

Instituto Universitario  
de Investigación en  
Estudios Norteamericanos  
"Benjamin Franklin"



## TRADITIONS IN SPAIN: ORAL COMMUNICATION

### DESCRIPTION

This course is focused on the students and the development of their comprehension and communications skills in Spanish. The students will learn the vocabulary necessary to be able to express their ideas in everyday life situations as well as specific vocabulary related to topics such as: the description of places, cities, celebrities, celebrations and popular festivals, food and sporting events. They will practice with written and oral exercises based on a variety of images and texts.

The course focuses on the comprehension and oral expression of contemporary Spanish culture and folklore. It will use a variety of texts, images, movies and songs through which the student will discover its contents. They will apply those contents in debates, presentations, brochures and murals. The ultimate goal is to foster the students' critical analysis through the development of their oral and written skills so that they can form a complete perspective of the traditions and customs in today's Spain.

**NOTE:** This course includes different cultural topics (such as bullfighting or nudity) that may hurt the student's sensibilities.

## OBJECTIVES

The course will aim to develop the following competences:

<b>Competence 1.</b>	Comprehension of texts, audio-visual material and <i>realia</i> related to the topic of the course.
<b>Competence 2.</b>	Application of vocabulary through specific exercises and oral production in the presentations or class activities.
<b>Competence 3.</b>	Acquisition of sufficient linguistic skills to help them use formal or informal speech adequately depending on the situation or the audience to which it is addressed.
<b>Competence 4.</b>	To recognize the different popular manifestations and celebrations of the Spanish folklore.
<b>Competence 5.</b>	To analyze and understand the social function of folklore in different places where it develops.
<b>Competence 6.</b>	To become aware of the importance of group work and the knowledge acquired through collaboration with peers.

## METHODOLOGY

This course will be taught using a theoretical-practical approach. The Professor will mostly rely on the specific materials she will provide and practical in-class and out-of-class activities focusing on oral communication in Spanish. In addition, he/she will use PowerPoint presentations, documentaries and films to help the students understand the most important characteristics of current Spanish traditions. Students will also participate in debates, oral presentations and activities based on collaborative work.

The most important objectives of this methodological approach are:

- To encourage students to conduct research activities in order to develop problem-solving strategies.
- To enhance the autonomous work of the student or groups of students.
- To work in small groups or in pairs with the purpose of using specific vocabulary both in in-class and out-of-class activities.

The following methods will be used to assess the students' learning:

1. Two out-of-class activities that will allow the students put into practice the contents learned in class:
  - a. ACTIVITY: MAKE HANDICRAFT TRADITIONAL INSTRUMENTS
  - b. ACTIVITY: PREPARING TAPAS

2. Two oral presentations focusing on oral communication in Spanish:
  - a. ORAL PRESENTATION 1: THE SPANISH CITY AS UNESCO WORLD HERITAGE.
  - b. ORAL PRESENTATION 2: BULLFIGHTING AS AN IMPORTANT TOPIC
3. Brochure / Collage: Students must design an online brochure or make a collage promoting different tourist alternatives in Spain.
4. PROJECT: Popular Festivals in Spain. Planning and presenting a trip to experience popular festivals in Spain.
5. **Two exams: a midterm and a final exam** so that the Professor can assess the acquisition of all the competences.

### PREPARATION

Students **must prepare and complete the tasks** (readings and exercises) before each class as indicated in the schedule so that the class runs smoothly. Homework is very important because it will allow the students to anticipate the class.

### EVALUATION

The evaluation procedures that will be used will attempt to combine different elements in order to make sure that all the students can develop their skills. Ongoing student work will be the main criterion of the evaluation. Consequently, the overall assessment will be based on students' participation in the theoretical and practical sessions, exercises, design of a brochure, a project, preparation of oral presentations and participation in the activities of the course. The percentage of the grade that will be assigned to each of the evaluation criteria will be distributed as follows:

<b>Activity</b>	<b>Score</b>
Project Popular Festivals in Spain	10 %
Participation on Students' Blog	10 %
Design of a brochure	10 %
Oral presentation 1	10 %
Oral presentation 2	10 %
Activity INSTRUMENTS	10 %
Activity TAPAS	10 %
Midterm exam	15 %
Final exam	15 %
<b>TOTAL</b>	<b>100 %</b>

## **1. PROJECT: Popular Festivals in Spain 10%**

Planning and presenting a trip to experience the popular festivals in Spain. In pairs, students must choose one of the popular festivals mentioned below and plan the trip they would like to take discussing the aspects listed below:

