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Teaching and Learning Spanish as a Foreign Language in Africa

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Abstract:

The Spanish language is the second most studied language in the world. It is spoken for more than 570 million people and more than 40 Spanish speaking countries. It is one of the official languages in the European Union. Although, Equatorial Guinea is the only one Spanish speaking country in Africa, the Spanish speakers can be found all over the world. There are many people that have studied in Cuba from all over Africa since the 80s. Here in Zimbabwe, many professionals have developed their studies in any moment of their lives in Cuba. Some of them since the secondary school, others have gone there to do undergraduate studies, and postgraduate studies. Bindura University of Science Education is opened to the Spanish as a foreign language course. In view of the future development of this branch and the interest of many Spanish as foreign language speakers in Zimbabwe, this research proposes a set of courses to study Spanish as a foreign language and also to teach Spanish as a foreign language.

Keywords: Spanish as a Foreign Language (SFL)

1. Introduction

The history of the Spanish language began with the linguistic evolution of the common Latin and it was the starting point for the different dialects in Spain. In America, it began with the colonization of the American continent at the end of the fifteenth century. At that time, the Spanish language was already firmly consolidated in the Iberian Peninsula. There are more than 400 million native speakers of Spanish, making it second only to Chinese in terms of the most spoken languages in the world. English is just behind Spanish, with approximately 360 million native speakers. In addition to the 400 million native speakers, around 10 million people all over the world speak Spanish as a second language.

Taking into consideration the fast development of the information and communication techniques, languages are very important. In view of getting a general integrated cultural level, promoting technique and scientific interchanges, and understanding the everyday circulation of large quantity of scientific information, discoveries and innovations, to learn foreign languages is to open doors to knowledge and social development. Sometimes all this development happens and changes in a pace, that it is not possible to translate it through the common medias that people have been using up to now. It is also important to evaluate that the position of the Spanish language in the European Union. Bearing in mind that these countries are close to Africa and there are many business possibilities between both areas. As well, there is an opportunity of interchange in the area of knowledge. Many African people can go to Spanish speaking countries for getting higher studies. And, many professionals from those countries can come to Africa to apply their knowledge in different occupations in many fields of science. There is also the Sur-Sur Cooperation that has taken great importance, during the different Summit Meeting celebrated in Africa and South America.

On the other side, in Africa the Spanish language has not been extended, although many Spanish speaking people have been working and living in the continent. Also, many Africans have travelled to the Spanish speaking countries for working or studying reasons. Such as the ones who have been travelling to Cuba for years. That is why, it is common to meet Africans that can speak Spanish everywhere.

But, in Africa the Spanish language is not studied in the normal schools. And there are just few languages schools that include this language into their options. One of the reasons is that although there are people that can speak the language well, they do not have the pedagogic preparation to develop the activity of teaching. The authors of this paper have been searching for the people who want to learn Spanish as a foreign language. And they have diagnosed them in three groups:

The first one comprises those people that do not know anything about the language and they want to learn it because they know someone who speaks the language, or they want to travel to a Spanish speaking country for working or studying. And just those who want to broaden their cultural level.

There is a second group that learn Spanish because they had the necessity once they were living in a Spanish speaking country. As they are not living there anymore and they have not continued using that verbal communication, they have some problems in the different abilities of the language.

And finally, there is a group that learn Spanish as the second group, but, on the contrary, they continue practicing the language, and they want to continue improving it.

In view of there are many professionals that speak Spanish very well, because they did studies in a Spanish speaking country or they have developed higher studies in those countries; these authors have the idea that they are the human resources for creating Schools of Spanish as a foreign language. They just need the didactic training for carrying out this task.

That is why, after the authors have appraised this situation, they considered that due to the necessity of expanding the study of the Spanish language as a foreign one, there are different ways for people to have access to the study of it.

In this case, Bindura University of Science Education has opened its doors to the study of the Spanish language introducing it as an optional course for some programs. But taking into consideration that it is not enough; this team of lecturers appreciate that other possibilities could be opened to all those people who want to learn Spanish.

That is the reason of this proposal. It includes:

A short elementary Spanish course for any person who would like to learn a basic communication in Spanish.

