

**Beyond the Cliché: A Cultural Immersion in Today's Spain
Syllabus**

COURSE DESCRIPTION:

This course is designed for Teachers of Spanish who are looking to update their knowledge and didactic and cultural resources, while enjoying a unique immersion experience in Madrid. This course is aimed at all levels of fluency in Spanish and is structured in three parts. The first part focuses on deconstructing stereotypes about Spain, exploring contemporary social issues, and analyzing the development of Spain's diverse identities. The second part delves into current methodologies for integrating culture as a core element in second language teaching. Finally, participants will engage in practical workshops, immersing themselves in contemporary Spanish society with the aim of creating their own teaching materials.

COURSE GOALS:

Through inquiry, readings, class discussions, presentations, and cultural visits, participants will collaboratively build a solid understanding of the key theories and methodologies in second language acquisition and the incorporation of culture in the classroom.

The primary goal of this course is to explore, engage with, and develop curricular, interdisciplinary, and community-based spaces for language learning that bridge theory with practice.

OBJECTIVES:

Participants will **engage** with the current social realities of Spain, **reflect** on the pre-conceived notions about Spanish culture and their own immersive experience, **create** cultural content for their second language classroom. They will **enhance** their teamwork and communication skills as well as further **develop** their intercultural competency. They will also **examine, apply** and **evaluate** theories of language acquisition as well as methodologies for the incorporation of culture in the L2 classroom.

TEACHING FACULTY:

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METHODOLOGY:

The instructional design of this course centers around collaborative learning, fostering educational experiences that are active, social, contextual, engaging, and student-driven, all of which contribute to deeper learning outcomes.

PROPOSED WEEKLY SCHEDULE:

Classes will take place Monday through Friday, from 9:30 a.m. to 1:30 p.m., with some afternoons dedicated to cultural visits and workshops in and around Madrid.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 AM – 11:30 AM	Part 1 Deconstructing stereotypes: There will be a series of lectures that explore the historical, social, and cultural aspects of contemporary Spain.				Teaching portfolio presentations
11:30 AM – 12:00 PM	BREAK				
12:00 PM – 1:30 PM	Part 2 We will explore current methodologies for integrating culture as a core element in second language teaching and its applications.				Knowledge Sharing Sessions
4:00 PM – 6:00 PM	Free afternoon to explore Madrid	Part 3 The city as classroom: Guided visit to a museum/historic neighborhood	Free afternoon to explore Madrid	Part 3 Practical Workshops where we examine real cultural manifestations in our immediate surroundings.	Free afternoon to explore Madrid

THE COURSE WILL COVER TOPICS SUCH AS:

Part 1: LECTURES & PRESENTATIONS	Part 2: MODELING & CLASSROOM MATERIAL	Part 3: EXPLORE & HANDS-ON ACTIVITIES
<p>Intercultural development and competencies in the language classroom</p> <p>Key social issues and concerns in modern Spain</p> <p>Spain's history and its role in shaping its national identity today</p> <p>Varieties of Spanish and its importance in Spanish learning</p>	<p>Considerations and analysis of a lesson plan: Integrated skills lesson (A1): Hispanic World Quiz</p> <p>Reading comprehension and oral expression (B2): Debate about the housing situation in Spain</p> <p>Best practices including news and authentic text in the classroom.</p> <p>Creation of an activity to work on the varieties of Spanish: Dialogues, <i>Role play</i>, Recording</p>	<p>The city as a classroom: Gymkhana Historic City Center</p> <p>Gymkhana <i>Mercados de Madrid</i></p> <p>A visit to the Reina Sofía Museum</p> <p>A visit to the Prado Museum</p>

TEXTS AND READINGS:

Course materials and readings will be posted on our Moodle platform

Suggested reading before arriving in Spain:

Tremlett, G. (2022) *España: a Brief History of Spain*. Apollo.

Preston, P. (2003) *Las tres Españas del 36*. Debolsillo.

Díaz Villanueva, F. (2023) *Hispanos*. La Esfera de los libros.

Instituto Cervantes. (1994) [Plan curricular. Referentes Culturales.](#)

ASSIGNMENTS AND EVALUATION:

All participants are required to create a teaching portfolio containing activities that will be useful for their own courses, along with a reflective journal documenting their experience in Madrid. On Fridays, participants will present and share selected elements from their teaching portfolios.

Evaluation will be based on the activities completed during the practical portion of the course, as well as the presentations given by participants. The following criteria will be considered:

- The activities effectively apply the content covered in both parts of the course.
- The activities are appropriately tailored to the session's level and objectives.
- The execution of the activity is successful.
- The activity incorporates cultural and intercultural elements.

Given the collaborative nature of the course, contributions during presentations and participation in the discussions that follow will also be assessed.