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## NEW METHODS AND RESOURCES FOR TEACHING SPANISH AS A FOREIGN LANGUAGE

**Lecturer:** José Manuel Foncubierta Muriel.

**Dates:** From 3<sup>rd</sup> until 21<sup>st</sup> July 2017 (from Monday to Thursday).

**Prerequisites:** Good communication skills in Spanish in order to follow the course properly as well as actively participate in each of the work sessions.

**Number of credits:** 2 credits.

**Description:**

The methodological basis for the contents of this course uses the newest communicative approaches in teaching Spanish as a Foreign Language (SFL). Using lesson and class planning as the main reference, the course revolves around the analysis of the different teaching resources objectified in work materials, tools, techniques, strategies and other media SFL teachers can use to carry out and enrich their day-to-day classroom work.

This entire theoretical framework is accompanied by a series of practical proposals that fall within the parameters of the Common European Framework of Reference for Languages (CEFR) and the Instituto Cervantes' Curriculum Plan and places a special emphasis on an innovative task/skills-based approach and its materialization in teaching units by combining a complete range of resources and assigning a very special role to the use of audiovisual media and new information and communication technologies (ICTs).

Description of contents: the evolution of communicative media towards an eclectic perspective. Student motivation. Error treatment in the classroom. Development and application of basic language skills (oral and written interaction and mediation). Reflection on controversial grammatical aspects. Reflection on the use of the ICTs in the classroom.

Materials: Dossier of theoretical contents. Audiovisual media. Musical novelties and classics. Films. Short Films. Advertising.

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### **Objectives:**

- To provide key concepts and current terminology related to the methodology and didactics of teaching SFL.
- To supply the tools needed (strategies, skills, techniques, etc.) for good classroom teaching.
- To reflect on the newest methodological trends in SFL teaching within the parameters of the CEFR and the Instituto Cervantes' Curriculum Plan.
- To provide published materials for teaching SFL.
- To contribute techniques and ideas for making one's own material.
- To provide the keys to fostering and perfecting the use of technical media in the classroom (teaching with audio-visual materials).
- To delve into the use of the Internet in teaching SFL: teaching resources and materials.

### **Contents and sequence:**

The course consists of 12 days of two-hour sessions given over a total of 3 weeks from July 3<sup>rd</sup> to 21<sup>st</sup>. The daily content plan is as follows:

#### **July 3<sup>rd</sup> to 6<sup>th</sup>**

0. Starting point: needs analysis
1. The Postmethod Condition: towards an eclectic perspective?
2. Focus on affective factors: motivation, anxiety and self-esteem in second language learning process.
  - a. Treating errors in the classroom: contrastive analysis vs. error analysis in the student's interlanguage
3. Basic language skills: the before and after of the Common European Framework of Reference for Languages. Didactic objectives of the Instituto Cervantes' New Curriculum Plan.
  - a. Didactic applications in different skills I: written comprehension and expression
  - b. Didactic applications in different skills II: oral expression and comprehension

c. Didactic applications of different skills III: interaction and mediation (oral and written)

**July 10<sup>th</sup> to 13<sup>th</sup>**

4. Practical proposal: how to approach conflictive aspects of teaching Spanish grammar I: *ser / estar*, prepositions (*por / para*).
5. Practical proposal: how to approach conflictive aspects of teaching Spanish grammar II: past tenses (the contrast between the imperfect and indefinite tenses).
6. Practical proposal: how to approach conflictive aspects of teaching Spanish grammar I III: the subjunctive.

**July 17<sup>th</sup> to 20<sup>th</sup>**

7. Reflections on the use of audiovisual media in the SFL classroom: methodological justification.
8. How to work with songs in the classroom: musical novelties and classics.
9. Using visual aids in the classroom: working with films, documentaries, short films, advertising, etc.
10. Didactic applications of the Internet in teaching / learning Spanish as a foreign language.

**Evaluation**

Attendance: 20%

Independent daily work: 25%

Attitude and class participation: 30%

Final project: 25%

100-94	<b>A</b>	89-86	<b>B+</b>	82-80	<b>B-</b>	75-73	<b>C</b>	69-60	<b>D</b>
93-90	<b>A-</b>	85-83	<b>B</b>	79-76	<b>C+</b>	72-70	<b>C-</b>	< 60	<b>F</b>

A final project must be handed in during the last course session and is an indispensable requirement for earning the diploma that accredits the course.