The course that is carrying out as an optional one for the program of Peace and Governance.

The normal program with the different courses of the university, and Masters Degree studies for those who already know the language and would like to perform as a teacher of Spanish.

1.1. Development

Nowadays, because of the globalization, it is very helpful to speak different languages. Many people ask why it is important to know other languages. There is one simple reason: just for travelling and establishing a comfortable communication with other people.

Including first and second speakers, around five million people speak Spanish. And according to the literature consulted, many of them agree that it is among the second or third most studied in the world. It is the reason that makes Spanish more important each day.

Spanish, French, Italian and Portuguese are Romance languages, which emerged from the Common Latin one in the Iberian Peninsula. As the Moors conquered part of this region, their Arabic dialect mixed with the Common Latin. It brought about the Spanish language in the 1200s.

Besides it is spoken in Spain, it is the official language of the six republics of Central America, Mexico, Cuba, the Dominican Republic and Puerto Rico; as well all the South American countries except Brazil and French Guyana. In addition, Spanish is spoken in the Balearic and Canary Islands, in parts of Morocco and on the west coast of Africa and in Equatorial Guinea. Although it's not an official language, Spanish is commonly spoken in the United States, Belize, Andorra and Gibraltar. Within the United States, it is widely spoken in Texas, New Mexico, Arizona, California, New York City and South Florida.

There are more than 400 million Spanish speakers all over the world. Of course, the pronunciation and use of Spanish at the oral level vary according to the country, but regional differences are not so important as to make the language incomprehensible for the speakers in different areas. There is no a unique Spanish; there are different variants of Spanish due to the evolution of the language in different regions.

To determine which language is spoken most in the world is very hard. Bearing in mind the opinion of many authors and researchers Mandarin, English, Spanish and Arabic occupy the first places. Spanish is the official language of 21 countries.

It has also become the second business language in the European Union, and you can find Spanish speaking communities in each of the world's seven continents. In Mexico alone, there are 104 million Spanish speakers while in the United States 34 million people speak Spanish at home, with an extra 10 million claiming it as their second language. In the United States about the 13% of the population speak Spanish as a first language. Besides, there are 12 million bilingual Spanish speakers. This makes it the second-largest Spanish speaking country in the world.

In Africa, Spanish is one of three official languages in Equatorial Guinea, where around the 60 % of the population speaks it. It is also spoken in the Northern African territories which were controlled by Spain, in Morocco, geographically near Spain, and in small communities of Spanish speakers in Angola and South Sudan.

In the moment when the Zimbabwean education is under a transformation focus to solve the problems of the society, the study of foreign language is a way to widen the communication all around the world. As also, the implementation of the STEM education is a fact in the educational system, without the good development of language it is unable to implement the STEM education. Language emerged as the result of work and the necessity of communication, that's why it is impossible to develop a sustainable economy without the world-wide communication.

2. Course Outline

2.1. Masters' Degree Studies: Teaching Spanish as a Foreign Language.

2.1.1. General Information

Title	Master's degree on Teaching Spanish as a Foreign Language
Length	Four parts
Credits	360
Modality	Partial-attendance learning
Places	20 vacancies.
Academic Field	Social Sciences and Humanities
Academic Centre	Bindura University of Science Education
Languages use	Spanish and English

Table 1

2.2. Entry Requirements

It requires of knowledge of the Spanish language that allows the candidate to apply for a diagnostic test and get a C2 level according to the European Framework of Reference.

The candidates have to be in full possession of a university professional certificate.

3. Career Opportunities

Professional: The aim of this Master's degree in teaching Spanish as a Foreign Language is the training for the labour market as highly qualified specialists in this field in order to increase the Spanish speaking people in the area. The main goal of this program is to train professionals with a broad knowledge of the psychological and socio cultural factors involved in language acquisition, linguistic characteristics of the Spanish language, Hispanic culture, materials and didactic methods.

Academic: For further doctorate and post grades studies in this field. **International:** It is a way to be able to apply for international studies or work in Spanish speaking countries.

