



THE REAL WORLD AND THE CLASSROOM ***(Social networks, Artificial Intelligence and audiovisual resources in the teaching of Spanish)***

Advanced methodology workshop for teachers of Spanish as a foreign language. Ideas and resources to incorporate social media, AI and series/movies as key tools for a situated, action-oriented language learning.

Participants: Course open to teachers of all levels. Spanish level required: Upper Intermediate (B2)

Date: June 29 to July 17, 2026
Monday to Friday, 9:00 to 13:00h

Price: 2,100€

Price without accommodation and full board: 1,250€

Number of participants per group: Classes will have 8 to 20 participants.

Contact: raquel.olmo@csidiomas.ua.es

Course outline

- **Week 1: Situated Spanish language learning: the role of social media and Artificial Intelligence.**
 - o The representation of society in Spanish language teaching materials. What is situated learning?
 - o Artificial intelligence: enemy or ally? Ideas for incorporating AI in an action-oriented classroom.
 - o Social networks as resources for a Spanish class immersed in reality.
 - o Inclusive language in the ELE classroom.
 - o Beyond the teaching of culture: global citizenship and Spanish language learning. Intercultural awareness, language teaching and education.



Hands-on workshop: Programming and selection/adaptation of materials that use AI and social networks for a Spanish class that incorporates critical intercultural awareness. Examples of activities, materials, task proposals.

o **Week 2: Towards a critical multiliteracy: audiovisual resources in the Spanish classroom.**

- o Audiovisual resources in language teaching. Use of movies, series, and trailers in the Spanish classroom: types of activities, advantages and potential difficulties.
- o Use of subtitling, dubbing and audiodescription in language teaching.
- o Importance of media literacy in the language classroom: audiovisual literacy as part of education and as a reinforcement of Spanish language learning.
- o The role of literacy in Spanish language teaching over the years in the US. Innovation did not start yesterday. Hispanic Studies and ELE in perspective.

Hands-on workshop: selection/adaptation and creation of audiovisual materials. Examples of activities, task/project ideas.

• **Week 3: The action-oriented classroom: how to develop context-related projects for your class..**

- o Working in an action-oriented approach. Creation of projects/scenarios related to the classroom context.
- o Theater and dramatic techniques as a didactic tool and artistic discipline in Spanish as a foreign language classes.
- o Theater and social engagement: Social Theater. European projects: Glottodrama and ESEDI. Creation and performance of a play as a learning project based on creativity and cooperation.
- o Social issues and ELE. Sustainable Development Goals and the creation of projects in ELE.

Hands-on workshop: Programming and creation/adaptation of projects and tasks that incorporate all the resources seen in the course.



BRIEF CV OF THE TEACHERS

Susana Pastor Cesteros

Professor in General Linguistics at the University of Alicante (UA). Her research focuses on acquisition and teaching of Spanish as a Foreign Language (SFL), Spanish as a second language and immigration, assessment of language skills and curricula, academic Spanish as L2 and SFL teacher training.

Founder and current director of the Research Group in Additional Languages Acquisition at UA (ACQUA). She has participated in several research projects and directed 13 doctoral theses. She has completed Research stays at University of Oxford (2017), and at the University of Buenos Aires (2021).

Vice Dean for Academic and Faculty Affairs at the UA Faculty of Arts (2010-2014). President of the Association for the Teaching of Spanish as a Foreign Language, ASELE (2008-2016), and current honorary member.

She has taught in postgraduate courses at the universities of Salamanca, Alcalá de Henares, UIMP, Complutense University of Madrid and University of Barcelona. She has delivered courses and lectures as a guest speaker at the universities of Hong Kong; Shanghai; Brussels; Salzburg; UNAM and Guadalajara, Mexico; Concepción, Chile; Chulalongkorn, Thailand; Costa Rica; London; Oxford; Gothenburg; Buenos Aires; Mannheim; and Vienna.

She has published multiple books, as well as numerous research articles and book chapters. Her latest publications include: *Español académico como LE/L2: destrezas, competencias y movilidad* ["Academic Spanish as a foreign or second language: skills, competences and mobility"] (Routledge, 2023) and *Metodología de la investigación en la enseñanza-aprendizaje del español como L2/LE* ["Research methodology in the teaching-learning of Spanish as a second or foreign language"] (Arco, 2022, codirected with I. Santos Gargallo).

Mar Galindo

PhD in Linguistics, graduated in Spanish Studies from the University of Alicante. She also holds a master's degree in Gender Studies, Feminism, and Citizenship from the Jaume I University (2019) and is a graduate of the Mastery Program at the School of Womanly Arts in New York (2019).

