

## TEACHING GUIDE

### SUBJECT IDENTIFICATION

**Name:** Individual conversation classes

**Level:** From A2/B1

**Language:** Spanish

**Course length:** Minimum 3 hours **(2-4 weeks)**

**Knowledge area:** Spanish language and culture for non-native speakers

### STUDENT ADMISSION AND SELECTION CRITERIA

Minimum age: 18 years (16 with parent/guardian permission).

All students will take a level test on the first day of the course.

### DESCRIPTION

Individual conversation classes generally run as minimum 3-hour workshops that may be extended based on the student's requirements.

They are *one to one* individual conversation classes focussed on oral expression and interaction, designed around student requirements, interests and level.

The conversation classes are optional and supplementary to the *Spanish Language and Culture Course* that all students enrolled on Spanish for non-native speakers courses take at the Universidad Internacional Menéndez Pelayo.

### PRE-REQUISITES

For these classes to be taken successfully, students must have a basic level of Spanish meaning these classes are provided from levels A2/B1 onwards (MCER, 2002).

No specific prior knowledge is required since the content of the workshops may differ based on the student's level, requirements and interests. Nonetheless, some knowledge of Spanish culture is recommended.

## GENERAL AIMS

- Achieving communication skills at the different levels.
- Improving and perfecting oral expression and interaction based on different material, tailored to the individual needs, expectations and academic record of the students.

## SPECIFIC AIMS

**A2:** communication when doing simple everyday tasks that only require simply direct exchanges of information on known or typical topics.

**B1:** describing experiences, events, wishes and aspirations; briefly justifying your opinions and explaining your plans.

**B2:** mixing with native speakers with a sufficient level of fluency and naturalness so that communication requires little effort for those involved.

**C1:** expressing yourself fluently and spontaneously without clear signs of effort in finding the right expression; flexibly and effectively using the language for social, academic and professional purposes.

**C2:** spontaneously expressing yourself with great fluency and a level of precision that enables you to make out small nuances in meaning, even in highly complex situations; reconstructing information and arguments from different sources (oral or written) and presenting them concisely and coherently.

## CONTENT

The linguistic, grammatical, communicative, lexical and cultural contents will be tailored to each specific syllabus level in accordance with the MCER (2002) and the PCIC (2006).

The session topics may vary a lot and will be tailored to individual student needs, interests and level. They may include current affairs and general and/or specialised topics, to spontaneous/informal conversation such as two native speakers would have in a real-life communication context.

## METHODOLOGY

One to one conversation classes are in-person and take place in Santander.

### **Communicative focus**

The focus will be communicative whereby language is perceived as a creative process of construction rather than a mere tool for communication. For this reason, a communicative approach is the methodology that best ensures the proposed goals are met.

### **Student-focussed learning**

Teaching will be tailored to student needs, characteristics, expectations and level. In this sense, the methodology is combined with a humanist approach where respect for the individual is paramount and the focus is on his/her individual development, interests and expectations and, as far as is possible, their individual learning style. In short, an active methodology: learning by doing.

### **The teacher as facilitator**

The role of the teacher here moves away from a traditional approach and will be a key element in the learning process. The student is at the heart of the teaching-learning process. The teacher is a guide or facilitator that proposes work, guiding where necessary and participating when essential. The students themselves take the reins of learning in an ever more independent way, taking up most of the time and space in the session. Students themselves manage knowledge building. Therefore, it is important to provide guidelines and techniques within a learning to learn dynamic

### **Preference for an inductive teaching-learning system**

When presenting the different contents of sessions and achieving planned targets, wherever possible inductive learning is chosen for grammatical rules (where applicable) that match the corresponding level.

Features of activities focussed on learning:

1. Students and their learning are guided rather than contents merely being passed on.
2. Students' potential and individuality are respected.
3. Students are given opportunities so that they may succeed in their learning.
4. Learning is well spaced.

5. Lessons are varied and match student learning preferences.
6. Working as a team is promoted.
7. More importance is placed on understanding meaning than memorising concepts.
8. Different formats are used and students enabled to take decisions about their development.
9. Students are assessed differently based on the skills they are trying to strengthen.

### **Preference for project/task/problem-solving work**

The best learning activities from the different possibilities that show language as a communication tool are those focussed on tasks or undertaking projects. They involve presenting linguistically beneficial content for communication in Spanish.

### **Teamwork**

This boosts the following aspects:

- Positive interdependence
- Individual responsibility
- Diversity
- Shared leadership
- Importance of the task and process
- Learning social skills
- Teaching observation/intervention
- Reflecting on the students' learning process

The development of the skills to be taught is based on the student's exact level, with greater or lesser consolidation in accordance with the corresponding MCER level (2002).

## **ASSESSMENT**

### **Assessment criteria**

50% Tasks and regular class attendance.

30% Active participation in class and a positive attitude to learning.

20% Projects.

### **Assessment tools (See Appendix IV. Report)**

Individual conversation class assessment is formative, qualitative and analytical. In other words, the quality of the process as well as the progress level achieved by students throughout the learning process will be assessed. This assessment will be done holistically, attempting to thoroughly analyse students' academic progress as well as the learning process.