3.1. Introduction

The purpose of this Master's degree of professional orientation is the training of teachers in teaching Spanish as a foreign language according to the different tendencies of the foreign language teaching and learning process. These studies also allow them to act professionally in the organization and management of classes, courses, programs and assessments. This Master has been articulated in different subjects that pretend the student reaches a high level of competences for the performance of a professional work.

3.2. Competences

The general competences to be developed throughout the entire training process of the Master are as follows:

- To promote knowledge and critical understanding of the theoretical and methodological principles that support practical and professional development of teachers of Spanish as a Foreign Language (SFL).
- To use acquired knowledge to diagnose and transform reality.
- To approach knowledge in an active way, showing initiative, innovative spirit and creativity.
- To train professionals in order to enable them to revitalize, organize, plan and manage all learning processes in the classroom.
- To increase the mastery of methods, resources, materials, strategies, specific type of activities that qualified them as competent professionals for teaching communication skills (oral and written) of different levels of Spanish language (phonetics, grammar and vocabulary).
- To promote the use of ICT related to teaching and learning of Spanish as a Foreign Language.
- To encourage teamwork cooperative and responsibly.
- To develop the capacity of autonomous learning.
- To promote critical thinking.
- To promote STEM education for practicing in the teaching profession with specific rigor to be applied in the field of teaching Spanish as a Foreign Language.
- To design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities for men and women, civic education and respect for human rights to facilitate life in society, decision-making and culture of peace.

3.3. Curriculum

Type of Courses	Credits
Core courses	275
Optional courses	40
Practice	20
Final work	25
Total	360

Table 2

3.4. Credits

Code	Name	Type	Credits
	Integrated Spanish Course (advanced)	Core course	25
	Spanish Grammar	Core course	25
	Spanish Literature	Core course	25
	Spanish Phonetics and Phonology	Core course	25
	General Linguistic	Core course	25
	Spanish Lexicology and Semantic	Core course	25
	Spanish Stylistic and Composition	Core course	25
	Didactics for Teaching Languages	Core course	25
	Research Methods	Core course	25
	Communication Skills	Core course	25
	Computer Science	Core course	25
Total			275
	Panorama and Culture	Optional course	20
	Spanish Language and Sciences	Optional course	20
Total			40

Table 3

3.5. Courses

Part 1	Part 2
Integrated Spanish Course (advanced): Listening Speaking Reading Writing Computer Science	Spanish Grammar Spanish Literature Spanish Phonetics General Linguistic
Part 3	Part 4
Spanish Lexicology and Semantic Spanish Stylistic and Composition Didactic for Teaching Languages Industrial attachment	Research Methods Communicative Skills Panorama and Culture Spanish Language and Sciences Industrial attachment

Table 4

4. Methodology

These courses are going to be taught on the partial-attendance learning modality. It means that the self-directed learning is going to be combined with seminar lessons meetings (face-to-face).

- Seminar classes
- They are devoted to lectures and workshops, mainly through group activities. They have three fundamental stages
- First seminar lesson (particular characteristics)
- Presentation of the program and the courses
- Orientation for the next seminar lesson
- Second seminar lesson (and all the rest)

Checking the orientation of previous seminar lesson, in this stage the teacher checks if the students have done all the activities oriented in the previous seminar lesson and if they have any doubt about the content or the activities the teacher has to clarify it.

Consolidation and evaluation: This moment requires of the student's self-preparation in order to do new activities and exercises with a higher level of complexity where the teacher evaluates their performance.

Orientation for the next seminar lesson: This stage is very important, because the teacher is going to motivate and orient the student to be prepared for the next seminar lesson. That is why, it needs time and previous preparation taking into consideration that the students are the responsible for looking for their own knowledge. The orientation should be clear and exact; the students have to understand the explanation of each activity and exercise; and also, the bibliography, either on digital or written materials, they are going to use with the exact pages or electronic address.

Platform MOODLE: It is a tool for the student and a way of communication with the teacher. The program has to be settled in the platform of the university, including all the courses and orientations related to this Master. It permits the access to the information published by the teachers, activities and evaluations.

Library: it is recommended to the lecturers the use of all the bibliography for Spanish teaching and learning process that is in the university library. It should be used in order for the students to prepare their own lesson plans.