As an expert in Applied Linguistics for language teaching, she was educated at the University of Pennsylvania in Philadelphia and at the University of



Hawai'i. She has taught Spanish in several countries and has numerous publications on the teaching and learning of Spanish. She received the ASELE Research Award in 2011 for her doctoral thesis and the AESLA Young Researcher Award (2013) for her book *La lengua materna en el aula de ELE* (2012). She co-coordinates the ATLAS del ELE: Geolinguistics of Spanish Teaching Around the World, and co-edited *La Lingüística del amor* (2022) and *Integrating pronunciation in the Spanish language classroom* (2024). She has been a visiting researcher at the Université Sorbonne Nouvelle Paris III (France), the University of Cambridge (UK), and Columbia University (USA). She is currently a professor of General Linguistics and a member of the Institute for Gender Studies Research at the University of Alicante, affiliated with the Gender Research Group. She is also part of the Equality Commission at the University of Alicante

Cristina Ros Berenguer

Obtained her PhD in Hispanic Studies from the University of Alicante in 1996, with a doctoral thesis on Fernando Fernán Gomez and his theatre production. Teacher of Spanish as a Foreign Language at the Language Centre of the University of Alicante (Centro Superior de Idiomas) since 1997.

Her research interests focus on the media and literature in the FL class, on the one hand, and the use of dramatic tools and resources in the Teaching of Spanish as a Foreign Language on the other. She has been an adjunct professor at the Department of Hispanic Studies, Linguistics and Literary Theory of the University of Alicante.

Natalia Contreras de la Llave

She has PhD in Educational Research from the University of Alicante, and a Masters in Women and Gender Studies from the University of Barcelona. Teacher of Spanish as a Foreign Language at the Language Centre of the University of Alicante (Centro Superior de Idiomas) from 1998 to 2024, she was Spanish Lecturer at the Department of Romance Languages of the Facoltà di Lingue Straniere de la Universidad de Udine (Italia).

She is currently a Professor at the Department of Innovation and Didactic training of the University of Alicante. She is a member of the Research Group ACQUA (Adquisición y Enseñanza de Segundas Lenguas y Lenguas Extranjeras de la Universidad de Alicante – Acquisition and Teaching of Foreign Languages), FILTA (Film in Language Teaching Association) and the Instituto Universitario de Investigación de Estudios de Género (IUIEG, Research Institute on Gender studies). She has been a Keynote speaker at conferences and has led several workshops in Teacher Training Courses and conferences in Spain, the Czech Republic, Germany, the Netherlands and Italy, mainly in the field of audiovisual literacy and the use of Film and audiovisual resources as a tool for Language Teaching.



Julián López Medina

He holds a PhD on Educational Research from the University of Alicante on the area of intercultural awareness and critical pedagogy of languages, and a MA Degree from the University of Rhode Island, USA. He is the Director of the Language Centre at the University of Alicante and Adjunct Professor at the Innovation and Didactic training of the Faculty of Education. He is part of the Language Policy Committee of the University of Alicante and PI in the Erasmus + Research Projects COMALAT (Competence Oriented Multilingual Adaptive Language Assessment and Training System) and SEEDS (Supporting Learnings and Education on the Fringe of the Digital Sphere). His research interests include Intercultural awareness and critical pedagogy in Language Learning and Language Teacher Education.

Course description

Students, just like teachers, do not live in a vacuum or in a neutral space, as sometimes portrayed in coursebooks. We live in a specific context—a here and now—that should be reflected in our classes. Social media, the ever-present dominance of audiovisual content, and Artificial Intelligence should not be seen as a threat or a distraction from the learning process; rather, they must be incorporated into our teaching resources and become essential for successful learning.

Teaching foreign languages is part of Education: learning Spanish goes beyond the so-called communicative competence. Language learners are constantly developing their intercultural awareness and becoming critical citizens.

The course is structured as three independent yet complementary, classroom-oriented workshops. In each workshop, reflection and class discussions lead to activities, tasks, and projects that teachers can adapt or create for their students across different contexts and levels.

Course objectives

- This course is aimed at teachers of Spanish as a foreign language who wish to explore new activities and classroom tasks connected to their students context, in order to enhance language learning and to develop their students' critical literacy.



- The course aims to analyze the new visions of language teaching that incorporate multiliteracies and intercultural awareness as a key element of Language Learning and Education in general.
- The course aims to enable participants to incorporate AI and social media as an essential part of their teaching resources, helping both teachers and students to improve learning processes and deepen their understanding of language and cultures.
- To provide participants with concrete class ideas, new materials and resources to use in the Spanish classroom, while contributing to a process of reflection and revision of their own personal and professional identity, a process required by an innovative, intercultural and critical language teaching.

Assessment:

Without credits: The minimum requirement to obtain a course certificate is 80% attendance for classes and workshops, and active participation in both.

With credits: At the end of the course, those participants who would like to obtain a grade as well as a certificate, must submit and present a didactic sequence for their own teaching context including some of the elements discussed in the workshops. The course credits are accepted at various American universities. For more details, please visit the following website:

www.educacion.gob.es/eeuu/convocatorias-programas/convocatorias-eeuu/cursos-verano.html

Registration

<https://web.csidiomas.ua.es/formacion/profesores-ele/intensivos-verano/form-embajada.asp>

More information:

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