



SP210 SPANISH CONVERSATION SKILLS: Discovering Spain through Conversation
IES Abroad Salamanca

DESCRIPTION:

This course is aimed at those students who have a basic knowledge of Spanish. In this course, students will increase their linguistic resources to communicate in everyday situations. Likewise, they will expand their linguistic and communicative competence through the acquisition of analytical skills, with the aim of promoting a certain level of autonomy and linguistic reflection.

These classes will help students improve the four language skills through task-based activities, writing and reading exercises, and oral practice in class. The goal of this course is to promote the consolidation and fluency of narrative structures as well as to develop the reading and writing of texts.

CREDITS: 1 credit

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad's SP 102 Novice outcomes, determined by placement test.

METHOD OF PRESENTATION:

At IES Abroad Salamanca Spanish is taught by means of an eclectic approach, integrating the main educational and methodological techniques from different second language teaching approaches such as the communicative method, the task-based approach and some elements from the cognitive method.

Taking advantage of students' linguistic immersion, this course meets its real communicative needs by creating situations as authentic as possible inside the classroom. For this reason, this course maximizes work in groups and in pairs in order to give students the opportunity to practice and try out language in a real context.

An essential aspect of Spanish courses at IES Abroad Salamanca is the promotion of intercultural competence as an effective bridge between the classroom and the reality outside the classroom. For this purpose, students will have to carry out various projects that make them come into direct contact with the city of Salamanca.

The IES Abroad Salamanca Moodle platform will be used to complement classroom sessions throughout the whole course: <https://moodle.iesabroad.org/login/index.php>. The course syllabus, scoring rubrics for assessment, PowerPoint presentations and any other materials or information that students may need will be posted on this platform.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 20%
- Midterm Exam - 20%
- Final Exam - 30%
- Course-Related Trip/Activities - 15%
- Homework - 15%

Course Participation

Active participation, positive attitude, getting involved in interactive activities, interacting with the rest of the students, and carrying out and submitting assignments on time will be evaluated (further details in "Rubrics for Assessment of Attendance, Dedication, Attitude and Participation" posted on Moodle).

Interactive activities with people from Salamanca (surveys, interviews, etc.) and glossaries are also included in this section.

Midterm Presentation (Short Videoclip)



Students will orally present a topic individually or in pairs (further details in “Contents” below) for 4 - 5 minutes (individually), or 7 - 8 minutes (in pairs). Presentations will consist of introduction, explanation, and conclusion. Additionally, it is essential to include some feedback; the presenter(s) will also answer questions from their classmates (“Rubrics for Assessment of Oral Midterm Presentations” will be posted on Moodle). The presentation should be rehearsed for practice and recorded to share with the class.

Final Presentation (presentation)

This time students will orally present a topic individually (further details in “Contents” below) for 7 - 8 minutes. This presentation will have the visual support of a Power Point or online presentation to enrich the speech and visualize some of the points the student is discussing. Presentations will consist of introduction, explanation, and conclusion. Additionally, it is essential to include some feedback; listeners must answer questions from the speaker(s) and, later, the presenter(s) will also answer questions from their classmates (“Rubrics for Assessment of Oral Final Presentations” will be posted on Moodle).

Course-Related Trips/Activities:

The instructor and the students will carry out several course-related trips/activities related to course content outside of the classroom for several sessions. These activities will use the city as a text, emphasizing the importance of learning a language in an immersion context and taking advantage of the cultural and historical richness of Salamanca.

Students must participate in this activity in the following way:

- Previously preparing the readings or tasks indicated by the instructor
- Doing the corresponding tasks after the activity
- Actively participating during the activity and even presenting afterwards, as part of the activity, if necessary

Homework

Students will prepare for classes everyday doing homework at home that can consist of watching clips online, reading short texts, making lists, writing short texts, or interacting with people in Salamanca. Everyday homework will be related to the topic that the students have seen that day in class and/or to the topic that students will see the next day. Therefore, homework is essential not only as a way of studying, but also as a way of being prepared for the following class.

