

University of Salamanca

**Embassy of Spain
Education Office**

Ministry of Education, Culture and Sport

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

From 3rd to 21st July 2017

COURSE SYLLABUS

TITLE OF COURSE:

Spanish Language Varieties and Spanish as a Heritage Language

UNIVERSITY: Salamanca

INSTRUCTOR: Dr. D. Javier de Santiago Guervós

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

DATES: 3rd- 21st July, 2017

PREREQUISITES (If Any):

Language level required: Advanced level: B2 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: 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 (30 contact hours)

Evolution of Spanish Language (15 contact hours)

Spanish as a Heritage Language (15 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:

	Monday 3
9:00-11:00	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 1. Introduction
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 1. The romanization of Hispania. a. Influence of Pre-Roman languages (substratum)
12:30-13:30	<i>Spanish as a Heritage Language</i> 1. The speaker of Spanish as a Heritage Language: cultural variety (I)
	Tuesday 4
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 2. Linguistic influence of invading peoples after the Romans, a. Germanic invasions (superestratum) b. Arabian invasion (superestratum and adstratum)
12:30-13:30	<i>Spanish as a Heritage Language</i> 1. The speaker of Spanish as a Heritage Language: cultural variety (II)
	Wednesday 5
9:00-11:00	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 3. Standard or normative variety
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 1. Origins of Castilian Spanish. a. First Romance documents (I)
12:30-13:30	<i>Spanish as a Heritage Language</i> 2. The speaker of Spanish as a Heritage Language: linguistic variety (I)
	Thursday 6
9:00-11:00	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of Spain: 4. Southern varieties: 4.1. Andalusian 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>)
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 3. The origins of Castilian Spanish. a. First Romance documents (II)
12:30-13:30	<i>Spanish as a Heritage Language</i> 2. The speaker of Spanish as a Heritage Language: linguistic variety (II)

	Friday 7
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 4. The Medieval Castilian Spanish. a. From Alfonso X of Castile to Nebrija (I)
12:30-13:30	<i>Spanish as a Heritage Language</i> 3. The speaker of Spanish as a Heritage Language in the classroom: learning needs (I)
	Monday 10
9:00-11:00	<i>Spanish today: geographical and social varieties</i> Geographical varieties of the Spanish language of America: 1. Introduction
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 4. The medieval Spanish of Castile a. From Alfonso X of Castile to Nebrija (II)
12:30-13:30	<i>Spanish as a Heritage Language</i> 3. The speaker of Spanish as a Heritage Language in the classroom: learning needs (II)
	Tuesday 11
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 5. Linguistic base of the Spanish language of America (I) a. Andalusian influence b. The indigenous element
12:30-13:30	<i>Spanish as a Heritage Language</i> 3. The speaker of Spanish as a Heritage Language in the classroom: learning needs (III)
	Wednesday 12
9:00-11:00	<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>
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 5. Linguistic base of the Spanish language of America (II) a. Andalusian influence b. The indigenous element
12:30-13:30	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop reading comprehension (I)

	Thursday 13
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 6. Spanish in the Golden Age. (I) a. Linguistic changes in the Spanish of Spain
12:30-13:30	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop reading comprehension (II)
	Friday 14
9:00-11:00	<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.Voseo
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 6. Spanish in the Golden Age (II) a. Linguistic changes in the Spanish of Spain
12:30-13:30	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop writing (I)
	Monday 17
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<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
12:30-13:30	<i>Spanish as a Heritage Language</i> 4. Resources and activities to develop writing (II)
	Tuesday 18
9:00-11:00	<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).
11:00-11:30	<i>Break</i>

11:30-12:30	<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
12:30-13:30	<i>Spanish as a Heritage Language</i> 5. Resources and activities to develop speaking (I)

	Wednesday 19
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 8. Current Spanish (I)
12:30-13:30	<i>Spanish as a Heritage Language</i> 5. Resources and activities to develop speaking (II)
	Thursday 20
9:00-11:00	<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
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> 8. Current Spanish. (II)
12:30-13:30	<i>Spanish as a Heritage Language</i> 6. Spanish registers <ul style="list-style-type: none"> ▪ Academic Spanish ▪ Formal Spanish
	Friday 21
9:00-11:00	<i>Spanish today: geographical and social varieties</i> Examination
11:00-11:30	<i>Break</i>
11:30-12:30	<i>Evolution of the Spanish Language</i> Examination
12:30-13:30	<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, 21st July (material covered by the course)

Evolution of Spanish Language

Test, 21st July (material covered by the course)

Spanish as a Heritage Language

Test, 21st 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.ª 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.ª 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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e-mail: mulce@usal.es

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). 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

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