



**Immersion course for teachers of Spanish as a foreign language (July 10-28, 2017)**

**DAILY SCHEDULE 1<sup>ST</sup> week**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9.30-11.30</b>	<p><b>Teaching grammar in the Spanish classroom (1<sup>st</sup> session)</b></p> <p>Methods and approaches to teaching foreign languages: the role of grammar. The CEFR (Common European Reference Framework for Languages) and the action oriented approach. Grammatical competence</p>	<p><b>The affective element in teaching/learning SFL (2<sup>nd</sup> session)</b></p> <p>In the classroom: the teacher facilitator. Group dynamics</p>	<p><b>Teaching the pragmatic element (1<sup>st</sup> session)</b></p> <p>Pragmatics: definition and general principles. Pragmatic competence</p>	<p><b>Teaching the pragmatic element (2<sup>nd</sup> session)</b></p> <p>Intercultural pragmatics I. Analysis of acts in speaking Spanish: request, compliment, non-agreed invitation, refusing. Didactic application of content</p>	<p><b>Teaching the pragmatic element (2<sup>nd</sup> session)</b></p> <p><b>Lesson 3 :</b> Intercultural pragmatics II. Communicative culture and classifying communicative styles</p>
<b>11.30-12.00</b>	<b>BREAK</b>				
<b>12.00-14.00</b>	<p><b>The affective element in teaching/learning SFL (1<sup>st</sup> session)</b></p> <p>Learning and the affective element. Affective factors present in the SFL classroom</p>	<p><b>The cultural element in teaching SFL (1<sup>st</sup> session)</b></p> <p>Teaching and learning culture in the field of foreign language teaching. Culture in the curriculum: the CEFR and the Cervantes Institute Curriculum (PCIC). Intercultural and sociocultural competence (I)</p>	<p><b>The cultural element in teaching SFL (2<sup>nd</sup> session)</b></p> <p>Teaching and learning culture in the field of foreign language teaching. Culture in the curriculum: the CEFR and the PCIC. Intercultural and sociocultural competence (II)</p>	<p><b>Teaching grammar in the Spanish classroom (2<sup>nd</sup> session)</b></p> <p>Grammar and meaning: attention to form. Towards meaningful learning of the grammatical element. Language levels and grammatical content in SFL.</p>	<p><b>12.00 Guided tour of the Archive at Simancas</b></p>
<b>17.00-19.00</b>	<p><b>Orientation session</b> (information about the city, the university and the Language Center) and guided tour around the city of Valladolid.</p>			<p><b>The affective element in teaching/learning SFL (3<sup>rd</sup> session)</b></p> <p>Humanistic activities and cooperative learning: theory and practice</p>	



## DAILY SCHEDULE 2<sup>nd</sup> week

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30-11.30	<p><b>The cultural element in teaching SFL (3<sup>rd</sup> session)</b></p> <p>Teaching and methodological applications of culture in the SFL classroom. Analysis of materials (specific books and methods), dealing with culture when teaching Spanish/foreign language curricula. Practical cases.</p>	<p><b>Educational possibilities of web 2.0 in teaching SFL (2<sup>nd</sup> session)</b></p> <p>General approach to the concept of Web 2.0. Conceptual changes in the role of the 2.0 teacher. Analysis of the educational possibilities of Web 2.0 for SFL. Activity proposal 1</p>	<p><b>Teaching phraseology in the SFL classroom (1<sup>st</sup> session)</b></p> <p>Introduction to Spanish phraseology. Approaches to phraseology in SFL handbooks</p>	<p><b>Educational possibilities of web 2.0 in teaching SFL (4<sup>th</sup> session)</b></p> <p>On-line educational resources for teaching SFL. On-line educational resources for creating teaching materials for teaching SFL (I)</p>	<p><b>Curricular planning and design in the SFL classroom: a multilingual and multicultural perspective (1<sup>st</sup> session)</b></p> <p>Principles behind curricular design from a teaching perspective. Levels in curricular development.</p>
11.30-12.00	<b>BREAK</b>				
12.00-14.00	<p><b>Educational possibilities of web 2.0 in teaching SFL (1<sup>st</sup> session)</b></p> <p>Presentation of the course curriculum "Educational possibilities of web 2.0 in teaching SFL". Accessing the course platform. Creating Personal Learning Environments</p>	<p><b>Teaching grammar in the Spanish classroom (3<sup>rd</sup> session)</b></p> <p>Basic grammar problems in teaching/learning SFL : explanation and practical application. Models of activities (I)</p>	<p><b>LESSON OBSERVATION</b></p>	<p><b>Teaching grammar in the Spanish classroom (4<sup>th</sup> session)</b></p> <p>Basic grammar problems in teaching/learning SFL : explanation and practical application. Models of activities (I I)</p>	<p><b>Teaching phraseology in the SFL classroom (2<sup>nd</sup> session)</b></p> <p>Teaching phraseological units in the SFL classroom: guidelines for creating exercises</p>
17.00-19.00		<p><b>Visit to a winery and wine tasting session</b></p>	<p><b>Educational possibilities of web 2.0 in teaching SFL (3<sup>rd</sup> session)</b></p> <p>2.0 tools for teaching Spanish as a foreign language. Possibilities for the student creator (Wikis, Blogs and Social Networks).</p>	<p><b>Guided tour of the Polychrome Sculpture Museum</b></p>	