4.1 Assessment

Course work shall account for 30% and the final examination shall account 70% of the overall assessment.

Each course shall normally be assessed through a three-hour formal examination and course work.

The candidates shall present themselves for an oral examination.

4.2. Program Bachelor on Education. Speciality Spanish Language

4.2.1 General Information

Title	Bachelor in Spanish Language
Length	Four parts.
Credits	480
Modality	Conventional Courses.
Places	20 vacancies.
Academic	Social Sciences and Humanities.
FieldAcademic	Bindura University of Science Education.
Centre	Spanish and English.
Languages use	

Table 5

4.2.2. Entry Requirements

The candidates have to be tested to demonstrate they have aptitudes for languages. The candidates must have obtained "A" Level subject in English and other native African languages.

The candidates must have obtained at least five "O" Level subject from the following: Mathematics, History and Geography. Admission should be in accordance with the General Regulations of BUSE.

4.2.3. Career Opportunities

Professional: The aim of this Spanish Language program is the training for the labour market as highly qualified specialists in this field. The main goal of this program is to train professionals with a broad knowledge of the psychological and socio cultural factors involved in language acquisition, linguistic characteristics of the Spanish language, Hispanic culture, materials and didactic methods. They can work as lecturers in any educational institution that includes Spanish language as a foreign language into the curriculum. They also can do as interpreter at any institution that requires this service as: tourism, international events, international relationships, and international business relationships, among others.

4.2.4. Academic

For further studies and investigation in the education and linguistics area. For short courses, diplomas, master, and doctorate studies.

4.2.5. International

To continue widen their intellect in any other area in a Spanish speaking country. To apply for any job opportunity in any Spanish speaking country.

4.2.5.1. Introduction

This program is mainly directed to train the professionals in teaching Spanish as a foreign language according to the most general criteria in the different tendencies of the foreign language teaching and learning process. These studies also allow them to act professionally in the organization and management of classes, courses, programs and assessments.

This program has been articulated in different subjects that pretend that the student reaches a high level of competences for the performance of a professional work.

This program is also directed to develop the required communicative abilities in Spanish for the communicative and professional use. In addition, it provides the necessary competences in a foreign language for being an interpreter.

4.3. Competences

The general competences to be developed throughout the entire training process of the Bachelor on Spanish Language Program are as follows:

- To acquire specific knowledge in the foreign language teaching and learning process.
- To develop a critical thinking of the surrounded world in order to apply the acquired knowledge accuracy in both teaching and translation of the Spanish language to their first language (L1). And also, in the study and the scientific investigation relates to the Spanish as foreign language and L1.

To promote the knowledge and critical understanding of the theoretical and methodological principles that supports practice and professional development of the teacher of Spanish as a Foreign Language (SFL).

To manage the Spanish as foreign language (L2) professionally as object and media in their area of knowledge, what, from the theoretical point of view, means to:

Control the psychological characteristics of the speech according to the relationship between language and thinking, speech and language, language and society. And also, the fundamental regularities of the Spanish language as a system.

Acquire the didactic and methodological knowledge related to the teaching and learning process of Spanish as a foreign language.

Take advantage of all the pedagogical and psychological thinking in order to apply them in increasing the teaching and learning process.

Master all the principles and teaching methods, techniques and approaches on the teaching and learning process of foreign languages.

Get all the necessary theoretical knowledge about the Spanish language, its functional rules and consciousness in the parole.

Make a comparative study of the most significant peculiarities of the Spanish language in relation with the student's mother tongue.

