



Vice-Rectorate for Internationalization



## Internationalization Programmes

# Study Abroad 2020

Course title: **SPANISH LANGUAGE AND CULTURE: BASIC, INDEPENDENT AND PROFICIENT USER (ONLINE)**

Period: **6 to 31 July 2020**

Number of teaching hours: **60**

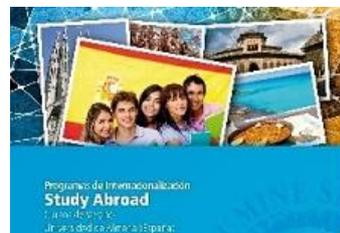
20 sessions from Monday to Friday, from 15:00hs to 18:00hs (Central European Summer Time)

### 1. INTRODUCTION

Within the new perspectives that have to be considered in an ELE course is the increasing interest in the presence of the cultural issues in the programmes, according to the conviction in that learning a language without reference to the community who speaks that language is a difficult task and not very enriching. The communicative approach, that seems to be the most efficient at languages learning nowadays, requires the inclusion of cultural aspects as it deals with a didactics orientation that keeps in mind the idea that it is not only important the linguistic competence, but also the extralinguistic competence. What we intend is to offer the students a programme in which the cultural contents are used as a starting point or as a platform to the presentation of the linguistic system.

Particularly when the student ventures to learn a language in the target country, he or she is immersed in a personal enrichment process in the deepest sense; he/she is interested in the culture of the country and, therefore, we must facilitate all the resources to understand that culture. It is about a context of total immersion. In the lessons, essential socio-cultural contents will be introduced from the beginning in order to satisfy immediate needs in the society in which students are immersed. These contents also act as conversation topics, this way it turns out to be a socio-cultural discussion forum in a round trip journey that goes from the language to the culture and from the culture to the language.

The main objective is to make the student act as an active element, where there is a total connection between the conversation and the culture. That is why the interest in our culture leads them to use the language as a work tool. With the purpose of making the most of the immersion context, all the modules will be taught in Spanish.



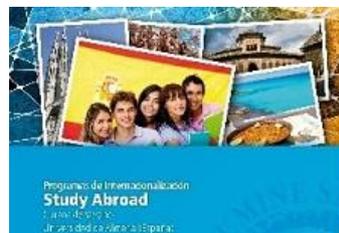
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### 2. OBJETIVES

The main objective of the course is to increase and develop the oral skills so that the pupil makes progress in the corresponding competences speaking of the Common European Framework of Reference for Languages (CEFR). With this purpose, it will be carried out a communicative method based on the use of the functions and the necessary and practical lexicon to get by in usual communicative situations that take place in the Spanish society.

- Progress in the acquisition of the communicative competence.
- Awaken the interest in the knowledge of the people and the villages.
- Acquire the four skills in an integrated way.
- Know the multiculturalism of the language.
- Correct the most common mistakes of the Spanish learners when it comes to pronouncing the sounds of the Spanish language.
- Utilise the oral and written language oral adequately at the corresponding level according to CEFR.
- Participate dynamically in speeches such as dialogues, interviews, expression of opinions, comments, and others that allow them to develop their oral production.
- Train the writing skill by means of a series of exercises that can be individual, in groups, inside or outside the classroom.
- Provide the student with the typical characteristics that define our identity through not only daily life aspects but also historical events, great Spanish leading figures and some works of art.
- Have a good command of the structures for both the comprehension and expression.

