

Recommended website

El Camino de Santiago Localización y movimiento, causa y finalidad, características y estados

<http://camino.ccdmd.qc.ca>

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The screenshot shows the homepage of the 'El Camino de Santiago' website. At the top, there is a navigation bar with the following menu items: 'Portada', 'Observación y aprendizaje', 'Introducción al Camino', 'Hacer el Camino', 'Gramática', 'Cultura', 'Progresión', and 'Acerca de este sitio'. The main content area features the title 'El Camino de Santiago' and a description: 'Ser, estar, en, a, por, para Identificación, definición, descripción, localización, desplazamiento, causa y finalidad Nivel A1-A2 del MCER'. Below this, there is a section for 'Español lengua extranjera' with a description of the resource: 'Recorrido del Camino de Santiago a través de 46 ejercicios de lengua sobre tradiciones y leyendas, encuentros con gente del Camino, aspectos prácticos de la peregrinación...'. There is also a section for 'Ficheros de gramática, cultura y progresión del estudiante'. A video player is embedded in the center, showing a large yellow arrow on a blue background. The video player has a play button and a progress bar. At the bottom of the page, there is a copyright notice: '© Centre collégial de développement de matériel didactique, 2012'.

Figure 1. Homepage.

El Camino de Santiago is an enrichment resource for ELE (Spanish as a Foreign Language) corresponding to levels A1 and A2 of the CEFR (Common European Framework of Reference for Languages).

A virtual journey through the most famous pilgrimage route of the Spanish speaking world, it facilitates the practice of oral comprehension, reading comprehension, written expression as well as of some elements of grammar that are difficult for students of Spanish at the Basic User level. This website is also useful for expanding vocabulary and cultural knowledge.

1. Content

1.1 Grammar

- *En, a por, para* + place complement: location and movement.
- *Por, para*: cause and purpose.
- *Ser, estar*: identification, definition and location.
- *Ser, estar* + adjective: characteristics and states.

1.2 Culture and Vocabulary

The cultural content includes legends, traditions, characters from folklore, art, history, as well as esoteric and practical aspects of the Camino de Santiago.

Work on those themes implies the use of a vocabulary very different from the one usually found in level A1 and A2 textbooks, where the language refers to everyday life and the student's immediate environment. But this possible difficulty is compensated by the fact that because of its attractiveness and the interest that it awakens, *El Camino de Santiago* will motivate students. In any case, the vocabulary used is relatively simple and, when difficult words occur, when you run the mouse over them, a definition or a synonym appears. Furthermore, terms related to the Camino have links to a glossary. For example:

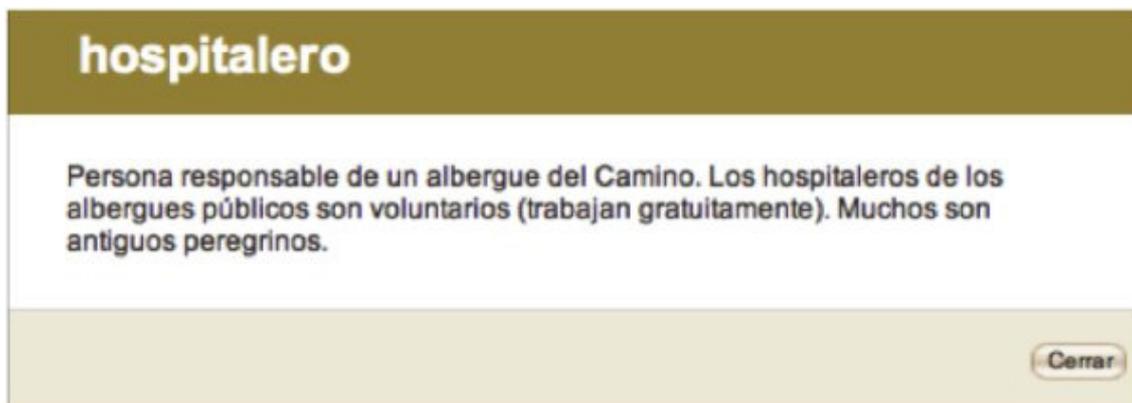


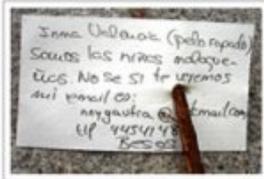
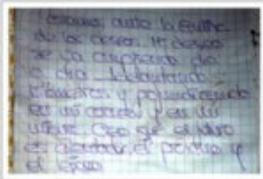
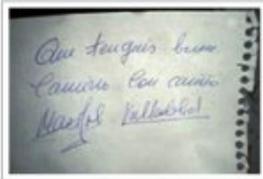
Figure 2. Sample glossary entry.