From the practical point of view:

- To express their ideas about everyday life, socio-political, socio-cultural and scientific-technical issues orally, in a monologue or dialogue way; with a correct coherence, cohesion, clarity, precision and fluency, according to the phonetic, lexical, grammatical and stylistic norms of the Spanish language.
- To demonstrate strong verbal reaction skills in a communicative situation.
- To decode the meaning of authentic, literary texts of different styles in Spanish language, as well as radio, television, movies, and shows transmitted in Spanish.
- To take notes, make summaries and prepare reference works in Spanish; to express in writing their ideas on topics of daily life.
- To employ the acquired knowledge to diagnose and transform reality.
- To approach knowledge in the active way, showing initiative, innovative spirit and creativity.
- To train professionals to enable them to revitalize, organize, plan and manage all learning processed in the classroom.
- To increase the mastery of the methods, resources, materials, strategies, specific type of activities that qualified them as competent professionals for teaching communication skills (oral and written) of different levels of Spanish language (phonetics, grammar and vocabulary).
- To promote the use of ICT related to teaching and learning of Spanish as a Foreign Language.
- To encourage teamwork cooperatively and responsibly.
- To develop the capacity of autonomous learning.
- To promote critical thinking.
- To promote adequate cultural, personal, ethical and social training for the practice of the teaching profession with specific rigor to be applied in the field of teaching Spanish as a Foreign Language.
- To design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities for men and women, civic education and respect for Human Rights to facilitate life in society, decision-making and culture of peace.

4.5. Curriculum

Type of courses	Credits
Core courses (12 each)	384
Optional courses (8 each)	24
Practice	40
Final work	32
Total	480

Table 6

4.6. Courses

Part 1	Part 2
Spanish Listening Spanish Speaking Spanish Reading Spanish Writing Integrated Spanish Practice Introduction to Linguistics Educational Psychology. Pedagogics. Computer Science Communication Skills	Spanish Phonetics and Phonology Spanish Grammar English Grammar Introduction to Linguistics Integrated Spanish Practice Panorama. (Optional) Introduction to Didactic. Computer Science Communication Skills
Part 3	Part 4
Didactics for the Teaching of Spanish as a Foreign Language I and II. Linguistics. Spanish Lexicology and semantic Spanish Composition and Stylistic. Literature of the Spanish Speaking Countries. History of the Spanish Speaking Countries. Panorama (Optional) Spanish Phonetics and phonology Second Foreign Language (French or Portuguese)	Didactic for the Teaching of Spanish as a Foreign Language III Translation Research Methodology. Literature of the Spanish speaking countries. History of the Spanish speaking countries. Panorama (Optional) Spanish Language and Sciences (Optional) Second Foreign Language (French) Industrial Attachment (one semester)

Table 7

4.7. Assessment

Course work shall account for 30% and the final examination shall account 70% of the overall assessment. Each course shall normally be assessed through a three-hour formal examination and course work. The candidates shall present themselves for an oral examination.

4.7.1. Spanish Language Course Directed to the Programs as an Optional Course

4.7.1.1. General Information

Title	Spanish as a Foreign Language.
Length	Four academic semesters. (4 modules)
Credits	40 (10 each module)
Modality	Conventional Course.
Places	Social Sciences and Humanities.
Academic Field	Bindura University of Science Education.
Academic Centre	Spanish and English.
Languages use	

Table 8

4.7.2. Preamble

The Spanish language is the second most studied language in the world. It is spoken for more than 570 million people and more than 40 Spanish speaking countries. It is one of the official languages in the European Union. Although, Equatorial Guinea is the only one Spanish speaking country in Africa, the Spanish speakers can be found all over this

continent. Bindura University of Science Education is opened for teaching Spanish as a language. This is an optional course for the students of all the Programs in order they wide their cultural background and their field of action.

Taking into consideration that these students have the possibility to be employed or to go for further studies in any Spanish speaking country; this course allows them to get habits and abilities of communication in the Spanish language at a B2 level, according to the European Framework of Reference.

4.7.3. Prerequisites

Good skills in English language.

5. Course Aim and Objectives

The aim of this course is to achieve the communicative competence in the Spanish language in the student's activities, labour and research as well as in the social activities with people from different countries and cultures where they need to use this language.

For that reason, at the end of these courses the students should be able to:

Understand oral information in the foreign language both monologues as dialogues.

Expressed orally in dialogues or monologues on topics that are presented in the course contents such as: the everyday life, the academic, future professional work, investigative, socio-political and cultural activity, getting an initial intermediate level of communicative competence.

Understand authentic texts and be didactically prepared in the foreign language about scientific, technical, educational, socio-political and literary themes, in order to assimilate the information contained in the literature of the specialty providing the development of the academic, labour and investigative components.

