

**Faculty of Humanities**

**Spanish-as-a-Foreign-Language Teaching Majors:**

**1. Spanish for International Students (Beginner Level)**

Spanish for International Students [96 hours] [3 Academic Credits]

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### **Overview**

The importance of teaching Spanish

Basic assumptions

Objectives of the study of Spanish

The role of the teacher in teaching Spanish

The organization of the study program

The implementation of the program

Recommended time frame for the study of Spanish

Interest in the study of Spanish has increased significantly in recent years, in our country and in the world, as a result of the wide dissemination and prestige that this language has acquired among the most widely spoken languages worldwide.

This study program aimed at teaching Spanish as a second language, constitutes an updated edition of the program that was published in 2000. The update was carried out based on an intense feedback process, recorded during the years of implementation of the edition. previous program in Spanish courses and based on the needs of potential students.

The update was also proposed to adapt the program both to the new guidelines of the Ministry of Education, about expectations of achievement, evaluation and development of thought, about the teaching of foreign languages.

To achieve these ends the program offers: a new list of literary works, six modules that present in an integrated way the contents of language, culture and literature in the different levels of study of Spanish as a second language and an explanation of the expectations of achievement in three different stages of the teaching and learning process of the language.

The purpose is to optimize the teaching and learning process so that students improve their achievement. It should be noted that the changes reinforce the conceptual framework of the program, which promotes a dynamic vision of the language conceived as a living entity in a constant process of renewal. This vision implies the consolidation of the communicative aspect and the cultural aspect of Spanish as a second language in its teaching and learning.

Spanish is currently one of the most important languages in the world:

- it is the official language of twenty-one countries;
- it is one of the three official languages of multiple international organizations;
- It is the fourth most spoken language in the world after Chinese, English and Hindi, exceeding 400 million speakers; It is predicted that by 2030 it will be the second most widely spoken language in the world and that the United States will be the country with the highest number of Spanish speakers;
- Its geographical diffusion is very wide, since it is spoken in Spain, in Central and South America (except in Brazil and the Guianas), in Mexico and also in a large part of the United States, in Equatorial Guinea and in the Philippines;
- in Europe, it is the second language in the field of business;
- It is the second most used language in internet searches worldwide;
- It is the second most studied language in the world after English.

In the era of globalization and information technology, Spanish has become, along with English, one of the two great languages of international communication. In addition, knowledge of Spanish allows access to the important culture that has been created and continues to be created in this language in the fields of literature, music, film, television, and journalism.

### **OBJECTIVES**

-Acquire basic linguistic knowledge in order to communicate in Spanish for different purposes, both orally and in writing:

- in oral expression: acquire fluency to maintain a conversation, express opinions in social interactions and in diverse contexts.

- in written expression: create texts in accordance with the purposes, with the contexts and with the recipients.

\* Understand written and oral texts:

- in oral comprehension: listening and understanding general and specific information from oral texts in various communicative situations.

- in written comprehension: reading and understanding various texts in order to extract general and specific information, and use reading as a source of pleasure and personal enrichment.

\* Know the culture produced in Spanish, in its various manifestations (literature, music, cinema, television, journalism, etc.).

\* Reflect on the language and the learning process, and transfer knowledge and communication strategies used in the acquisition of other languages, to the study of Spanish.

\* Value Spanish as a means of communication and understanding between people of diverse backgrounds, languages and cultures, avoiding any type of discrimination and linguistic and cultural stereotypes.

\* Motivate students to continue studying Spanish language and culture.

### **EVALUATION**

Oral and written tests and exams will be carried out to evaluate the achievements made at different moments of the Spanish learning process. The tests and exams will include a variety of questions to verify the mastery of the contents studied and the use of skills and thinking strategies that were an integral part of the learning process.

The results of the tests and exams will be evaluated according to criteria established in advance by the teachers in agreement with the students during the teaching and learning process. The analysis of the results will allow the teacher to give feedback on the teaching process in order to improve it and for the student to focus their learning, distinguishing the content that they master and those that they do not master and paying special attention to the thinking strategies to improve.

### **BIBLIOGRAPHY**

Students 'Book and workbook: English File Advanced. Oxford, Third Edition. Oxford University Press 2015.

• Students also have at their disposal a resource center with internet access, a study room.

