

University of Salamanca

**Embassy of Spain
Education Office**

Ministry of Education and Vocational Training

**Master's Degree in Spanish Language and Culture
For Spanish Teachers from the United States and Canada**

From June 28 to July 30, 2021

COURSE SYLLABUS

TITLE OF COURSE: Master's Program in Spanish Language and Culture

UNIVERSITY: Salamanca

INSTRUCTOR: Dr. D. Juan Felipe García Santos

OTHER PRESENTERS: Alberto Buitrago
Sonia Casado
María del Carmen Díez Santos
Isabel Flórez
Elena Natal Prieto
Juan Miguel Prieto Hernández
Soledad Martín Martín
Enrique García Catalán
Antonio Fernández Conde
Marta Seseña

DATES: June 28 – July 30, 2021

PREREQUISITES (If Any):

Language level required: Proficiency level: C1 level as described in the Common European Framework of Reference for Languages (CEFR).

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

NUMBER OF CREDITS: 18 semester / 30 quarter credits

COURSE DESCRIPTION:

This course is oriented towards teachers and instructors of Spanish willing to obtain a qualification in teaching Spanish as a second language. It is structured in two modules, the first of which includes the following sections:

Spanish Grammar I (25 hours)

History of the Spanish language (25 hours)

Resources for the teaching of Spanish as a foreign language (25 hours)

Contemporary Spanish literature (25 hours)

History of Spain (25 hours)

Spanish culture: Spanish cinema of the late XX century; Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain), History and literature in Salamanca, popular culture (75 hours)

COURSE OBJECTIVES:

Spanish Grammar I

- To deepen the students' knowledge of the grammar of the Spanish language, its traits and pitfalls.

History of the Spanish language

- To study the history of the Spanish language since its origin until the present, as well as the sociolinguistic environment in which it developed.

Resources for the teaching of Spanish as a foreign language

- To gain insight in the fundamental aspects of the methodology of the teaching of Spanish as a second language.
- To reflect on the different processes involved in the development and use of the four skills.
- To present and use the different pedagogical resources from different media.

Contemporary Spanish literature

- To provide the socio-cultural background in order to understand the literary production of the 20th in Spain.
- To combine the theoretical presentation (authors, style, topics, characteristics) with the reading of text samples in order to get a balanced picture of the literary scene.
- To help students deepen their knowledge of particular areas of the contemporary Spanish literature.

History of Spain

- To acquire a better understanding of the Spanish history and its influence in current Spain, in its identity and its role in relation with other countries.

Spanish culture: Spanish cinema of the late 20th century; Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain), History and literature in Salamanca, popular culture

- To study the main Spanish films of the eighties and nineties, analyzing different genres and topics.
- To approach the different periods of the history of Spain.
- To visit the most important monuments and cities of different historical periods.
- To study the different periods of the History of Spain with focus on the artistic and cultural importance of the city of Salamanca.
- To visit and study the main monuments of the city of Salamanca.

CONTENT/TOPIC AND OUTLINE FOR EACH SESSION:

| Monday 28 | |
|---------------------|---|
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood The past: Present perfect – simple past |
| 9:30-10:30 | <i>History of the Spanish language</i> Pre-Roman Spain: First inhabitants of the Iberian Peninsula |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Theories of second language acquisition and learning (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> Spain between two centuries. Literary answers |
| 13:00-14:00 | <i>History of Spain</i> Pre Roman populations |
| 16:30-19:30 | <i>Spanish Culture: Spanish cinema of the eighties and nineties</i> The heritage of the comedy: <i>El bosque animado</i> , José Luis Cuerda (1987) |
| Tuesday 29 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood The past: Simple past - imperfect (I) |
| 9:30-10:30 | <i>History of the Spanish language</i> Pre-Roman Spain: The first settlers: Phoenicians, Greek and others |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Theories of second language acquisition and learning (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1898. Castilla in the works of Unamuno, Azorín and Antonio Machado (I) |
| 13:00-14:00 | <i>History of Spain</i> The Roman invasion |
| 16:30-19:30 | <i>Spanish Culture. Spanish cinema of the eighties and nineties</i> The Spanish civil war and its aftermath: <i>La hora de los valientes</i> , Antonio Mercero (1998) |
| Wednesday 30 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood The past: Simple past – imperfect (II) |
| 9:30-10:30 | <i>History of the Spanish language</i> Pre-Roman Spain: The pre-roman substratum. Celtic, Basque and Iberians (I) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Analysis of the conversational competence (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1898. Castilla in the works of Unamuno, Azorín and Antonio Machado (II) |
| 13:00-14:00 | <i>History of Spain</i> The Barbarians in Spain |
| 16:30-19:30 | <i>Spanish Culture. Spanish cinema of the eighties and nineties</i> Choral comedy “the American way”: <i>Todos los hombres sois iguales</i> , Manuel G. Pereira (1994) |