## DAILY SCHEDULE 3<sup>rd</sup> week



Universidad de Valladolid  
Cursos de Español

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30-11.30	<p><b>Curricular planning and design in the SFL classroom: a multilingual and multicultural perspective (2<sup>nd</sup> session)</b></p> <p>Elements of curricular planning and development. Goals of multilingual and multicultural education.</p>	<p><b>Developing the four skills in the SFL classroom: strategies and resources (2<sup>nd</sup> session)</b></p> <p>Resources and strategies for working with texts in the SFL classroom: activities for interpreting literary texts. Practice with texts. Designing activities using stories and poems</p>	<p><b>Developing the four skills in the SFL classroom: strategies and resources (3<sup>rd</sup> session)</b></p> <p>Resources and strategies for developing written expression. Methodological introduction, teaching resources, creativity exercises, techniques for creating texts</p>	<p><b>Teaching literary competence in the SFL classroom: (1<sup>st</sup> session)</b></p> <p>The literary text as a resource for teaching/learning SFL</p>	<p><b>The literary component in EFL teaching (2<sup>nd</sup> session)</b></p> <p>Designing a classroom session to teach Spanish literature from the intercultural perspective. Pooling ideas and discussing teaching proposals and methods</p>
11.30-12.00	<b>BREAK</b>				
12.00-14.00	<p><b>Developing the four skills in the SFL classroom: strategies and resources (1<sup>st</sup> session)</b></p> <p>Resources and strategies for developing reading comprehension: methodological introduction, communicative teaching proposals, analysis of activities, using authentic material, designing activities</p>	<p><b>Curricular planning and design in the SFL classroom: a multilingual and multicultural perspective (3<sup>rd</sup> session)</b></p> <p>The intercultural dimension in the teaching-learning of foreign languages. Implications for the teacher in the SFL classroom.</p>	<p><b>New methods for teaching Spanish as a foreign language: suggestopedia and suggestology (1<sup>st</sup> session)</b></p> <p>Introduction to humanistic approaches in SFL teaching.</p>	<p><b>Developing the four skills in the SFL classroom: strategies and resources (4<sup>th</sup> session)</b></p> <p>Resources and strategies for developing listening comprehension, listening tests, analyzing activities, proposals for teaching</p>	<p><b>12.00-12.45 Satisfaction survey</b></p> <p><b>13.30 Farewell aperitif (Grounds of the Santa Cruz Hall of Residence)</b></p>
17.00-19.00			<p><b>Visit to the Contemporary Art Museum</b></p>	<p><b>New methods for teaching Spanish as a foreign language: suggestopedia and suggestology (2<sup>nd</sup> session)</b></p> <p>Classroom techniques for teaching Spanish through suggestology. Guidelines for creating exercises.</p>	