



SP 401 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD I
IES Abroad Granada

DESCRIPTION:

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling on such speech acts in ways that local people do...In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad MAP for Language and Intercultural Communication, p. 6).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES:

Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang and are also able to understand a wider variety of native speakers from different backgrounds.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Students at this level begin to understand some local cultural attitudes, values, beliefs, and behavior patterns. However, there will be numerous gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

METHOD OF PRESENTATION:

This course will follow an eclectic approach that combines the main methodological contributions of the communicative method, the task-based method and some elements from the cognitive approach. Classes will be developed through a balanced combination of the instructor's explanations (linguistic input) on grammar and vocabulary in a functional manner and the students' participation through controlled, semi-controlled and free activities, designed with an increasing level of complexity. Students will do readings, debates, activities and weekly essays to practice the new contents and also oral presentations of their research papers, either in pairs or in groups. Materials and activities will be available in Moodle.

REQUIRED WORK AND FORM OF ASSESMENT:

- Active participation and attitude – 30%
- Midterm exam – 10%
- Final Exam – 20%
- Essays – 10%
- Oral competence – 10%
- Research project – 20%

Active participation will be evaluated positively if the student:

- Is really present in class.
- Shows a real willingness and a positive attitude to learn.

- Is attentive to the instructor's explanations.
- Participates in the class' activities.
- Hands in the assignments within the expected deadlines.
- Interacts with the instructor and with the other students.
- Shows respect towards the instructor and the other students.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Emerging Competent Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

- I. Intercultural Communication
 - A. Students will begin to recognize and describe key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
 - B. Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will demonstrate openness toward different beliefs and styles even when they do not agree with them.
 - D. Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.
- II. Listening
 - A. Students will be able to identify a range of social and cultural dialects of the spoken language.
 - B. Students will be able to understand a variety of native speakers and non-native experts and comprehend an array of moderately complex interactions.
- III. Speaking
 - A. Students will participate reasonably well in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
 - B. Students will be able to make arguments and form opinions on almost any topic of their interest.
- IV. Reading
 - A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as some popular texts for enjoyment.
 - B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals, etc. on abstract topics with some assistance at times.
- V. Writing
 - A. Students will be able to write for certain native audiences and express themselves somewhat clearly and effectively.
 - B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including course-related trips. For this course, if a student misses more than four classes, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENT:

Topic	Content	Assignments
Topic 1	Taller de historias Functional - Talking about personal experiences occurred in the recent past. - Telling anecdotes. - Talking about habits, traditions and circumstances in the past. - Inventing and describing a heteronym. - Relate past actions in time. Grammatical - Contrast between “pretérito perfecto” and “pretérito indefinido”: temporal markers. - Uses of “pretérito imperfecto”: describing usual actions, qualities and situations. - Contrast between “pretérito imperfecto” and “pretérito indefinido”: static qualities vs dynamic qualities. Complete processes vs parts of a process. - Markers used in stories to relate past actions in time: <i>al día siguiente, dos días antes</i>, etc. Lexical - Physical description. - Psychological description. - Classical mythology. Cultural - The origin of myths: classical Greece. - The stories of <i>Eros y Psique, Jasón y los argonautas, Dédalo e Ícaro</i>, etc.	- Read some myths of the Ancient Greece: <i>Eros y Psique, Jasón y los argonautas, Dédalo e Ícaro</i>. - Physical and psychological description of an imaginary character. - In groups, write a story based on a series of strips.