| Thursday 1 | |
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| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood The past: Simple past - pluperfect. |
| 9:30-10:30 | <i>History of the Spanish language</i> Pre-Roman Spain: The pre-roman substratum. Celtic, Basque and Iberians (II) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Analysis of the conversational competence (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1914. The poetics of Juan Ramón Jiménez (I) |
| 13:00-14:00 | <i>History of Spain</i> Moslem Spain. A cultural melting pot. |
| 16:30-19:30 | <i>Spanish Culture. Spanish cinema of the eighties and nineties</i> The most international Spanish cinema. Almodóvar: <i>Todo sobre mi madre</i> , Pedro Almodóvar (1999) (I) |
| Friday 2 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood Future and conditional. Simple and perfect future |
| 9:30-10:30 | <i>History of the Spanish language</i> The Romanization (218 b. C.) From classical latin to medieval latin: Phonological and lexical evolution |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Resources for development of the oral expression |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1914. The poetics of Juan Ramón Jiménez (II) |
| 13:00-14:00 | <i>History of Spain</i> The Reconquest and the birth of the Christian kingdoms (I) |
| 16:30-19:30 | <i>Spanish Culture. Spanish cinema of the eighties and nineties</i> The most international Spanish cinema. Almodóvar: <i>Todo sobre mi madre</i> , Pedro Almodóvar (1999) (II) |
| Monday 5 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood Future and conditional. Simple and perfect conditional (I) |
| 9:30-10:30 | <i>History of the Spanish language</i> The Romanization (218 b. C.) From classical latin to medieval latin: Phonological and lexical evolution (I) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Written skills: abilities and processes (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The artistic and literary avant garde. Ramón Gómez de la Serna |
| 13:00-14:00 | <i>History of Spain</i> The Reconquest and the birth of the Christian kingdoms. (II) |
| 16:30-19:30 | <i>Spanish Culture</i> Melodrama “hollywood style”: <i>You’re the one</i> , José Luis Garci (2000) |

| Tuesday 6 | |
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| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood Future and conditional. Simple and perfect conditional (II) |
| 9:30-10:30 | <i>History of the Spanish language</i> The Romanization (218 b. C.) From classical latin to medieval latin: Phonological and lexical evolution |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Written skills: abilities and processes (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1927 (I) |
| 13:00-14:00 | <i>History of Spain</i> The <i>Reyes Católicos</i> and the birth of a country named Spain. |
| 16:30-19:30 | <i>Spanish Culture. Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain)</i> Roman and medieval Spain: Segovia and Coca (I) |
| Wednesday 7 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood How to express probability in Spanish: Future and conditional to express probability |
| 9:30-10:30 | <i>History of the Spanish language</i> The Germanic and Arabic invasions: The Germanics. Visigoths (5th- 7th centuries) (I) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Criteria for the selection of texts |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1927 (II) |
| 13:00-14:00 | <i>History of Spain</i> Columbus and the discovery of America |
| 16:30-19:30 | <i>Spanish Culture. Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain)</i> Roman and medieval Spain: Segovia and Coca (II) |
| Thursday 8 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the indicative mood How to express probability in Spanish: Other structures to express probability |
| 9:30-10:30 | <i>History of the Spanish language</i> The Germanic and Arabic invasions: The Germanics. Visigoths (5th- 7th centuries) (II) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Applicability and teaching of literary texts (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary group of 1927 (III) |
| 13:00-14:00 | <i>History of Spain</i> The Spanish Empire. Carlos I and Felipe II (I) |
| 16:30-19:30 | <i>Spanish Culture. Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain)</i> |