Express themselves in written form on various topics such as: the everyday life, the academic, future professional work, investigative, socio-political and cultural activity, getting an intermediate level of communicative competence through the use of an appropriate language in order to write different types of texts: notes, messages, instructions, letters, summaries, descriptions, stories, among others.

Develop logical thinking through the observation and the comparison of the linguistic content studied between the two languages English and Spanish.

Strengthen their knowledge on their mother tongue as a result of the development of communication skills.

Demonstrate understanding and knowledge on different aspects of national and international culture, particularly of Spanish-speaking countries.

Develop different kinds of projects and independent work, where cooperation and mutual help are put into practice. It presupposes a responsible attitude on self-learning through:

Using different ways of research work for the independent study and the development of projects of practical work.

Self-reflect on their strengths and weaknesses in the development of the communicative competence process, which favours the processes of self-regulation.

Use evaluation, self-evaluation and co-evaluation of communicative competence developed according to their level.

Use different learning strategies cognitive and met cognitive, socio-affective and learning support in order to help them understand and speak better the Spanish language in different contexts.

5.1. Courses Requirements

Spanish as a Foreign Language is divided into four modules, two for each course. This proposal includes two courses, each of them is going to be develop during a whole academic year

5.1.1. Module I

The students should be able to understand and use everyday expressions of very frequent use, as well as simple phrases designed to satisfy immediate needs.

To present them and others, ask for and give basic information about home, belongings and the people they know. It can be related in an elementary way, provided that their interlocutor speaks slowly and clearly and is willing to cooperate.

5.1.2. Module II

The students should be able to understand frequently communicative functions related to areas of experience that are especially relevant to them (basic information about themselves and their family, purchases in cafeterias, restaurants, markets, stores, etc, places and interests, occupations, etc.), in order to: know how to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on issues that are known or usual, describe in simple terms aspects of their past events and their environment, as well as issues related to their immediate needs.

5.1.3. Module III

Students should be able to understand the main points of clear texts and in standard language if they deal with communicative functions that are known to them, related to work, study or leisure situations, in order to: know how to handle most of the situations that may arise during a trip through areas where the language is used, produce simple and

coherent texts on topics that are familiar to them or in which they have a personal interest, describe experiences, events, wishes and aspirations, as well as briefly justify their opinions or explain their plans.

5.1.4. Module IV

Students should be able to understand the main ideas of complex texts that deal with both concrete and abstract topics, even if they are of a technical nature, as long as they are within their field of specialization, in order to: communicate with native speakers with a sufficient degree of fluency and naturalness, so that communication is carried out without effort on the part of the interlocutors, and produce clear and detailed texts on various topics, as well as defend a point of view on general topics, indicating the pros and cons of the different options.

5.2. Credit Structure for Each Module

Each module has 10 credits each allocated as follow:

Activity	Time (hours)	Credits
Contact time		
Tutorials (practice lesson)	24	4.40
Workshop	20	
Total	44	
Independent study time (indicative)		
Preparation for scheduled sessions	24	5.00
Writing & oral assignments	16	
Revision	10	
Total	50	
Scheduled assessment time		
Tests (oral)	4	0.60
Final Examination (written)	2	
Total	6	
Grand Total:	100	10

Table 9

5.3. Course Outline

5.3.1. Course Outline: Module I. (Español En Vivo (Spanish Videos))

Units	Content	
Title	Communicative Functions	Grammatical Forms
Good morning	Greetings. Introductions. (informal situations) Identify someone. Ask the name. (Spelling). Leave-taking The Spanish Alphabet.	Verb BE (first person)
What do you do for a living?	Professions, jobs and occupations. Personal address and telephone number Marital status Personal information	Pronombres interrogativos Pronombres personales Preposiciones. Verbos: trabajar, vivir, tener, nacer, pesar, medir Uso del artículo un / una
Routines.	Ask and answer about the time Ask and answer about daily activities Ask and answer about casual activities	Presente simple y progresivo Adverbios de frecuencia
What a family!	Describing people (physical appearance) Describing people (personality) Miembros de la familia	The question ¿Cómo es él /ella? Verb: tener, ser Pronombres posesivos: Mi, mio, de el/ella, su. Sufijos: -oso (a), -ento (a), -mente. Prefijos: des-, in-.