Topic	Content	Assignments
Topic 2	Taller de prensa (1) Functional - Becoming familiar with the journalistic discourse listening to news in television. - Becoming familiar with the journalistic discourse working with different pieces of real material (daily press). - Expressing our opinion about present issues (politics, society, culture). - Developing strategies for reading comprehension in a newspaper. - Referring to a piece of news and commenting upon it. - Analyzing samples of written pieces of news. - Writing a brief piece of news. Grammatical - Use of “indicativo” and “subjuntivo” from a grammatical perspective. - Review of contexts where “subjuntivo” is normally used. “Subjuntivo 1”: “Matrices veritativas”. - Use of “indicative”/ “subjuntivo” when evaluating the expression of our opinion and the opinion of others. Lexical - Journalistic discourse. - News headlines. - Politics. Cultural - Becoming familiar with the Spanish written press (sections in a newspaper, different newspapers and their ideology).	- Listen to the news in television (RTVE 1) to identify the headlines and understand the basic information in them. - Develop a glossary with the vocabulary commonly used in press and television (politics, economy, society, etc.). - Ask your family and/or friends about the problems they are concerned nowadays.
Topic 3	Taller de prensa (2) Functional - Showing agreement or disagreement regarding a current issue. - Developing strategies for the oral comprehension of different audiovisual documents related to the current news. - Understanding a news program in tv. - Understanding a documentary about a current issue. Grammatical - Expression for agreement and disagreement. - Pronouns II: uses of <i>se</i>. - Uses of verbs for transmitting information in the journalistic discourse. Lexical - Different sections in a newspaper. - Legal issues. Culture - Becoming familiar with current relevant issues in Spain. - Creating our own newspaper, selecting the most relevant pieces of news from the Spanish press. - Getting used to read newspapers in Spanish on a weekly basis.	- Watch a documentary about immigration in Spain (“La última foto”). - Identify headlines in the news. - Present a piece of news orally in class. - Essay 1: Opinion article about an interesting piece of news.

Topic	Content	Assignments
Topic 4	Taller de psicología (1) Functional - Describing a person psychologically. - Interpreting personality through different types of psychological tests. - Giving advice, orders, instructions and suggestions. - Expressing our desires and intentions. - Writing a letter giving advice. Grammatical “Subjuntivo”: “matrices intencionales”. Contrast between “indicativo vs subjuntivo” to express purpose. - Morphology: use of suffixes in abstract nouns to get adjectives (related to personality). - Semantics: strategies to create a semantic field (synonyms, antonyms, suffixes). Lexical - Advanced vocabulary related to personality description - Vocabulary used to the interpretation of personality from a psychological perspective. Culture - New personality emerging in a new culture abroad. - Learning to express our feelings and emotions in Spanish. - Becoming aware of the cultural differences between Spain and the USA regarding the expression of feelings and emotions.	- Read articles about psychology. - Write a letter giving advice or suggestions to someone who has a problem. - Create a glossary with vocabulary related to psychological description.
Topic 5	Taller de psicología (2) Functional - Identifying our learning style. - Giving advice to improve our learning style. - Learning to value information. - Evaluating an image, a visual document or a film. - Giving opinion about actions and behaviors. Grammatical “Subjuntivo III”: “matrices valorativas”. “Subjuntivo IV”: “matrices especificativas”. - Review and distinction of the pronouns direct object and indirect object in evaluative constructions. <i>Consecutio temporum</i>. - Verbal morphology: review of “imperfecto de subjuntivo”, “perfecto” and “pluscuamperfecto de subjuntivo”. Lexical - Psychological analysis. - Learning strategies. Culture - Discussing the Spanish idiosyncrasy and its stereotypes. - Reflecting upon the habits for emotional expression in Spain based on different texts.	- Watch a documentary. - Test about learning styles and strategies. - Essay 2: evaluating an image using the contrast between “indicativo” vs “subjuntivo” as well as evaluation statements with pronominal verbs.

Topic	Content	Assignments
Topic 6	Taller de lengua académica (1) Functional - Improving the quality in writing in academic texts. - Increase the resources in our discourse. - Identifying, analyzing and correcting common mistakes in this level. Grammatical - Introduction to the mechanisms for textual cohesion in Spanish. - Non personal forms of a verb: “infinitive”, “gerundio” and “participio”. - Common mistakes in the use of “infinitive” and “gerundio”. Lexical “Hiperónimos” and “hipónimos”. “Hipónimos” of the verbs <i>hacer, haber, tener, poner</i>. “Hipónimos” of other common verbs: <i>conseguir, coger</i>. Culture - Main characteristics of the Spanish academic culture: relation between instructor-student; teaching approaches, interaction in class. - Similarities and differences between the Spanish academic culture and the academic culture in the United States.	- Listen to a conference. - Read a chapter of a book: Jiddu Krishnamurti: <i>La educación</i>.
Topic 7	Taller de lengua académica (2) Functional - Increasing the number of resources to express complex ideas. - Analyzing textual models of exams. - Learning how to write a long exam question in Spanish. Grammatical - Subordination as a mechanism of textual cohesion (different types of relative sentences). - Review of prepositions through opposite pairs: <i>por vs. para, en vs. entre, de vs. a</i>, etc. Lexical - False friends. - Academic rhetoric.	- Watch a documentary about education. - Interview Spanish university students about culture and academic life in Spain. - Essay 3: about the academic discourse.
Topic 8	Taller de lengua académica (3) Functional - Increasing the resources to connect ideas. - Increasing the resources to give cohesion to our discourse. - Learning how to argue for or against an issue in a debate. Grammatical - Discourse markers (listing, adding, contrasting, consecutive). - Use of all the prepositions studied in the past week. Lexical - Glossary about specific vocabulary of a Spanish-taught IES course (Architecture, theatre, literature, history, etc). Culture - Writing exams and research papers in Spain. - Similarities and differences between Spain and the USA.	Debate about Higher Education: the European and the American model.

