



International Week SPANISH TEACHING Course

Program					
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00am-11:00am	Spanish class	Spanish class	Spanish class	Spanish class	Spanish class
11:00am-11:30am	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
11:30am-1:30pm	Spanish class	Spanish class	Spanish class	Spanish class	Spanish class
Afternoon/Evening	*6:00pm City tour	Free	*6:00pm Visit: Alcazaba	9:00pm Flamenco show Dinner	1:30pm Spanish wine & tapas

** Timmings are subject to change*

SPANISH APPLIED TO UNIVERSITY TEACHING (B2-C1)

❖ INTRODUCTION

This intensive 20-hour course is specifically designed for teaching and research staff (PDI) with a B2 or C1 level of Spanish who need to master formal registers and more advanced academic and professional communication skills. In today's university and research environment, the ability to present, discuss and write formal documents with precision, clarity and appropriate register is essential. The methodology focuses on action (task-based approach), ensuring that learning is immediately applicable to your professional contexts, from the classroom to international conferences.

❖ LEARNING OBJECTIVES

Upon completion of this course, teaching and research staff will be able to:

- Select and apply the appropriate formal or semi-formal register when interacting with students, colleagues and university authorities.
- Confidently structure, defend and manage academic presentations, including the effective management of question and answer (Q&A) sessions.
- Discuss and articulate strong objections or defences, using advanced courtesy formulas and mechanisms of argumentation and refutation.
- Write abstracts and research summaries that are concise, informative and meet academic standards.
- Apply advanced note-taking techniques to maximise comprehension and information recording in conferences and meetings.

❖ COURSE CONTENT

Module 1: Fundamentals of academic register and style

- Sociolinguistic variation in the university environment:
- Use of forms of address (usted/tú and their social implications).
- Register in communication with students, colleagues, authorities and the external public.
- Academic vocabulary and phraseology:
- Use of advanced logical and discursive connectors (emphasis on causality, contrast and reformulation: no obstante, a tenor de, por consiguiente, de hecho).
- High-register verbs and abstract nouns frequently used in scientific discourse (recaudar, postular, inferir, la pertinencia, la disquisición).
- Coherence and cohesion in texts and discourse:
- Reference and substitution mechanisms to avoid repetition (use of pronouns and nominal structures).

Module 2: Presentations and formal oral discourse

Structure of a formal oral discourse:

- Phases: Introduction (capturing attention and justifying), development (argumentation and evidence), conclusion (summary and projections).
- Formulas for beginning, sequencing, emphasising and ending the presentation (*Permítanme comenzar con..., Abordaremos esto en detalle, En suma...*).

Voice and non-verbal language management:

- Intonation for emphasis and clarity.
- Strategic use of pauses and rhythm to maintain interest.

Oral interaction tasks:

- Techniques for answering questions from the audience (clarification, defending your point of view).
- How to moderate a session or round table (*Le cedo la palabra a..., Para dar cierre al tema...*).

Module 3: Debate and critical discussion

Argumentation and refutation strategies:

- Ways to introduce an objection or counterargument (mitigating phrases: *Con todo respeto, discrepo en cuanto a..*).
- Use of evidence and examples to support your position.

Language for negotiation and consensus:

- Formulas for managing speaking turns and interrupting politely (If I may make a point..., I would like to return to what you said...).
- Techniques for synthesising positions and proposing solutions.

Critical analysis of work:

- Language for evaluating methodologies, results and conclusions of other works (While the approach is novel, the validity of... could be questioned).

Module 4: Specific Written Communication

Writing academic documents, such as abstracts, reports and emails:

- Standard structure (introduction/objective, methodology, results, conclusions).
- Conciseness and information density: Use of precise vocabulary and concise structures.

Note-taking tools (micro language skills):

- Abbreviation systems and symbols in academic English.
- Information filtering techniques to identify the central argument and key evidence.

Formal written communication (electronic or on paper):

- Writing formal emails or letters for enquiries, invitations to collaborate or requests for information (emphasis on appropriate tone, greeting and closing).

❖ METHODOLOGY

The course adopts a highly practical approach, focusing on real or simulated tasks that reflect the everyday needs of teaching and research staff (task-based approach). Class dynamics are active and participatory. Students play an active role, while teachers guide the learning process.

❖ ASSESSMENT

To obtain the course completion certificate, students must:

- Attend classes regularly (minimum attendance of 80%).
- Take and pass the final exam, which will determine the course grade.

❖ RECOMMENDED BIBLIOGRAPHY

- Cassany, Daniel (2007). *Afilas el lapicero. Guía de redacción para profesionales*, Barcelona: Anagrama. Real Academia Española, Instituto Cervantes, Briz, A., Albelda, M. & Hidalgo Navarro, A. (2022). *Saber hablar* (Ed. revisada y actualizada). Espasa.
- Real Academia Española & Instituto Cervantes. (Última edición disponible). *El libro del español correcto*. Espasa.
- Real Academia Española & Instituto Cervantes. (Última edición disponible). *Saber escribir*. Espasa.
- Real Academia Española & Asociación de Academias de la Lengua Española. (2019). *Gramática y ortografía básicas de la lengua española*. Espasa.