Units	Content	
Going out.	Inviting someone. Making offers. Requests. Suggestions. Expressing preferences. Giving opinions. Expressing what there is and there is not in the wardrobe. Expressing likes and dislikes. Personal belongings. Colours	Pronombres: me, te se. Subjuntivo: gustaría / desearía (would you like?) / podría Making comparisons.
My kitchen is all out of...	Description of the house. Doing a shopping list. Offering something in the market. Asking something in the market. Expressing quantity. Products from the market.... Asking the price and paying. Expressing existence.	Demonstrative pronouns. Expressing quantity
Telling stories.	Asking for and giving information for actions in the past.	Simple Past Tense

Table 10

5.3.2. Course Outline: Module Ii. (Vista (Spanish Video Course))

Title	Functions	Grammar
Welcome.	Welcome and farewell. Introducing people.	Verb BE Personal pronouns. Possessive adjectives. Demonstrative pronouns and adjectives. Interrogative pronouns.
At the University.	Talk about the programs and courses at the university. Talk about the time table. Talk about countries and nationalities. Talk about hours.	Simple Present Tense. Interrogative pronouns. Verb "estar"
Free time.	Make plans. Preferences. Talking about free time. Suggestion. Invitations. At a hotel. At a camping. To do a request.	Simple present tense irregular verbs. Subjunctive mood.
A Shopping Day.	Talking about clothes. Talking about size. Talking about quantity. Talking about prices. Phases use for shopping.	Demonstrative pronouns. Comparison. Existence.
At a restaurant.	Offer help. Offer something to drink. To discuss about the menu card. Make the order. Ask the bill.	Subjunctive mood. Comparison Existence.
At the hospital.	Ask and answer about health. Describe an illness. Give an advice.	To talk about past events.
Running in the city.	Asking and answering about directions. Talking about hours.	Future tense

Table 11

5.3.3. Course Outline: Module Iii

Title	Functions	Grammar
What has happened?	Asking for and giving information about actions or events that started in the past and continue up to the present Asking for and giving information about actions or events that started in the past and finished in a recent past.	The Present Perfect Tense
What had happened when....	Asking for and giving information about past experiences and actions which happened before another past experience or action.	The Past Perfect Tense.
It was built in....	Emphasizing events.	Passive and active voice. The use of "se"
The one who is wearing.	Detail descriptions.	Subordinate sentences.
If it rains.	Relating conditions to results or consequences.	Conditional sentences.
She told me that...	Referring to something that has previously been said.	Reported speech.

Table 12

5.3.4. Course Outline: Module IV. (Academic)

- Approaching to an academic text
- The structure of a text
- Ways of processing information
- Global information processing
- Analytical information processing
- Organization of the ideas in a text
- Group discussions
- Means for Presenting Ideas in a Text
- Defining and describing
- Note-taking
- Negotiating and debating
- Argumentation
- Learning to summarize
- Summary
- Abstract
- Attendance and participation
- Regular attendance and participation are essential

The material cover in the course is cumulative in nature and missing class will make mastering language more difficult.

It is the student's responsibility to inform to the lecturer the problems with attendance on time, if it is possible. It is the student's responsibility to take notes, to obtain missed assignments announcements or material handouts for any class they have missed.

5.3.4.1. Assessment for Each Module

The following way is to use to assess the course:

Coursework	30 %
	10 % portfolio. 10 % Continuous evaluation. 10% Final listening and speaking test.
Final exam	70 % (written exam)

Table 13

6. Spanish as a Foreign Language Short Course

6.1. General Information

Title	Spanish as a Foreign Language.
Length	40 hours
Credits	7
Modality	Partial attendance.
Places	No more than 20 students per class.
Academic Field	Social Sciences and Humanities.
Academic Centre	Bindura University of Science Education.
Languages use	Spanish and English.