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| | Visigothic and Romanic art: San Pedro de la Nave, Zamora and Toro (I) |
| | Friday 9 |
| 8:30-9:30 | <i>Spanish Grammar</i> Direct and reported speech: Uses and transformations (I) |
| 9:30-10:30 | <i>History of the Spanish language</i> The Germanic and Arabic invasions: The arabs (8th- 15th centuries) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Applicability and teaching of literary texts (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> Spanish theatre up to 1936. From Jacinto Benavente to Federico García Lorca (I) |
| 13:00-14:00 | <i>History of Spain</i> The Spanish Empire. Carlos I and Felipe II (II) |
| 16:30-19:30 | <i>Spanish Culture. Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain)</i> Visigothic and Romanic art: San Pedro de la Nave, Zamora and Toro (II) |

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| | Monday 12 |
| 8:30-9:30 | <i>Spanish Grammar</i> Direct and reported speech: Uses and transformations (II) |
| 9:30-10:30 | <i>History of the Spanish language</i> The Origins of written Spanish: The Middle Ages: Early Spanish (s. 10th- 12th centuries) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> The usefulness of texts in the teaching of a second language |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> Spanish theatre up to 1936. From Jacinto Benavente to Federico García Lorca (II) |
| 13:00-14:00 | <i>History of Spain</i> The late Austrias |
| 16:30-19:30 | <i>Spanish Culture. Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain)</i> Mysticism: Saint Teresa de Ávila's way: Ávila and Alba de Tormes (I) |
| | Tuesday 13 |
| 8:30-9:30 | <i>Spanish Grammar</i> Direct and reported speech: Uses and transformations (III) |
| 9:30-10:30 | <i>History of the Spanish language</i> The Origins of written Spanish: The Middle Ages: King Alfonso's age (2nd half of the 13th century) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Listening comprehension: strategies and material for its development (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> <i>Midterm examination</i> |
| 13:00-14:00 | <i>History of Spain</i> A new dynasty. The Borbons in the 18th century |
| 16:30-19:30 | <i>Spanish Culture. Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain)</i> Mysticism: Saint Teresa de Ávila's way: Ávila and Alba de Tormes (II) |

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| | Wednesday 14 |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood The grammatical relation between verbs in indicative and subjunctive |
| 9:30-10:30 | <i>History of the Spanish language</i> The Origins of written Spanish: The Middle Ages: The 14th century: King Alfonso's influence (until 1330) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Listening comprehension: strategies and material for its development (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The Spanish civil war 1936-1939. Literature in exile |
| 13:00-14:00 | <i>History of Spain</i> Midterm examination |
| 16:30-18:30 | <i>Spanish Culture</i> Midterm examination |
| | Thursday 15 |
| 8:30-9:30 | <i>Spanish Grammar</i> Midterm examination |
| 9:30-10:30 | <i>History of the Spanish language</i> The Origins of written Spanish: The Middle Ages: The standard Spanish of Toledo |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Methodological proposals for the integration of the four skills |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The existential reflection in the after war years (I) |
| 13:00-14:00 | <i>History of Spain</i> The 19th century, liberalism and the ancient regime |
| 16:30-19:30 | <i>Spanish Culture: History and literature in Salamanca</i> Humanism and plateresque: The University of Salamanca |
| | Friday 16 |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood Uses of the different tenses of the Subjunctive (I) |
| 9:30-10:30 | <i>History of the Spanish language</i> Midterm examination |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Methodological proposals for the integration of the four skills |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The existential reflection in the after war years (II) |
| 13:00-14:00 | <i>History of Spain</i> The first 30 years of the 20th century. A deceived country (I) |
| 16:30-19:30 | <i>Spanish Culture. History and literature in Salamanca</i> From the repopulation to the late gothic: The cathedrals (I) |
| | Monday 19 |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood Uses of the different tenses of the Subjunctive (II) |

