other universities abroad. Aside from her teaching duties, Ms Casado has contributed her expertise to the production, development, revision and assessment of the DELE tests. Her main research interests include the creation and implementation of new methodologies and educational materials to promote communicative activities, as well as the cultural and intercultural component in the teaching of Spanish as a foreign language.

CARMEN DÍEZ SANTOS is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca. Since 1992, she has taught courses on Spanish Language, Contemporary History of Spain, and Spanish Culture. In addition to her extensive experience in courses offered to undergraduate students, she has also been teaching on the University of Salamanca's Master in Spanish Language and Culture.

Besides her lengthy experience as a Spanish teacher, she has also worked on teacher training courses and seminars at the University of Salamanca and at other Spanish and international institutions.

Her main research interest is: *improving ELE student and teacher motivation through a variety of strategies, resources, and methods.*

She is a member of the team of professionals which created and continues to evaluate the DELE Diplomas.

She is the coauthor of the textbook *Español Lengua Viva 2 and 4 (Levels B1 and C1)* (Santillana-Universidad de Salamanca).

ENRIQUE GARCÍA CATALÁN is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca, where he has worked since 2000. PhD in History of Art by this University. He teaches courses on Spanish Culture, Spanish History and History of Spanish Art. Since 2001, he has also worked as a teacher trainer for the University of Salamanca. His main research interests are about the *History of Spanish Modern and Contemporary Art*. Since 2001 he has been a collaborator of the Academic Coordination branch of Cursos Internacionales de la Universidad de Salamanca as a responsible of cultural visits and trips.