Several exercises involve choosing options that are not only grammatically correct but also true. Of course, most students will not have sufficient cultural knowledge about the Camino to know the real answer but this doesn't matter: you choose an answer as you do in a guessing game and you learn the missing information with the feedback. This way, the playful aspect of the riddle and, most of all, the centering of attention on form and content at once, make the use of the language significant. Naturally, in the *Progresión del estudiante* (record of the work done) section, only linguistic errors are counted, not the cultural ones.

We would like to point out that culture is present everywhere, as much in the content of the exercises as in the grammar explanations, which contributes to consolidate significantly the learning of the language.

Many exercises are based on authentic materials: pilgrims' diaries and blogs, fragments of novels, a poster, a tag, messages left along the Camino... For example:

MENSAJES //
comprensión lectora
Desplaza al pie de los mensajes las expresiones que corresponden a su significado.

		
Inma, somos las niñas malagueñas. No sé si te veremos. Mi email es: vira@hotmail.com Besos	Estamos en la ermita de los deseos. Mi deseo se va cumpliendo día a día, adelantando kilómetros y profundizando en mi corazón y en mí misma.	Que tengáis buen Camino. Con cariño. Marisol

Expresiones
Comunicación, contacto
Expresión de buenos deseos
Transformación personal

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Figure 3. Sample exercise based on authentic materials.

In the case of a text that has been adapted, at the end of the exercise access is given to the original text, as in the exercise *Dormir en Grañón*:

DORMIR EN GRAÑÓN /
ser / estar
Haz clic en los huecos y escoge una opción.

El primer pueblo que sigue a Santo Domingo de la Calzada **es** Grañón. Aquí tenemos la impresión de **estar en otra época**: calles silenciosas, no circulan coches... ¡todo como en los tiempos de la peregrinación medieval!

El albergue **es** agradable, pero **está** demasiado lleno. Los peregrinos que no tenemos plaza **estamos** encantados porque vamos a dormir en la iglesia, mirando de frente a su magnífico altar del siglo XVI.

Adaptado del diario del peregrino Salvador Miranda : <<http://www.interam.com/camino/index.htm>>.

[Leer el texto original y otros](#)
[Ver un vídeo](#)

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Figure 4. Adapted text.



Figure 5. Original text.

Since the cultural content of this website is Spain, the language used is Spanish from Spain.

2. Content Organization

2.1 Grammar Explanations

Grammar explanations are presented in a clear and accessible language. They are presented in two ways: as multimedia animations in the *Observación y aprendizaje* section and in an identical or extended printable version in the *Gramática* file.

Let's see an example of grammar animation:



Media file 1. Video sequence explaining the difference between *Por* and *Para* (<http://camino.ccdmd.qc.ca/#section5>). Click on the image to watch the video.

2. Oral comprehension

Interviews with pilgrims and people of the Camino. The student's perception is aimed at partial comprehension: it's about understanding the essential or the meaning of what they're saying, not understanding everything. Let's hear the beginning of the exercise *Experiencias*:

<http://camino.ccdmd.qc.ca/quiz/quiz-web/9-experiencias-Web/main.html>

The interviews with pilgrims and people of the Camino appear fragmented in the oral comprehension exercises, but the integral version of six of them is accessible in the *Acerca de este sitio* menu's *Lista de vídeos*. The complete interviews can be used by teachers to develop free practice activities. The video *El albergue de Grañón*, accessible at the end of the exercise *Dormir en Grañón* can be used for the same purpose.

3. Grammar

The points of grammar are always practiced in context. Attention is focused on form and meaning at the same time.

The difficulty and the complexity of Level *Hacer el Camino* (difficulty caused by vocabulary or by grammar rules) increases progressively along the journey. Half way through the route, in some exercises several points of grammar are combined. The degree of difficulty is indicated with an icon of one, two or three pilgrim's staffs.

At the end of exercises on the Camino's legends and traditions you can listen to the text read by actors. Let's hear an example:



LEYENDA DE FELICIA Y GUILLÉN
en, estar
Haz clic en los huecos y escoge la opción verdadera (que es la opción correcta gramaticalmente).



Pintura murada en el templo de Ansoyá, Navarra.

Felicia y Guillén son hermanos. Son todos y muy ricos. Felicia es muy religiosa y hace la peregrinación a **Santiago**.
Como consecuencia de su viaje, dedica su vida al servicio de los pobres. Su hermano **está** furioso por esta decisión.
Guillén es cobarde y, en un acceso de cólera, asesina a Felicia.

Al poco tiempo, Guillén se arrepiente de su crimen. **Es** muy afligido y para pedir perdón, va en peregrinación a **Santiago**.
A continuación, se mata en Debañe y allí hace penitencia el resto de su vida.