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| 9:30-10:30 | <i>History of the Spanish language</i> The Origins of written Spanish: The Middle Ages: The 15th century: The pre-renaissance (1390- 1475) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Strategies and processes in the acquisition of linguistic skills (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The group literary of the fifties. Social realism (I) |
| 13:00-14:00 | <i>History of Spain</i> The first 30 years of the 20th century. A deceived country (II) |
| 16:30-19:30 | <i>Spanish Culture. History and literature in Salamanca</i> From the repopulation to the late gothic: The cathedrals (II) |
| Tuesday 20 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood Expressing wish (I) |
| 9:30-10:30 | <i>History of the Spanish language</i> The Origins of written Spanish: The Middle Ages: The preclasic period (1475- 1525) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Strategies and processes in the acquisition of linguistic skills (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The group literary of the fifties. Social realism (II) |
| 13:00-14:00 | <i>History of Spain</i> The second Republic |
| 16:30-19:30 | <i>Spanish Culture. History and literature in Salamanca</i> From Castilla to the Empire. Palaces in Salamanca: Casa de las Conchas, La Salina, Plaza Mayor, Monterrey, Casa de las Muertes, Úrsulas and Fonseca (I) |
| Wednesday 21 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood Expressing wish (II) |
| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the 16th and 17th centuries The changes in the linguistic system |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> The integrated development of the four skills |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The sixties |
| 13:00-14:00 | <i>History of Spain</i> The Spanish civil war, a bloody clash (I) |
| 16:30-19:30 | <i>Spanish Culture. History and literature in Salamanca</i> From Castilla to the Empire. Palaces in Salamanca: Casa de las Conchas, La Salina, Plaza Mayor, Monterrey, Casa de las Muertes, Úrsulas and Fonseca (II) |
| Thursday 22 | |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood Expressing doubt (I) |

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| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the XVIth and XVIIth centuries The literary flourishing |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> The integrated development of the four skills |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The new avant garde writers |
| 13:00-14:00 | <i>History of Spain</i> The Spanish civil war, a bloody clash (II) |
| 16:30-19:30 | <i>Spanish Culture. Popular culture</i> Daily life in a traditional society (I) |
| | Friday 23 |
| 8:30-9:30 | <i>Spanish Grammar</i> Uses of the subjunctive mood Expressing doubt (II) |
| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the 16th and 17th centuries Expansion and evolution of Spanish in America |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Grammar learning for communication (I) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The new avant garde writers |
| 13:00-14:00 | <i>History of Spain</i> Franco's Spain. From starvation to modernity |
| 16:30-19:30 | <i>Spanish Culture. Popular culture</i> Daily life in a traditional society (I) |
| | Monday 26 |
| 8:30-9:30 | <i>Spanish Grammar</i> Pronouns. Forms and uses of direct object pronouns |
| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the 18th- 19th- 20th centuries The 18th century: the Enlightenment |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Grammar learning for communication (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary production during the transition to democracy (I) |
| 13:00-14:00 | <i>History of Spain</i> The transition to democracy 1975-1982 (I) |
| 16:30-19:30 | <i>Spanish Culture. Popular culture</i> Daily life in a traditional society (II) |
| | Tuesday 27 |
| 8:30-9:30 | <i>Spanish Grammar</i> Pronouns: Forms and uses of indirect object pronouns |
| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the 18th- 19th- 20th centuries The 19th century: liberalism and bourgeoisie |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Vocabulary building as a tool for communication (I) |