## **English Spanish-as-a-Foreign-Language Teaching Majors:**

### **1. Advanced English**

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### **OVERVIEW**

This course is for improving and enhancing learners' abilities in English as a foreign language (EFL). One statement upon which the course rests is that the students should bring to their roles as advanced EFL learners, a strong competence of the full range of EFL communicative abilities--including listening, speaking, reading, and writing--resulted from intensive and extensive learning activities. Another approach of the course is that active participation and language-use are crucial for helpful foreign language learning. Learners' practice, involvement, and use of the language via face-to-face and the networked multimedia are heavily required. It is a must for Learners to change their passive learning habits/attitudes to being more active participants for this course.

### **OBJECTIVES**

Students who complete this course should be able to:

- Understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Express him/herself fluently and spontaneously without much obvious searching for expressions.
- Use language flexibly and effectively for social, academic and professional purposes.
- Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### **CONTENTS**

At the end of the course students should be able to:

- Listen and comprehend recordings of native speakers with different accents talking at normal speed and including some non-standard language usage. These will include casual conversations, discussions, talks, etc.
- Accomplish activities based on complex texts from online newspapers magazines and advanced level course books. Tasks will include standard reading exercises and oral and written summaries.
- Write at an advanced level. This should include texts like summaries, narratives, letters and e-mails, opinion and discursive essays, reports, descriptions and reviews.
- Function well in debates, presentations, discussions
- They should master :

- Grammar: Verb tenses, reported speech, modal verbs, passive, linking words, verbs followed by –ing or infinitive, conditionals wishes and related forms, emphatic structures: Inversion.
- Vocabulary: Besides topic related vocabulary (feelings, health and medicine, education, crime, etc) attention is paid to other areas of vocabulary learning, such as word formation, collocations and phrasal verbs

## EVALUATION

In order to successfully complete the course, students must demonstrate that they have reached the required level of competence. The passing grade for the course is 3  
Students will be evaluated in the following way:

- A. Final examination 50%  
All students will have to sit a final examination.
- B. Continuous assessment. 50%

## BIBLIOGRAPHY

Students' Book and workbook: English File Advanced. Oxford, Third Edition. Oxford University Press 2015.

- Students also have at their disposal a resource centre with internet access, a study room.

## 2. English Language Presentations and Public Speaking

Daniel Cima Mesa, MSc. Associate Professor  
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## OVERVIEW

During this course you will enhance your skills for speaking in public. You will get yourself prepared for public speaking and presentation in a variety of contexts such as conferences, diplomacy activities, lecturing, management talks/board meetings, oral exams, as well as the emerging context of online, virtual events etc. During the practical public speaking, you will be provided with feedback and guidance specific to improving your skills in English . Throughout these sessions, you will also have the opportunity to receive guidance on specific areas of your interest.

The lessons are interactive with opportunity for practical exercises, interaction with other participants as well as personalised feedback and guidance.

## OBJECTIVES

Students who complete this course should be able to:

- Know how to overcome nervousness and anxiety associated with public speaking and giving class presentations.
- Effectively use the six-step process to prepare for and deliver a class presentation.
- Create effective visual aids for use in class presentations.
- Work with a group to successfully plan and deliver a class presentation.

## **CONTENTS**

Analyze Your Audience and Goals, Plan, Research, and Organize Your Content, Draft and Revise the Presentation, Visual Aids in Presentations, Prepare Speaking Notes, Practice the Presentation, Deliver the Presentation, Group Presentations

## **EVALUATION**

In order to successfully complete the course, students must demonstrate that they have reached the required level of competence. The passing grade for the course is 3

Students will be evaluated in the following way:

- C. Final examination 50%  
All students will have to make an oral presentation.
- D. Continuous assessment. 50%

## **BIBLIOGRPHY**

Oxford English for Presentations, Grussendor Marion .Oxford University Press.  
Englsih for Business Presentation, Mauludin Ashar, 2020.

- Students also have at their disposal a resource centre with internet access, a study room.

### **3. English for the Humanities and Social Sciences.**

Yaneydys Maya Rosell, MSc, Associate Professor

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## **OVERVIEW**

The course is an integrated skills course with a special emphasis on critical reading and thinking.

## **OBJECTIVES**

To develop speaking, reading, writing and vocabulary learning skills necessary for academic success.