In this vein, since they are *one to one* sessions, the teacher may monitor student progress in each of the linguistic skills as well as analyse his/her problems and identify areas of improvement. Nevertheless, during the workshop, and based on the student's level, needs and the teacher's professional criteria, tasks in sessions as well as projects will be set.

Teachers will have support from the following as assessment tools:

- Personal report ('Grid' - see Appendix IV).
- Observation: this will be very useful for scoring/assessing oral skills (comprehension, expression and interaction) over the *one to one* sessions through exercises designed for this purpose.

### **BIBLIOGRAPHY**

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Casado, M.L., Águeda, S., Águeda, B. and Pérez, J. (1999). *Proverbios españoles. Traducidos al inglés, al francés, al alemán y al italiano con explotación pedagógica*. Madrid: SGEL.

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TEACHING GUIDE FOR INDIVIDUAL CONVERSATION CLASSES (2014)

**Universidad Internacional Menéndez Pelayo - Campus Las Llamas**

Avenida de los Castros, 42; 39005-Santander. Tel.: +34 942 298 700

[www.uimp.es](http://www.uimp.es) e-mail: [esp@uimp.es](mailto:esp@uimp.es)

Espitia, J. (2011). *Láminas para la clase de español: A1, A2, B1, B2*. Madrid: Edinumen.

Gelabert, M.J., Martinell, E., Herrera, M. and Martinell, F. (1996). *Repertorio de funciones comunicativas del español: niveles umbral, intermedio y avanzado*. Versión bilingüe: español-inglés. Madrid: SGEL.

Instituto Cervantes (2006). Plan curricular del Instituto Cervantes. Niveles de referencia para el español. A1-A2, B1-B2, C1-C2. Madrid: Biblioteca Nueva.

López, M.R. (2008). *Hablemos en clase: actividades para la interacción oral en español*. Madrid: Edinumen.

## Electronic resources

### General

National Library of Spain, [www.bne.es](http://www.bne.es)

Centro de Investigaciones Sociológicas (CIS), [www.cis.es](http://www.cis.es)

Centro Virtual Cervantes, [www.cvc.cervantes.es](http://www.cvc.cervantes.es)

Cervantes TV, [www.cervantestv.es](http://www.cervantestv.es)

Cineario, el cine español, <http://www.cineario.com/>

Diploma de Español como Lengua Extranjera (DELE), <http://diplomas.cervantes.es/>

Filmoteca española, <http://www.mcu.es/cine/MC/FE/index.html>

Instituto Cervantes, <http://www.cervantes.es/default.htm>

National Institute of Statistics, [www.ine.es](http://www.ine.es)

Ministry of Education, Culture and Sport, <http://www.mecd.gob.es/portada-mecd/>

Prensa escrita, todos los periódicos diarios, [www.prensaescrita.com](http://www.prensaescrita.com)

Radio Televisión Española (RTVE), [www.rtve.es](http://www.rtve.es)

Real Academia Española de la Lengua, [www.rae.es](http://www.rae.es)

Universidad Internacional Menéndez Pelayo, [www.uimp.es](http://www.uimp.es)

### ELE Internet Resources

*Audiria* “a listening based learning”, aprende español con autotextos,

<http://www.audiria.com/>

*Aula e*, web for Spanish students from the Fundación Sierra Pambley,

<http://www.sierrapambley.org/alumnos/>

*DidactiRed*, <http://cvc.cervantes.es/aula/didactired/>

Spanish exercises for non-native speakers: vocabulary, grammar, listening exercises, <http://www.ver-taal.com/>

*Spanish Podcast*, <http://www.spanishpodcast.org/>

*Formespa*, collaboration space for users of the formespa list, training for teachers of Spanish as a foreign language, <http://formespa.rediris.es/>

*Fundación del español urgente*, <http://www.fundeu.es/>

García Guerra, Miguel Ángel (persona website),

<http://www.magarciaguerra.com/publicaciones/> (it has publications, education and training)

*L de Lengua*, a podcast about the Spanish world, <http://eledelengua.com/>

*Language guide Spanish*, <http://www.languageguide.org/spanish/vocabulary/>

Materiales de lengua y literatura,

[http://www.materialesdelengua.org/LENGUA/index\\_lengua.htm](http://www.materialesdelengua.org/LENGUA/index_lengua.htm)

*Practica español*, *Fundación de la lengua española*,

<http://www.practicaespanol.com/>

*Spanish Proficiency Exercises*, <http://www.laits.utexas.edu/spe/>

*TicELE*, ELE training and material, <http://www.ticele.es/>

*Videos for learning Spanish as a foreign language*, <http://videoele.com/>

*Wikilengua del español*, <http://www.wikilengua.org/index.php/Portada>

*Zona ELE*, <http://www.zonaele.com/>

#### Specialised ELE Magazines

*Carabela*, [http://ele.sgel.es/lista\\_subcategoria.asp?Id=1303](http://ele.sgel.es/lista_subcategoria.asp?Id=1303)

*Cuadernos Cervantes de la lengua española*,

<http://www.cuadernos cervantes.com/ele.html>

*Didáctica ELE*, <http://www.didacticaele.com/didacticaele.htm>

*MarcoELE*, revista de didáctica, <http://marcoele.com/>

*RedELE*, revista electrónica de didáctica ELE,

<http://www.mecd.gob.es/redele/revistaRedEle.html>

*TodoELE*, <http://www.todoele.net/>