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| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The literary production during the transition to democracy (II) |
| 13:00-14:00 | <i>History of Spain</i> The transition to democracy 1975-1982 (II) |
| 16:30-19:30 | <i>Spanish Culture. Popular culture</i> Origins and meaning of folk festivities in Spain (I) |
| | Wednesday 28 |
| 8:30-9:30 | <i>Spanish Grammar</i> <i>Ser</i> and <i>estar</i> : Uses of <i>ser</i> and <i>estar</i> I |
| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the 18th- 19th- 20th centuries The 20th. Present and future of the Spanish language (I) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Vocabulary building as a tool for communication (II) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The last years |
| 13:00-14:00 | <i>History of Spain</i> The socialist and conservative governments. 1982-2004 (I) |
| 16:30-19:30 | <i>Spanish Culture. Popular culture</i> Origins and meaning of folk festivities in Spain (II) |
| | Thursday 29 |
| 8:30-9:30 | <i>Spanish Grammar</i> <i>Ser</i> and <i>estar</i> : Uses of <i>ser</i> and <i>estar</i> + adjectives |
| 9:30-10:30 | <i>History of the Spanish language</i> Spanish in the 18th- 19th- 20th centuries The 20th. Present and future of the Spanish language (II) |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Vocabulary building as a tool for communication (III) |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> The last years |
| 13:00-14:00 | <i>History of Spain</i> The socialist and conservative governments. 1982-2004 (II) |
| 16:30-19:30 | <i>Spanish Culture. Popular culture</i> Origins and meaning of folk festivities in Spain (III) |
| | Friday 30 |
| 8:30-9:30 | <i>Spanish Grammar</i> Final examination |
| 9:30-10:30 | <i>History of the Spanish language</i> Final examination |
| 10:30-11:30 | <i>Resources for the teaching of Spanish as a foreign language</i> Final examination |
| 11:30-12:00 | <i>Break</i> |
| 12:00-13:00 | <i>Contemporary Spanish literature</i> Final examination |
| 13:00-14:00 | <i>History of Spain</i> Final examination |
| 16:30-18:30 | <i>Spanish Culture</i> Final examination |

GRADING CRITERIA AND SYSTEM AND/OR EVALUATION ACTIVITIES:

Spanish Grammar I

Attendance and class participation 20 %

Midterm examination 40 %

Final examination 40 %

History of the Spanish language

Attendance and class participation 20 %

Midterm examination 40 %

Final examination 40 %

Resources for the teaching of Spanish as a foreign language

Attendance and class participation 20 %

Final examination 80 %

Contemporary Spanish literature

Attendance and class participation 20 %

Midterm examination 40 %

Final examination 40 %

History of Spain

Attendance and class participation 20 %

Midterm examination 40 %

Final examination 40 %

Spanish culture: Spanish cinema of the late XX century; Spain and its diversity (Roman, Medieval, Romanic and Mystic Spain), History and literature in Salamanca, popular culture

Midterm examination 50 %

Final examination 50%

DUE DATES OF MAJOR ASSIGNMENTS, PROJECTS AND EXAMINATIONS:

Spanish Grammar I

July 15, 2021 at 8:30 a.m. midterm examination

July 30, 2021 at 8:30 a.m. final examination

History of the Spanish language

July 16, 2021 at 9:30 a.m. midterm examination

July 30, 2021 at 9:30 a.m. final examination

Resources for the teaching of Spanish as a foreign language

July 30, 2021 at 10:30 a.m.

Contemporary Spanish literature

July 13, 2021 at 12:00 p.m. midterm examination

July 30, 2021 at 12:00 p.m. final examination

History of Spain

July 14, 2021 at 13:00 p.m. midterm examination

July 30, 2021 at 13:00 p.m. final examination

Spanish culture:

July 14, 2021 at 16:30 p.m. midterm examination

July 30, 2021 at 16:30 p.m. final examination

TEXT AND/OR REQUIRED READING LIST:

Spanish Grammar I

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.
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<http://www.clubcultura.com/clubcine/clubcineastas/almodovar>

PLANS FOR TRANSFERRING SKILLS INTO THE WORK SETTING:

This course will provide students with a deep and thorough knowledge both of the language and culture of Spain and Latin America. Once this module is passed, students may access the remaining requisites in order to obtain the Master's degree. This will improve their educational background in a very decisive manner giving them the capacity to lead their departments of Spanish in their different educational settings.