LEARNING OUTCOMES:

By the end of the course, students will be able to demonstrate a capacity to manage a limited repertoire of linguistic and non-linguistic simple resources such as basic syntactic structures. They will have a very broad knowledge of social conventions and cultural references of the Spanish speaking world. They will communicate in an understandable and clear way and be able to cope with everyday situations in basic contexts. Likewise, they will be able to make requests and react to them, reach basic information from everyday contexts (shops, banks, post offices, transportation, etc.), and get what they need to survive in a Spanish speaking context.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

Description: Throughout the course some of the common weekly activities such as readings or written assignments will deal with Sustainable Development Goals (such as fair trade, ecology or equal opportunities). In addition, some of the course-related trips/activities will specifically address these goals.

ATTENDANCE POLICY:

Class attendance is MANDATORY at IES Abroad Salamanca and will be checked every day. For each unexcused absence beyond the permitted ones there will be a reduction in the final grade. Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

Permitted unexcused absences during the course: 1 class

CONTENT:

Session	Content	Assignments
	Topic 1 Landing. First week in Spain... What now?	

Day 1	Introduction to the Course: Objectives, Expectations and Strategies Greetings and farewells (formal and informal) Introducing themselves and someone else *SDG4. Quality Education	Record a video introducing yourself for a casting in a reality show (3-4 minutes)
Day 2	Asking and Giving Personal Information: Nationality, Origin, Age and Occupation <i>Spanish Families</i> *SDG 5. Gender Equality *SDG 8. Decent work and economic growth	Fill out a form
Day 3	Asking and Giving the Time and Date: Speaking about habits and routines; Speaking about schedules and frequency; Days of the week and parts of the days. <i>Spanish daily habits, true or stereotype?</i> *SDG 6. Clean Water and Sanitation *SDG 7. Affordable and Clean Energy	Research about a Spanish ONG
Day 4	Course-Related Trip/Activity 1: Fridays for Future Salamanca / Cafecito: language exchange with Spanish university students from USAL	Survey: Spanish daily habits and customs
Topic 2. This is my World		
Day 5	Describing a House: Types of housing, parts of a house, shapes, styles and materials Adjectives to describe a home Locate objects in space and describe objects *SDG 9. Industry, Innovation and Infrastructure *SDG 11. Sustainable Cities and Communities	Go to a real estate webpage and find an apartment / room to share that fits your criteria. In the class, the next day, you will share it with a classmate to decide which one (yours or his/hers) you decide to choose to live in together
Day 6	Clothing and Colors: Speaking about likes and dislikes: “gustar”, “encantar” and “preferer” verbs Expressing coincidence *SDG 12. Responsible consumption and production	Prepare a video of a fashion show narrating the clothes the models are wearing (3-4 min)
Day 7	Physically Identify and Describe People: Adjectives of physical description Psychologically Identify and Describe People: Adjectives of psychological description	Go to a Spanish shop of clothes webpage (Zara, for example) and choose an outfit for different occasions. The next day you will explain your classmates what clothes you choose for every occasion

Day 8	Family and Couple Relationships: Talk about relationships and similarities between people <i>Spanish Gestures</i> *SDG 5. Gender Equality	Midterm project: Create a videoclip with a classmate talking about your life in Salamanca. What is a typical day for you in Salamanca like? Where do you live? With whom? What are they like? What do you like to do? (include gestures) (6-7 min)
	Topic 3. My Plans and Leisure Time	
Day 9	Describe Places, Weather and Climate: <i>Guest Speaker: Someone in Salamanca related with the management of aid to refugees from the Ukrainian war.</i> *SDG 1. No Poverty *SDG 2. Zero Hunger	- Watch the forecast and prepare the “elevator conversation” with a neighbor - Prepare a forecast for the week and show in class the map and how it changes as the week passes
Day 10	Unwrap Ourselves in Highly Codified Situations: - Talk about trips and activities and places of leisure - Talking about future actions and situations Vacations, Hotels and Tourism: *SDG 13. Climate Action	- Browse vacation webpages to see how to book a hotel room or an apartment for a vacation - Research for a week-long trip with classmates
Day 11	Talking about Food, Tastes and Eating Habits: - Getting around in bars and restaurants: <i>Spanish Etiquette</i> - Making and suggesting plans: <i>Typical dishes. The Mediterranean diet. Las tapas</i> * SDG 14. Life below water	Prepare a roleplay (3 minutes) about a night in a fancy restaurant
Day 12	Course-Related Trip/Activity 2: Cultural gastronomical gymkhana. The students will find very typical items from the food culture in Salamanca. * SDG 15. Life on Land	Prepare a food guide for your friends who are coming to visit Salamanca after your departure (100 words)
	Topic 4. Taking Off. It's Complicated...	
Day 13	Talk about Moods: - Describing aches, pains and symptoms: parts of the body and diseases: <i>Spanish Doctor and the Pharmacy</i> - The verb “doler”	- Research: What can you find in a pharmacy in Spain? - Prepare a role-play with a classmate in the doctor's office and videotape it (4-5 minutes)