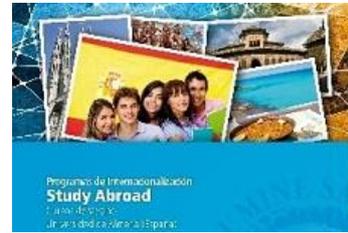


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### 3. CONTENTS

Modules	Description
<p><b>MODULE 1:</b> <i>SPANISH LANGUAGE</i></p>	<p>This module will consist in the practice of the <b>linguistic functions</b>, as well as the basic contents of the <b>grammar</b> and the <b>lexicon</b> that are necessary to be able to communicate in Spanish in different real-life situations.</p> <p>The objectives, contents and specific criteria for each group will be developed according to the <b>levels of CEFR</b> (to see reference level, please go to last page).</p> <p>The communicative skills practice will be focused on providing the students that start from a more basic level (A1-A2) with the necessary tools in order to improve their comprehension and expression skills: listening comprehension, reading comprehension, oral expression and writing expression.</p> <p>The specific objectives are:</p> <ul style="list-style-type: none"> <li>• Improve the writing skill.</li> <li>• Know the characteristics and standards of diverse types of texts.</li> <li>• Use the linking words adequately.</li> <li>• Organise oral and written speeches correctly.</li> <li>• Improve fluency.</li> <li>• Structure an oral presentation appropriately.</li> <li>• Draw the main and the secondary ideas from oral and written texts.</li> <li>• Find specific information in oral and written texts.</li> <li>• Adapt the oral and written messages to the adequate register depending on the context.</li> <li>• Have a good command of the pragmatic resources corresponding to its level.</li> <li>• Integrate the four communicative skills.</li> </ul>
<p><b>MODULE 2:</b> <i>LOCAL CULTURE AND CINEMA</i></p>	<p>In the learning of a language, the knowledge of the culture of the target language community turns out to be of great interest from a communicative perspective, since there is a direct relationship between the cultural elements and the communicative performance of the language. Thus, it is fundamental to provide the students with a wide and integrated basis of cultural knowledge.</p> <p>The following topics on local cultural aspects will be addressed:</p> <ol style="list-style-type: none"> <li>1. Conventions in social relations (greetings and farewells, leisure and free time activities, etc.)</li> </ol>



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	<ol style="list-style-type: none"> <li>a. What can you do in Almería? Get to know the province.</li> <li>2. Spanish gastronomy (with special attention to Almería)             <ol style="list-style-type: none"> <li>a. Typical dishes</li> <li>b. Bar culture</li> </ol> </li> <li>3. Parties and celebrations.</li> <li>4. Almería, land of cinema.</li> <li>5. Spain, a multilingual and multicultural country.</li> </ol> <p>The objectives of this module will be:</p> <ul style="list-style-type: none"> <li>• Learn vocabulary.</li> <li>• Understand how the native speakers speak and interact with others.</li> <li>• Take an interest in the current topics.</li> <li>• Develop the capacity of critical thinking that contrasts their reality with the one of the films they watch.</li> </ul> <p>In order to do this module, the students must do an on-line placement test and get a B1 level or higher in Spanish.</p>
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#### 4. METHODOLOGY

The **communicative method** is the fundamental pillar of our programme. The students will do different activities in which the functional, cultural and grammatical contents will be integrated harmoniously. This course has an eminently practical and dynamic nature to elicit an active participation and interaction among students. It consists in twenty virtual sessions and will be taught in Spanish.

#### 5. EVALUATION

1. Diagnostic tests: At the beginning of the course there will be an on-line diagnostic test for each module in order to establish both the student and group profile. By using this placement or level test, and/or the co-evaluation with the teachers, the groups will be divided into levels according to CEFR.
2. In order to pass this course, an individualised evaluation will be carried out. It will be necessary to attend at least 80% of the online lessons and the participation and involvement of the students in sessions will be assessed positively.

#### 6. TEACHERS

The modules will be taught by qualified native teachers who are specialised in teaching Spanish



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as a Foreign Language (ELE).

### Annex: Reference Levels of CEFR:

- **Basic User**

**A1:** User can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. User can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**A2:** User can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). User can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. User can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

- **Independent User**

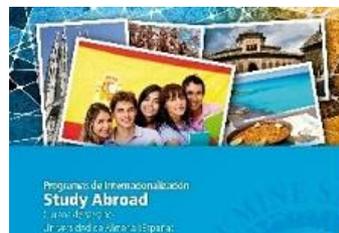
**B1:** User can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. User can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**B2:** User can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. User can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

- **Proficient User**



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**C1:** Can understand a wide range of demanding, longer texts, and recognise implicit meaning. User can express him/her fluently and spontaneously without much obvious searching for expressions. User can use language flexibly and effectively for social, academic and professional purposes. User can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### **Organised by:**

Vice-Rectorate for Internationalization

UNIVERSITY OF ALMERÍA

Tel. +34 950 01 5816

E-mail: [sabroad@ual.es](mailto:sabroad@ual.es)