INSTRUCTOR'S RESUMÉ

Personal information

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Academic Degrees

1978 Doctor in Philology by the University of Salamanca, Summa cum Laude.

Positions

1974-1977 Teaching assistant. University of Salamanca
1977-1980 Assistant professor. University of Salamanca
1980-1983 Associate professor. University of Salamanca
1983-2020 Full professor. University of Salamanca
1985-1993 Academic coordinator for the teacher training courses *Spanish as a second language*. University of Salamanca.
1996-2001 Director. International Programs. University of Salamanca.
1998-2020 Director. Master Degree of Spanish Language and Culture. University of Salamanca.
2003-2006 Academic coordinator of the Program Sócrates- Erasmus. University of Salamanca.
2006-2009 Director of Cursos Internacionales. University of Salamanca.
2010 Member of the commission for the preparation and creation of the Program *Campus of International Excellence* of the University of Salamanca.
2013 Member of the commission for the III Congreso Internacional del Español en Castilla y León "El español global".
2015-2020 President of the Degree Quality Commission at the Faculty of Spanish Philology.
Member of the Advisory Board of Cursos Internacionales de la Universidad de Salamanca, S.A.
Member of the Editorial Board of the journal *Materiales para la enseñanza multicultural*, of the Education Office of the Spanish Embassy in Washington.
Member of the Editorial Board of the journal *Contextos multiculturales: School Classroom Management* (Miami). Distributed in the USA by the

American Council on the Teaching of Foreign Languages and the American Association of Teachers of Spanish and Portuguese.

Member of the Board of Revision of the journal *Glossa*, of the School of Social and Human Sciences of the Universidad del Turabo, Puerto Rico.

Member of the Scientific Board of the *Colección Yuso*, Editorial Axac (Lugo).

Member of the Editorial Board of the *Colección Aula Exterior*, EUNSA (Ediciones de la Universidad de Navarra, S.A.).

CURRENT PROFESSIONAL SITUATION

University of Salamanca, Professor and Chair of the Department of Spanish Language

MOST IMPORTANT WORKING EXPERIENCE IN THE LAST TEN YEARS:

● Publications:

Ahora, sí. Lingua española (Ensino Fundamental). (Coord.) Escala Educacional, Sao Paulo 2007

Ahora, sí. Lingua española (6ª Serie). In collaboration with Buitrago Jiménez, Bustos Gisbert, and Martín Martín, among others .Escala Educacional, Sao Paulo, 2007

Ahora, sí. Lingua española (7ª Serie). In collaboration with Buitrago Jiménez, Bustos Gisbert, and Martín Martín, among others .Escala Educacional, Sao Paulo, 2007

Ahora, sí. Lingua española (8ª Serie). In collaboration with Buitrago Jiménez, Bustos Gisbert, and Martín Martín, among others .Escala Educacional, Sao Paulo, 2007

Ahora, sí. Lingua española (9ª Serie). In collaboration with Buitrago Jiménez, Bustos Gisbert, and Martín Martín, among others .Escala Educacional, Sao Paulo, 2007

“Programa universitario de enseñanza de ELE”, in *Actas del Congreso Internacional sobre el español como valor y recurso cultural, turístico y económico*, 84-87. Salamanca, November 2008.

Prologue for the book by Noriko Hamamatsu and Enrique Almaraz Romo *Spain-go kihon tango jiten*, Edit. Nan’undo Phoenix, Tokio, 2009.

“Cultura e interculturalidad en la clase”, in James Fernández and Jesús Fernández (Coord.) *La enseñanza para la paz: ensayos teóricos y prácticos*, 1, 46 – 57, King Juan Carlos I of Spain Center. New York University, 2009.