	*SDG 3. Good health and well-being	
Day 14	Cultural Shock and Spanish Compliments: *SDG 10. Reduced Inequalities Spanish Traditions and Festivities: *SDG 16. Peace, Justice and Strong Institutions.	- List the things / behaviors of Spaniards that shock you - Research about Spanish festivities and traditions - Do research for the final project
Day 15	Final Project Presentation: Advertising campaign of Salamanca (and Spain) and the adventure of coming as an international student	

COURSE-RELATED TRIPS/ACTIVITIES:

- Students will participate in several activities out of the classroom that will enrich the immersion process of learning Spanish in Salamanca, such as language exchanges, visit an ONG, a cultural gymkhana, or having a guest speaker in the classroom.

REQUIRED READINGS:

Provided by the instructor through Moodle. Readings and videos will be related with current events; therefore, the instructor will select them according with the contemporary circumstances.

Some examples are:

- Cómo somos los españoles: <https://www.youtube.com/watch?v=m4JmLWQRyjc>
- 15 gestos que usan los españoles para hablar: <https://www.spanishwithvicente.com/aprender-espanol/gestos-que-usan-los-espanoles-en-espana/>
- Turismo-Comunidades Autónomas: <https://www.spain.info/es/consulta/comunidades-autonomas-espana/?page=1&rpp=24>
- Documental: con la comida no se juega: <https://www.dailymotion.com/video/xyu7xd>
- Cómo funcionan los bancos de alimentos: <https://www.directoalpaladar.com/salud/como-funcionan-los-bancos-de-alimentos>
- El valor de nuestra diversidad interna: https://www.ted.com/talks/rebeca_hwang_el_valor_de_nuestra_diversidad_interna
- Diez formas de expresar sorpresa en español: <https://inhispania.com/es/10-formas-de-expresar-sorpresa-en-espanol/>
- Saludos y despedidas: <https://www.youtube.com/watch?v=DYNcCveOGzM>
- Minidocumental: Arte urbano en el barrio del Oeste: <https://www.rtve.es/play/videos/la-aventura-del-saber/aventuralemarte/2965303/>

RECOMMENDED READINGS:

- Dictionaries:**
 - Diccionario de la Real Academia <http://dle.rae.es/>
 - Word Reference <http://www.wordreference.com/>
 - Diccionario de colocaciones del español (DiCE), <http://dicesp.com/paginas>
 - Diccionario de sinónimos y antónimos. Espasa Calpe. 2005: <http://www.wordreference.com/sinonimos/>
 - Diccionario panhispánico de dudas (Primera edición, octubre 2005) <http://lema.rae.es/dpd/>
- Useful links:**
 - Fundéu-Fundación del español urgente: <https://www.fundeu.es/>
 - Dialectoteca del español: <http://dialects.its.uiowa.edu/#>
 - Spanish proficiency exercises: <https://www.laits.utexas.edu/spe/>
 - Sounds of speech: <https://soundsofspeech.uiowa.edu/>
- Objetivos de Desarrollo sostenible:**



- Gobierno de España: <https://www.agenda2030.gob.es/objetivos/home.htm>