Topic	Content	Assignments
Topic 9	Taller de lengua coloquial (1) Functional - Becoming familiar with the different speech registers: educated language, informal language, vulgar language. Grammatical - Pragmatics. - Speech registers: formal, neutral, colloquial, vulgar. Lexical - Exaggeration. - Emphatic expressions. - Common comparisons. - Frequent colloquial expressions: <i>me flipa, me mola, me agobia</i>. - Colloquial and vulgar expressions to express emotions. - Swearwords.	Watch an interview with Pepe Mújica, ex-president of Uruguay.
Topic 10	Taller de lengua coloquial (2) Functional - Learning to express conditions. Grammatical - Introduction to conditional sentences: classification <i>Cuando</i> + “presente de subjuntivo”. <i>Si</i> + “presente de indicativo” / “pretérito imperfecto de subjuntivo”. <i>Con tal de que, con la condición de que</i> + “subjuntivo”. - Learning to express conditions - Expressing conditions under a level of probability. - Talking about what could happen and did not happen. - Review of “imperfecto de subjuntivo”. “Condicional simple”. “Pretérito pluscuamperfecto de subjuntivo”. “Condicional compuesto”. “Oraciones condicionales”: <i>Si</i> + “pretérito imperfecto de subjuntivo”. <i>Si</i> + “pluscuamperfecto de subjuntivo”. Lexical - Animals and their meaning connotations in Spanish. - Colloquial expressions with animals. - Colloquial expressions: sayings and set phrases.	

Topic	Content	Assignments
Topic 11	Taller de escritura creativa Functional - Overcoming fear of literary language - Understanding literary texts: short stories, poems, etc. - Creating literary texts and enjoying the process Grammatical - Literal language vs. figurative language. - Rhetoric: main rhetorical figures in Spanish: <i>metáfora, metonimia, hipérbole, sinestesia</i>. Lexical - Five senses. - Descriptive vocabulary in literary texts. - Description in literary spaces.	- Read extracts from Gabriel García Márquez, Julio Cortázar, Jorge Luis Borges. - Literary description of an imaginary space.

REQUIRED READINGS:

- Ventilador*, Barcelona, Difusión, 2006.
- Dossier by the instructor

RECOMMENDED READINGS:

- Matte Bon, Franciso (1992), *Gramática comunicativa el español*, Madrid: Edelsa.
- Alarcos Llorach, Emilio (1994), *Gramática de la lengua española*, Madrid: Gredos
- Grijerlmo, Alex (2006), *La gramática descomplicada*, Madrid: Taurus

Monolingual Dictionaries

- Diccionario de la lengua española*. Real Academia de Española. Madrid: Espasa Calpe, 2001. <https://www.rae.es/>
- Diccionario de uso del español*. María Moliner. Madrid: Gredos, 1991
- Diccionario ideológico de la lengua española*. Julio Casares. Barcelona: Gustavo Gili, 1994.
- Clave: diccionario de uso del español actual*. Madrid: SM, 1997.
- Diccionario Panhispánico de Dudas*. Madrid, Real Academia de la Lengua Española, 1998

Bilingual Dictionaries

- Collins Spanish Dictionary* (Español-Inglés/ Inglés-Español), Harper Collins Publishers: Londres y Grijalbo Mondadori: Barcelona, 2000.
- Diccionario Larousse Moderno* (Español-Inglés/Inglés-Español), Madrid: Ediciones Larousse, 2000.