“También las lenguas son mestizas”, in James Fernández and Jesús Fernández (Coord.) *La enseñanza para la paz: unidades didácticas. Tomo del profesor*, 2, 6 – 33, King Juan Carlos I of Spain Center. New York University, 2009.

“También las lenguas son mestizas”, in James Fernández and Jesús Fernández (Coord.) *La enseñanza para la paz: unidades didácticas. Tomo del alumno*, 3, 6 – 61, King Juan Carlos I of Spain Center. New York University, 2009.

“Comentario del poema *A un olmo seco*”, in Castañar Martín, Rosa M^a and Vicente Lagüéns Gracia (eds.) *De moneda nunca usada. Estudios dedicados a José M^a Enguita Utrilla*, 283-293. Institución Fernando el Católico, Zaragoza, 2010.

“Experimental analysis of some acoustically driven phonetic changes in Medieval Spanish”, Recasens, Daniel & Fernando Sánchez Miret & Kenneth J. Wireback (eds.), *Experimental Phonetics and Sound Change*, 61-70. München, Lincom Europa, 2010.

“Las ortografías académicas del siglo XVIII (con una extensión hasta 1844)” (forthcoming)

Estudios de filología española, Luso-Española de Ediciones, Salamanca, 2012 (editor, en colaboración con J. A. Bartol).

Español ELElab A1/A2, Ediciones Universidad de Salamanca, 2013 (Director).

Español ELElab B1, Ediciones Universidad de Salamanca, 2013 (Director).

“Panorama de la fonética española actual”. *Español Actual*, 101/2014, 123-128.

● Participation in research projects:

PROJECT NAME: "Problemas de adquisición en el español como lengua extranjera vinculados al sistema verbal: Tiempo, modo y aspecto". (Acquisition Problems of Spanish as a Foreign Language associated with the Verbal System).

PROJECT NAME: "Diseño y realización de un programa de enseñanza electrónica (interactiva), conforme con los estándares internacionales de calidad, para enseñar lengua, literatura, comunicación y cultura españolas a estudiantes egipcios". (Design and Development of an Interactive Electronic Teaching Programme, following International Standards of Quality in teaching Spanish Language, Literature, Communication and Culture).

PROJECT NAME: "The European Survey of Language Competences"

MAIN RESEARCHER: University of Cambridge

RESEARCH TEAM: University of Cambridge, Universidad de Salamanca, Goethe-Institut, Instituto Cervantes, National Institute for Educational Measurement, Centre International d'Études Pédagogique, Università per Stranieri di Perugia and Gallup.

PROJECT NAME: "Adquisición de los procedimientos de conexión discursiva en el aprendizaje de español lengua extranjera" (Acquisition of Connective Discourse Procedures of Spanish as a Foreign Language teaching).

● Coordinated Courses:

A) In collaboration with the Spanish Education Ministry:

- Courses for teachers from USA and Canada.
- Courses for teachers from Morocco.
- Courses for European teachers
- Courses conducted in: Morocco, Brazil, Australia, Russian, Poland, Romania, Turkey...

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.

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).

ISABEL FLÓREZ GARCÍA graduated from the University of Oviedo with a Spanish degree and continued on at the University of Salamanca to obtain a master's degree in Teaching Spanish as a Foreign Language in 2002. Flórez also has specialized in training Spanish teachers at the University of Salamanca, as well as at numerous notable universities abroad. Additionally, she works in the production and assessment of the DELE tests. Her research focuses on the use of new technologies in the teaching of Spanish for foreigners, and she has a keen interest in incorporating literature, film and culture in Spanish teaching.

ELENA NATAL PRIETO is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca. Since 1993, she has taught the following courses: Spanish Language and Culture, History of Spain, Speaking Skills, Written Skills, and Business Spanish. Her extensive experience also includes, since 1995, teacher training, as she has been responsible for teacher training courses and seminars at the University of Salamanca and at other Spanish and international institutions as well. In addition, she is a member of the team of professionals which created and continues to evaluate the DELE Diplomas and the BULATS exams, which assess Spanish for Professional Purposes.