Escuchar la leyenda

Media file 2. Sample audio file: *Leyenda de Felicia y Guillén*.
Click on the image to listen to the sound file.

Feedback on the student's answers (correct as well as incorrect) includes an explanation. In exercises where one writes a verb, the student receives personalized feedback: a variety of possible feedback has been foreseen to allow for the correction of the student's concrete answer, since errors of various types (spelling, lexical, morphological, syntactic or combinations thereof) may be present. Clues are given to the student to actively look for the right answer. And after four unsuccessful attempts, the answer is given to enable the student to continue the exercise. Let's see an example of personalized feedback in which the student's answer contains two errors, one syntactic (agreement) and one lexical (verb *estar*):

MILAGRO DEL GALLO Y LA GALLINA //
ser, estar
Completa las frases con los verbos *ser* y *estar* en presente. Pulsa ENTER.



á é í ñ ó ú

Tres peregrinos (padre, madre y un hijo adolescente) van a Compostela. Está alemanes.

Dos errores: 1. el sujeto es tres peregrinos; 2. El adjetivo de nacionalidad (alemanes) clasifica a las personas en grupos: los alemanes / los españoles... 1 / 9

Figure 7. Feedback.

2.3 Culture

It includes three printable files: *Mapa*, *Cronología* and *Glosario* (explanation of terms related to the Camino).

2.4 Student's Progress

In this file the exercises done and the exercises completed without making any mistake are tabulated. If the student has registered in *Iniciar sesión*, the results of successive working periods accumulate and they can be printed.

For the exercises of *Hacer el Camino*, the file *Progresión* represent metaphorically a *Credencial* (pilgrim's "passport" that indicates the places visited) and, therefore, when an exercise is completed, the stamp that shows the passage through the corresponding place of the itinerary appears:

Caminar: 39 ejercicios			
	Número de veces terminado (con algún error)	Número de veces terminado sin haber cometido ningún error	Sellos
La Misra del Peregrino ser, estar	0	2	
De qué países son los peregrinos comprensión auditiva	1	1	
Leyenda de las doncellas guerreras en, a: lugar	1	1	
Un póster ser	0	3	
Gráfico por, para: causa y finalidad	0	3	
Postales ser, estar	0	2	
Leyenda de la fuente y el diablo ser, estar	0	1	
Ulgera en, a: lugar	1	2	
Leyenda de Felcia y Guillén ser, estar	0	1	
La Virgen del Izorri ser, estar	0	1	
Enfermedades del peregrino por, para: causa y finalidad	1	0	

Figure 8. Learner progress.

3. Navigating the site

Navigation is totally free and doesn't favor any particular type of learning (by rules or by practical exercises). All explanations and exercises are immediately available.

In the section *Hacer el Camino*, students, like the real pilgrims, can start their journey at different points of the itinerary. These exercises can be accessed in two ways:

From the virtual route:

Go to the *Hacer el Camino* menu, pick *Caminar* and start the journey from the beginning or click on one of the names of the itinerary's cities and towns that appear in the picture below, on the left. Along the way, exercises (marked with an icon of the scallop shell) are offered to the student who always has the option of stopping to do them or continuing on the route.

From a list:

Go to the *Acerca de este sitio* menu and click on *Lista de ejercicios*.

You can choose according to the order it appears along the Camino or according to a grammar theme. The oral comprehension exercises are also accessible on the same menu by clicking on *Lista de vídeos*.

4. Suggestions for use to learn grammar

El Camino de Santiago is an enrichment resource that can be used for self-learning and in class.

4.1 Self-Learning

Students wishing to study grammar rules before applying them can first view an animation of the *Observación y aprendizaje* section, consult the section corresponding to this animation in the *Gramática* file and, then, pick the exercises of the grammar point studied in the *Lista de ejercicios* of the *Acerca de este sitio* menu.

Students preferring to discover the rules by themselves can do the exercises and see their answers confirmed or corrected with the feedback.

4.2 In class use

In the classroom, grammar rules can be presented to the group with the animations of *Observación y aprendizaje*.

Exercises where content options are selected by guessing which are the true ones (*Leyenda de Felicia y Guillén*, *La Virgen del txori*, *El Camino esotérico*, *Dormir en Grañón*, *Peligros de la peregrinación medieval*, *El estilo románico*, *Leyenda de la mula*, *Pinturas románicas* and *Leyenda de Virila*) can be done collectively in class by having the group vote. In the case of the three legends mentioned and of *Dormir en Grañón*, students should be made aware of the fact that it is possible to guess the true answer by paying attention to grammatical correctness.

All exercises can be assigned as homework to be done in the lab or at home.

To conclude, we would like to point out that access to the site of *El Camino de Santiago* is free of charge.

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