- *Los Sanfermines, Pamplona*
- *Las Fallas, Valencia*
- *La Tomatina, Buñol,*
- *Feria de Abril, Sevilla*
- *Moros y Cristianos, Alicante*
- *Carnavales, Santa Cruz de Tenerife*
- *Fiesta del descenso del Sella, Ribadesella*
- *Fiestas de San Miguel, Lleida*
- *Fiestas de Mayo, Ciudad Real*
- *Fiestas de San Isidro, Madrid*

Aspects that must be included:

- Why has this destination been chosen?
- Geographic situation
- Number of days
- How can you get there?
- Accommodation
- Budget
- What to pack?
- What to see?
- What other things can you do there?
- Gastronomy

\* Include photos, tables, links, and games to interact with the class

**FINAL TASK> MAKE A MURAL/ EXHIBITION> collaborative work of the class:**

**PRESENTATION TO THE REST OF THE STUDENTS COMMUNITY**

Talk to the student activities coordinator to organize a presentation or make a mural with the contents presented in class that can be shared and exhibited to the rest of the student community at Franklin-UAH Institute.

## **2. Participation on the Students' Blog (10%)**

Assignment: Write an entry for the Students' BLOG: <http://franklinstudents.com/>

Students may choose one of the following topics:

- New Year's Eve in Spain: the twelve grapes and New Year's Eve party.
- Holy Week in Spain: Student's Guide.
- Flamenco: feeling and art.

- Spanish actors at Hollywood.
- *El Ratoncito Pérez* (Tooth Fairy)
- Spanish customs “at the table”: appetizers, siesta and tips in Spain.
- The "King" sport: passion for football in Spain.
- Folklore and regional music: traditional handicrafts and instruments.
- Spanish Superstitions that you should know.

Blog Entry: Students must write an entry proposal for the Students' Blog of the Franklin-UAH Institute. It must include the student's reflection and personal perspective on the contents learned in class or additional information based on his/her own experiences outside the classroom.

### **3. Brochure/ Collage: Students must design an online brochure or make a collage promoting different tourist alternatives in Spain for American students (10%)**

- Workshop: Other tourist alternatives
- Objective: To help students become familiar with some of the tourist manifestations which are different from the traditional ones.
- Work in pairs or in groups of three
- Materials: Paperboard / paintings / magazines / scissors / glue

Students must use the following websites about other tourism alternatives in Spain and design an online brochure or make a collage promoting different tourist alternatives in Spain for American students:

- Camino de Santiago <http://caminodesantiago.consumer.es>.  
Here we can find a rather direct and clear explanation of the different types of the Jacobean pilgrimages as well as the most important monuments that can be seen. Since these are only some examples, students can also search for monuments using the Google image finder.  
Routes of the Sierra de Cazorla, Segura and the Villas  
[www.turismoencazorla.com/dondeiryquever/rutas.html](http://www.turismoencazorla.com/dondeiryquever/rutas.html).  
Very detailed description of all the routes, along with beautiful images that help to show a wider vision of what Spain can offer considering its natural and historical wealth.
- The Andalusian legacy [www.legadoandalusi.es/legado/contenido/legado/](http://www.legadoandalusi.es/legado/contenido/legado/).  
This website is one of the most informative or popular in Spanish about Spanish-Muslim history, art and culture. For practical use in the classroom, the section dedicated to cultural itineraries, with their corresponding sections of art, life and civilization, is recommended.
- Plasencia, virtual city [www.plasenciaweb.com/rutadelaplata/](http://www.plasenciaweb.com/rutadelaplata/)  
Since it is a relatively unknown place for students, the information from this website may stimulate their interest in the most remote corners of Spanish geography.

Students must present orally in class the collages they have prepared.

**4. Oral presentations (10%):** Each student must deliver two 10-15 minutes oral presentations

showing his/her knowledge individually or in pairs.

### **First presentation: Autonomous Communities: presentation of Spanish cities**

Students must promote the most beautiful cities in Spain for tourists. Aspects to take into account:

- Not more than 10-15 minutes and not more than 8 slides if you use a presentation in PowerPoint format.
- The use of photographs and of spontaneous and natural speech will be positively valued.
- A minimum of three tourist attractions must be included. Consider the following aspects:
  - Why has this city been chosen?
  - In what region is it situated?
  - What strange customs are there in the city and what are they?
  - Typical gastronomy
  - Music
  - Dancing

### **Second presentation: Taurine celebrations in the Spanish tradition**

"All Spaniards like bullfighting". Arguments for / against

- Each group has to write an entry for the Blog: 10 Reasons for / against the taurine celebrations based on the content taught in class.
- The use of images or audio-visual material is recommended.
- The use of a PowerPoint presentation or similar is **mandatory** in order to make it more structured and easy to understand by the rest of students. **One week before the deadline**, students will be given a more specific instructions sheet.