Her research interests include: Resources and strategies for learning Spanish, Spanish for professional purposes, culture in the Spanish classroom, development of oral skills for teaching-learning ELE. Since 1996, she has been a key collaborator of the Academic Coordination branch of Cursos Internacionales de la Universidad de Salamanca and she acts as librarian and custodian of the Cursos Internacionales Didactic Library.

She 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).

JUAN MIGUEL PRIETO HERNÁNDEZ is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca. PhD in Spanish Philology by this University. He is currently the responsible for the Evaluation Department. He has taught

teacher training courses and seminars at official Spanish and international institutions. Since 1994, he has held the post of Title and Certification Coordinator, overseeing the various teams of personnel who write up and evaluate the DELE diplomas and also the teams that work on exams for specific purposes such as the LINGUASKILL and BULATS exams. He has also been a member of the DELE Academic Committee, and he currently collaborates with the Instituto Cervantes in the development of the parameters for SICELE (in Spanish, the International System of Certification of Spanish as a Foreign Language). He has published several specialized articles on methodology of Spanish teaching and assessment of Spanish as a foreign language. His main research interests are: *the didactics of listening comprehension, development of material for listening comprehension and spoken expression, placement test development, assessment of listening comprehension and spoken expression*. He is the coauthor of the textbook *Español Lengua Viva 4 (Level C1)* (Santillana-Universidad de Salamanca).

SOLEDAD MARTÍN MARTÍN, is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca. Since 1996, she has held the post of Head of Studies and since May 2006 she is also the Assistant Director in charge of Academic Affairs. Besides her extensive experience as an instructor, she has also been a committed teacher trainer. Since 1994, she has taught teacher training courses and seminars at the University of Salamanca and at other Spanish and international institutions as well. Her commitment to Spanish teaching also includes didactic materials development and development of materials for evaluating Spanish as a foreign language. She is a founding member of the team of professionals which created and continues to evaluate the DELE Diplomas (Diplomas in Spanish as a Foreign Language).

Her research interests include the following: *teaching and learning lexis in the ELE classroom, analysis and creation of didactic units, programming, and pragmatics*. She is on the advisory board of the *Colección Forma* (a book series on ELE research and didactics). She is the coauthor of an interactive independent learning CD-ROM entitled *Español de todos* (Universidad de Salamanca Publications), of textbook *Español para todos* (Universidad de Salamanca-Ática), specially developed for the teaching of Spanish in Brazil, 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).

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.

ANTONIO FERNÁNDEZ CONDE earned his Master's degree in Teaching Spanish as a Foreign Language from Cursos Internacionales de la Universidad de Salamanca (1999) and is a teacher of Spanish as a Foreign Language at Cursos Internacionales de la Universidad de Salamanca, where he has worked since 1998. He teaches courses on Spanish Language and Culture, Spanish Literature, Spanish Cinema, and Written Skills. Since 2000, he has been responsible for teacher training courses and seminars at the University of Salamanca and at other Spanish and international institutions as well. Since 2003 he has taught on the University Master's Degree on Spanish Language and Culture offered by the University of Salamanca. Since 2001, he has been Head of DELE Exams, overseeing the administration and creation of these Diplomas in Spanish as a Foreign Language. His main research interests are: *Literature and cinema in Spain and Latin America and Creative writing in the ELE classroom*.

MARTA SESEÑA GÓMEZ graduated from the University of Salamanca with a degree in Spanish Philology and continued at this University to obtain her master's degree in Teaching Spanish as a Foreign Language (2002). Currently, she teaches Spanish to foreigners at the University of Salamanca, both through Cursos Internacionales and the Department of Spanish Philology. Additionally, she has led training courses and seminars for teachers of Spanish held at numerous national and international universities and official institutions. As a researcher, she directs her work toward the use of information and communication technologies, together with audiovisual aids, for the teaching of Spanish as a foreign language. Within this field, she has published a broad variety of articles, such as *La publicidad como elemento integrador de una propuesta de enseñanza por tareas* (2004) on the role of advertising in the task-based approach to language teaching.