Table 14

6.2. Preamble

Bindura University of Science Education is opened for teaching Spanish as a foreign language. This is a short course for the people that want to wide their cultural background.

This course allows getting habits and abilities of communication in the Spanish language at an A1-1 level, according to the European Framework of Reference.

6.3. Prerequisites

Good skills in English language.

6.3.1. Course Aim and Objectives

The aim of this course is to achieve the basic communicative competence in the Spanish language in habitual actions with very useful communicative functions including a basic vocabulary and grammar issues.

For that reason, at the end of these courses the students should be able to:

Understand the Spanish language through recognizing basic and communicative functions related to daily life activities, about themselves, the family and the immediate environment when it is slowly and clearly spoken.

Understand words and simple phrases in written way.

Participate in an easy and slow conversation, asking and answering simple questions about immediate necessities and habitual issues. Express themselves using simple communicative functions to describe places and people.

Be able to write simple cards, messages, short e-mails and to fill forms with personal information.

Courses requirements:

The students should be able to understand and use everyday expressions of very frequent use, as well as simple phrases designed to satisfy immediate needs. To present themselves and others, ask for and give basic information about home, belongings and the people they know.

It can be related in an elementary way, provided that their interlocutor speaks slowly and clearly and is willing to cooperate.

6.3.2. Credit Structure

It has 10 credits allocated as follow

Activity	Time (Hours)	Credits
Contact time		
Tutorials (practice lesson)	18	3.06
Self directed	18	
Total	36	
Independent study time (indicative)		
Preparation for scheduled sessions	10	3.00
Writing & oral assignments	10	
Revision	10	
Total	30	
Scheduled assessment time		
Tests (oral)	3	0.40
Final Examination (written)	1	
Total	4	
Grand Total:	70	7.00

Table 15

6.3.3. Course Outline

Good Morning!	Greetings. Introductions. (informal situations) Identify someone. Ask the name. (Spelling). Leave-taking The Spanish Alphabet.	Verb BE (first person)
What do you do for a living?	Professions, jobs and occupations. Personal address and telephone number. Marital status. Personal informatio.	Interrogative pronouns. Personal pronouns. Prepositions. Vers: trabajar, vivir, tener, nacer, pesar, medir Use of the indefinite article: un / una
What a family!	Describing people (physical appearance) Describing people (personality) Members of the family	The question ¿Cómo es él /ella? Verb: tener, ser Pronombres posesivos: Mi, mio, de el/ella, su. Suffixes: -oso (a), -ento (a), -mente. Prefixes: des-, in-
At a restaurant.	Offer help. Offer something to drink. To discus about the menu card. Make the order. Ask the bill.	Subjunctive mood. Comparison. Existence.

Table 16

6.3.4. Attendance and Participation

Regular attendance and participation are essential.

- The material cover in the course is cumulative in nature and missing class will make mastering language more difficult.
- The continuous evaluation shall be carried out in all the seminar classes the oriented activities cover the 40% and the activities developed in class the 60%.

It is the student's responsibility to inform to the lecturer the problems with attendance on time, if it is possible.

It is the student's responsibility to take notes, to obtain missed assignments announcements or material handouts for any class they have missed.

6.3.5. Assessment

The following way is to use to assess the course

Coursework	30 %
	10 % portfolio. 10 % Continuous evaluation. 10% Final listening and speaking test.
Final exam	70 % (written exam)

Table 17

7. Recommended Literature

- BUSE library
- Web resources
- http://socrates.acadiau.ca/courses/span/saroli/espanolEnVivo/pages/que_estudias/basic/index.htm
- Video tutorials
- Español en Vivo (Spanish Videos)
- Vista (Spanish Video Course)

8. Conclusion

Taking into consideration the necessity to widen the student's horizons for applying their knowledge in building a sustainable society, learning foreign languages is going to open the opportunities to make business and solidarity relationships. To communicate in different languages, make the professionals more competent as part of the human resources market.

The social relevance of this proposal lies on the relevance of the Spanish language to provide a better development of the oral and written communication in Spanish of the students. They are going to acquire a sociolinguistic increase according to their professional profile. And it also allows them to satisfy their expectancies as future professionals.

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