### **Suggestions for the oral presentation:**

Its objective is to enable the student to present orally the knowledge acquired. The students must prove acquisition of all the competences. The following criteria will be assessed:

- **Content and development:** It must be a well-structured presentation that includes an introduction to the main topic. Ideas must be developed coherently and end with a logical conclusion based on the research that has been carried out.
- **Specific language:** The student must present the project using the vocabulary, concepts and ideas that he/she has acquired throughout the course.
- **Body language:** The student must show mastery of the subject matter and maintain the attention of the class. Thus, visual contact, intonation and body language are important. The student must demonstrate he/she has an effective way of maintaining the attention of the class. In order to develop this aspect, it would be interesting to make the class participate through comprehension exercises and questions on the topic.

- **Audiovisual aids:** It is very important that the students use audiovisual aids to do their oral presentation. Power Point, photos, clippings, etc. are recommended. It is also very important that the students do not directly read the information to be displayed.

#### **5. Complementary activities (20%):**

The **TWO** following **MANDATORY** academic activities will be carried out outside the classroom to complement the theoretical content taught by of the Professor:

- a. ACTIVITY: MAKE HANDICRAFT TRADITIONAL INSTRUMENTS
- b. ACTIVITY: PREPARING TAPAS

The Professor will provide a study guide in advance so that the students can relate the activities to the theoretical content.

#### **6. Midterm exam (15%):**

In the middle of the course. It will cover the topics from the first part of the course up to the last day before the exam. The exam will consist of two parts: a practical part in which the student will have to answer questions related to vocabulary from each topic and a theoretical part with questions focused on showing students' comprehension and knowledge of the content.

#### **7. Final exam (15%):**

At the end of the course and it will be cumulative. It will also consist of two parts. The theoretical part will include vocabulary and expressions exercises. The second part will consist of essays questions on the topics taught in class.

**For any attempt of copying or of plagiarism in the exam, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.**

All students who pass the midterm exam will be exempt from that content in the final exam. On the contrary, the students who do not pass the midterm exam will be examined considering all the material taught during the course in the final exam.

#### **ATTENDANCE**

Attendance is **MANDATORY**. If the student is absent for more than the allowed limit (**one class absence in the summer program and two absences in the fall and spring programs**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

## CLASS SCHEDULE

TOPIC	ASSIGNMENTS
<p>Overview of the course. Strange facts about Spain</p>	<p>Take Test on Spanish Culture <a href="http://www.enforex.com/test/culture.html">Http://www.enforex.com/test/culture.html</a> Thread Tools</p>
<p style="text-align: center;"><b>Topic 1:</b> <b>Regional Diversity in Spain:</b> <b>MAP AND AUTONOMOUS COMMUNITIES</b> <b>Discovering autonomy-related aspects in Spain</b></p>	<p>Professor's PPT presentation and practical activities.</p>
<p>Cities which are UNESCO Heritage of Humanity: activity in the computer classroom</p>	<p>Work in groups in the computer room to prepare the First Presentation: A) PRESENTATION ON SPANISH CITIES</p> <p>See guidelines for Oral presentation 1 in this syllabus.</p>
<p>Cities which are UNESCO Heritage of Humanity</p>	<p>Group presentations: First presentation: The most beautiful city in Spain</p>
<p>Brochure/ Collage: Students must design an online brochure or make a collage promoting different tourist alternatives in Spain for American students. Workshop: other tourist alternatives Objective: To help students become familiar with some of the tourist manifestations which are different from the traditional ones. Work in pairs or in groups of three</p>	<p>See guidelines for this project in this syllabus.</p>
<p style="text-align: center;"><b>Topic 2:</b> <b>FESTIVALS AND CELEBRATIONS: Social &amp; Family Celebrations</b> <b>Bars and restaurants</b></p>	<p>Professor's PPT presentation and practical activities.</p>
<p style="text-align: center;"><b>Topic 2:</b> <b>FESTIVALS AND CELEBRATIONS: Popular Festivals</b></p>	<p>Professor's PPT presentation and practical activities.</p>