## **CONTENTS**

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- understand and use a range of vocabulary
- identify the purpose and key information of a text
- distinguish fact from opinion
- discern underlying meaning and implications
- select and extract salient information from a variety of sources for use in a seminar and a research paper
- critically analyse discussion, to form balanced judgments
- prepare and lead a seminar discussion
- participate and contribute to a seminar discussion
- summarise the main issues covered in a discussion
- use language that is accurate and appropriate in tone and style for a seminar presentation
- use appropriate delivery skills when presenting
- participate in, and contribute to, a seminar discussion
- use language that is accurate and appropriate in tone and style for a seminar discussion
- summarise, paraphrase and synthesise information from sources
- structure an argument for an academic paper
- use correct citation methods
- use language that is accurate and appropriate in tone and style for an academic paper

## **EVALUATION**

In order to successfully complete the course, students must demonstrate that they have reached the required level of competence. The passing grade for the course is 3  
Students will be evaluated in the following way:

- E. Final examination 50%  
All students will have to sit an oral examination.
- F. Continuous assessment. 50%

## **BIBLIOGRAPHY**

- Students also have at their disposal a resource centre with internet access, a study room.

### **4. English in Corporate and Professional Communication.**

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## **OVERVIEW**

This is a demanding communicative course tailored for Higher Education professionals. It will allow participants to share their knowledge and skills acquired on the course with colleagues.

## **OBJECTIVES**

To increase the level of English language skills for effective communication within the international community

## **CONTENTS**

Communicating in the Modern World  
Interpersonal Skills  
Networking and Presenting  
Interviews and Mediation  
Communication Skills for External Stakeholders  
Guest Speakers from Enterprise and Higher Education  
Heritage Tours and Job Shadowing

## **EVALUATION**

In order to successfully complete the course, students must demonstrate that they have reached the required level of competence. The passing grade for the course is 3

Students will be evaluated in the following way:

- G. Final examination 50%  
All students will have to sit an oral examination.
- H. Continuous assessment. 50%

## **BIBLIOGRPHY**

- Students also have at their disposal a resource centre with internet access and a study room.

## **Optional:**

### **1. Teaching the Rhythm and Dance of Cuban salsa.**

#### **Synthesis:**

It is absurd to talk about dances without taking into account the music that makes such corporal expression possible; That is why to talk about "Cuban salsa" as a popular dance, we must admit that it has been due to the influence of several cultures such as Spanish, French and African that contributed with rhythms and musical instruments for its evolution. Many rhythms and dances were created in Cuba as a result of this cultural mix, the guaguancó, the rumba, the chachachá, among others that created the bases for what has become a very popular dance worldwide today. Cuban salsa is a couple's dance, where steps and movements are spontaneously combined following the rhythm of the music, where the man is the one who carries the guide that allows the understanding and synchronization of the beauty of such corporal expression. The course that is proposed, attempts to instruct the participants in the

coordination and auditory capacities to achieve harmonization of the dance. The initial diagnosis will allow to know the level in which the participants are and from there the groups will be organized for differentiated levels. The meetings will be in a practical way for a better use of time. It is intended to deepen the Cuban culture, exchange communication in Spanish, for a better understanding of the language. The time of the course will depend on the hours in which you want to get involved. It is a course that by its nature is usually fun, entertaining and enjoyable.

2. Rueda de Casino (Salsa dance where groups of couples. Exchange partners in a circle)

**Synthesis:**

There are many styles of salsa dance in the world, in fact many regions of Latin America perform it with characteristics of the region and that differentiate it in the steps they use and the dance figures they show. The dance of Cuban salsa or casino dance, arose in the Sports Casino of Havana to later be retaken in other dance halls of the country at the end of the 50s, hence it was called "the casino dance". The creative way in which other rhythms were danced, such as son montuno, guaracha and chachachá, allowed the "Rueda de casino" to emerge in the 1950s. This way of dancing Cuban salsa, allows the union of several couples in a "wheel", in which steps, choreographies and dance figures are generated, which with the harmonious exchange between the participants, make it take place in a showy way, cheerful and very funny. The course that is proposed, tries to instruct the participants of advanced levels in the learning of Cuban salsa. The diagnosis that is initially proposed will allow the couples to better group together to learn this dance style. The meetings will be in a practical way for a better use of time. The time of the course will depend on the hours in which the interested parties want to get involved. It is a course that by its nature is usually fun, entertaining and enjoyable.