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## **Texts and bibliography**

The teacher will hand out digital material to the students as the course progresses. Some of the materials used as a reference in creating this course are:

ALBA, J. M et al, (1999), *La enseñanza del español mediante tareas*, Madrid, Edinumen.

ALONSO, E. (1994), *¿Cómo ser profesor/a y querer seguir siéndolo?*, Madrid, Edelsa.

ARRARTE, G. and SÁNCHEZ DE VILLA PADIERNA, J. I., (2001), *Internet y la enseñanza de español*, Cuadernos de didáctica del español /LE, Madrid, Arco / Libros S.L,

ARTUÑEDO, B. et al (1997), *Taller de escritura*, Madrid, Edinumen.

BELLO, P. and FERIA, A. (1990), *Didáctica de las segundas lenguas. Estrategias y recursos básicos*, Madrid, Santillana.

CABELLO, M. (1998), *La comprensión auditiva en ELE*, Madrid, Universidad Antonio de Lebrija, Edinumen.

CRUZ PIÑOL, M. (2002), *Enseñar español en la era de Internet*, Barcelona, Octaedro.

FERNÁNDEZ, S. (1996), *Interlengua y análisis de errores en el aprendizaje de español como lengua extranjera*, Madrid, Edelsa.

GIL-TORESANO, M (2001), "El uso de las canciones y la música en el desarrollo de la destreza de comprensión auditiva en el aula de E/LE", *Carabela*, Nº 49, SGEL.

GONZÁLEZ, M. (1999), *Aprendizaje Intercultural: desarrollo de estrategias en el aula*, Colección Expolingua, 4, Fundación Actilibre.

MARTINELL, E., CRUZ PIÑOL, M. (2000), *Cuestiones del español como lengua extranjera*, Barcelona, Universidad de Barcelona.

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MARTOS ELICHE, F., (2002), "El cine en el aula de E/LE. Un enfoque pedagógico por tareas", Forma (formación de formadores), nº 3, Madrid, SGEL.

ROJAS GORDILLO, C., "El cine español en la clase de E/LE: una propuesta didáctica", *Culturele: Cultura e intercultura en la enseñanza del español como lengua extranjera*, Universitat de Barcelona. <http://www.ub.es/filhis/culturele/rojas.html>

VÁZQUEZ, G. (1999), *¿Errores? ¡Sin falta!*, Madrid, Edelsa.

### **Transfer of skills to the workplace**

Handling of all tools, materials and strategies available to teachers in order to improve and bring their SFL teaching practices up to date.

To provide the fundamental keys to choosing the most appropriate materials according to teachers' curricular profile and level.

### **Résumé**

#### **José Manuel Foncubierta Muriel (1976)**

- **Degree in Spanish Philology** from the University of Cadiz (1994-1998).
- **Master's degree in Spanish didactics** from the University of Alcalá de Henares (2002-2005).
- **Master's degree in Spanish Teacher Training** (2010-2011).
- **Teacher and Coordinator** of the Spanish as a foreign language department in the language school Academia Andaluza de Idiomas (2000-2007).
- **Director of the Training Department** in the publishing company Edinumen (2007-2011), teaching courses in European universities and the Instituto Cervantes.
- **Tutor and author of materials in the Master's degree** in Teaching Spanish as a Second/Foreign Language in University of La Rioja (2005-2011).
- **Author of textbooks for teaching and learning** of Spanish as a foreign language (*Prisma Fusión A1-A2 y Prisma Fusión B1-B2*).

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- **External consultant and editor** of the online magazine for teachers of Spanish *Marcoele* (2011).
  - **Coordinator of the *Colección Cambridge*** de didáctica de lenguas in Spanish (2009).
  - **Coordinator of the collection** for the teachers training *Biblioteca Edinumen. Claves para la enseñanza del español* (2011).
  - **Co-author** with Jane Arnold Morgan of the work *Atención a los factores afectivos en la Enseñanza del Español*, Editorial Edinumen (2011, not yet published).
  - **Author** of several publications for Teaching Spanish: *Comunicación intercultural: creencias valores y actitudes en la enseñanza del español* (2009); *España es diferente. Actividad para el desarrollo de la competencia general* (2008); *Ejercicios para el desarrollo de la comprensión audiovisual, la expresión y la interacción oral* (2007); *El uso de los pretéritos indefinido y perfecto en la norma culta mexicana: un caso de divergencia comunicativa* (2006); *Las oraciones condicionales en los manuales de ELE: más que una condición* (2005).