<p style="text-align: center;"><b>Topic 2: FESTIVALS AND CELEBRATIONS: Popular Festivals</b></p>	<p>Preparation for Oral presentation 2: Taurine celebrations in the Spanish tradition</p> <p>Images: bullfighting and anti-bullfighting movement</p> <p>Class debate: divide the class in two groups</p> <p>Topic for debate: "All Spaniards like bullfighting". Arguments for / against</p> <p>Homework: in groups Each group has to write an entry for the Blog: 10 Reasons for / against bullfighting festivals based on the content taught in class. Use of images and audio-visual means is recommended.</p>
<p style="text-align: center;"><b>Topic 2: FESTIVALS AND CELEBRATIONS: Popular Festivals</b></p>	<p>Presentations of two groups: "All Spaniards like bullfighting". Group 1: Arguments in favor Group 2: Arguments against</p>
<p><b>Review for midterm exam</b></p>	
<p><b>MIDTERM EXAM</b></p>	
<p style="text-align: center;"><b>Topic 2: FESTIVALS AND CELEBRATIONS: Popular Festivals</b></p> <p>PROJECT: Popular Festivals in Spain</p> <p>Planning and presenting a trip to experience the popular festivals in Spain.</p>	<p>See guidelines for this project in this syllabus.</p>
<p>PROJECT: Popular Festivals in Spain</p>	<p><b>FINAL TASK&gt; MAKE A MURAL/ EXHIBITION&gt;</b> collaborative work of the class: <b>PRESENTATION TO THE REST OF THE STUDENTS COMMUNITY</b></p>
<p style="text-align: center;"><b>Topic 3: SPANISH MUSIC AND FOLKLORE</b></p>	<p>Professor's presentation "Folk instruments"</p>
<p style="text-align: center;"><b>Topic 3: SPANISH MUSIC AND FOLKLORE</b></p>	<p>"Folk instruments" <b>ACTIVITY : MAKE HANDICRAFT TRADITIONAL INSTRUMENTS</b></p>
<p style="text-align: center;"><b>Topic 4: CULINARY CUSTOMS IN SPAIN</b></p>	<p>Historical influences in Spanish gastronomy. Overview</p>

<b>Topic 4: CULINARY CUSTOMS IN SPAIN</b>	Culinary customs in Spain and current gastronomy
<b>ACTIVITY: PREPARING TAPAS</b>	
<b>Topic 4: SPORTS AND TRADITION: FOOTBALL IN SPAIN</b>	Assignment: Write an entry for the Students' BLOG: <a href="http://franklinstudents.com/">http://franklinstudents.com/</a>
<b>Topic 4: SPORTS AND TRADITION: FOOTBALL IN SPAIN</b>	Professor's PPT Presentation
<b>REVIEW FOR THE EXAM</b>	
<b>FINAL EXAM</b>	

**NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.**

#### **BIBLIOGRAPHY**

##### **Useful websites:**

*Todo Sobre España:*

<http://www.red2000.com/spain/primer/1fest.html>

World Heritage Sites UNESCO: <http://www.thelocal.es/20170111/15-unesco-world-heritage-sites-in-spain-you-have-to-see>

*Las fiestas más inusuales de España: <https://www.vacaciones-espana.es/Espana/articulos/las-fiestas-mas-inusuales-en-espana-que-no-te-puedes-perder>*

Amigo Extremeña, José Jorge Universidad de Las Palmas de Gran Canaria

*El español de "sol y playa". Reflexiones sobre la docencia de culturemas en E/LE:*

González Verdejo, N., Grande Rodríguez, V., y Rodríguez González, M.I. (2002). "¿Cómo nos ven? ¿Cómo los vemos? En la red entramos todos". Centro Virtual Cervantes: [http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/13/13\\_0358.pdf](http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/13/13_0358.pdf)

López Fernández, C. (2005). "El componente cultura I en la enseñanza de ELE a través de los medios de comunicación y su aplicación en el aula". Universidad de Salamanca: [www.mepsyd.es/redele/biblioteca2005/lopez.shtml](http://www.mepsyd.es/redele/biblioteca2005/lopez.shtml)

Melguizo, E. (2007). "¿Cómo se divierten los jóvenes? Diseño de una Unidad Didáctica E/L2". redEle: Revista Electrónica de Didáctica ELE, vol. 10: [www.mepsyd.es/redele/revista10/ElisabethMelguizo.pdf](http://www.mepsyd.es/redele/revista10/ElisabethMelguizo.pdf)

### **ONLY SPEAK SPANISH**

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping the student get used to the specific jargon of the professional field. For a better understanding of the class a medium-high level of Spanish is recommended.