



SP310 SPANISH CONVERSATION SKILLS: Discovering Spain through Conversation
IES Abroad Salamanca

DESCRIPTION:

This is a course designed to help students develop conversational skills in Spanish and apply them in a real context with native speakers. Throughout the course, we will explore the production of specific and relevant conversations in different situational and thematic areas. Thus, students will acquire proficiency in the use of the spoken language and will be able to perfect the necessary tools to engage in a fluent conversation with native speakers, as well as to maintain a complex argumentation. At the end of the course, students will be able to successfully manage a variety of communicative situations.

CREDIT: 1

CONTACT HOUR: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: It is required to have passed the Novice Abroad level outcomes in the IES Abroad MAP, determined by placement test. Students are already able to communicate in everyday and familiar situations and meet their basic needs.

METHOD OF PRESENTATION:

This course focuses on expanding the conversational skills of Spanish students through access to real communication situations. For this reason, through the presentation of varied topics and diverse communicative and cultural situations, communication among the students themselves is maximized in order to offer them the opportunity to practice and use the language in a real conversational context.

The course methodology will have a pragmatic functionality that seeks to improve speaking skills. For this, at first the students will become aware of the essential contents of conversational language through inputs provided by the instructor. Afterwards, the communicative practice will be facilitated through the proposal of several topics and questions with which the students will produce, first, semi-free conversations in a controlled manner and, finally, authentic free and realistic conversations. In the conversational practice, aspects such as the organization of conversation, lexical and sociocultural content will be worked on indirectly.

The IES Abroad Salamanca Moodle platform will be used to complement classroom sessions throughout the whole course (<https://moodle.iesabroad.org>). The course syllabus, scoring rubrics for assessment, 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%
- Mid-term project - 20%
- Final project: - 30%
- Course-related trips - 15%
- Homework - 15%

Course participation

The evaluation process will be continuous and the disposition and interaction of the students, as well as an active, positive, participative and responsible attitude in the classroom will be especially valued.

Mid-term project

The first week each student will choose a topic of conversation. Day 7 of class will be dedicated to free conversation on the chosen topics. All topics will be known in advance so that other students can prepare beforehand and participate in class discussion. Preparation will be essential for the grading of the activity. Part of it may be the preparation of vocabulary, questions or input resources.

Final Project

The final assignment of the course is the elaboration of a script and the recording of a social interaction, paying attention to the aspects worked on in class. **It will be mandatory for students to include something related to “Salamanca Sensible”**. The deadline is the last day of class, and the recording will be upload in Moodle.

Course-related trips/activities

The instructor and the students will carry out several course-related activities related to course content outside of the classroom. These activities will use the city as a topic and as real space for conversation, emphasizing the importance of learning a language in an immersion context. Students must participate actively during the activity and complete the different assignments afterwards.

Homework

Throughout the course there will be different types of assignments, such as watching a video, reading a dialogue or preparing a glossary of vocabulary on a specific topic, in order to consolidate the knowledge gained in class or to prepare the topic of conversation to be discussed the following session. The grade for these assignments will take into account the degree of compliance and effort of the student.

LEARNING OUTCOMES:

By the end of the course, the students will be able to achieve the next outcomes defined by the IES Abroad MAP for Language and Intercultural Communication:

- Students will be able to start a simple conversation.
- Students will be able to interrupt appropriately and ask for clarification.
- Students will be able to formulate questions and requests to solve everyday problems. In addition, they will be able respond to some questions that ask for their opinion or belief on a known topic.
- Students will be able maintain simple conversations on abstract topics previously studied. They will also be able to solve moderately complicated situations involving familiar and everyday topics.
- Students will be able to describe, relate and report what they do on a daily basis. In addition, they will be able to express likes and dislikes. They will also be able to narrate sequences of events with a certain degree of accuracy.

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

Description: Throughout the course many of the conversation topics of the day will include a space for discussion and reflection about Sustainable Development Goals within our “Salamanca Sensible” philosophy.

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:

Day	Content	Assignments
Day 1	Introductions - Who are we? • Asking and giving personal information. • How to introduce ourselves and others. • Talking about family.	Video and Reflection: “los dos besos”. • https://www.youtube.com/watch?v=yG5K2bNQ83g (4’49’’) • https://www.youtube.com/watch?v=DYNcCve0GzM (1’18’’)

	Addressing and greeting formulas in Spain. *Equality in how we address each other.	Creation of a script: let me introduce...
Day 2	Our Routine, Hobbies and Interests - Talking about our daily life. Vocabulary of routine. - Talking about what we do in our free time. <i>"Pues a mí no". "Pues a mí sí". "A mí también". "A mí tampoco".</i> *How can we reduce the environmental impact of our hobbies?	- Creation of a glossary about clothes and shopping - Interactive activities: shopping
Day 3	Course-Related Trip 1: Shopping in Calle Toro - How to buy clothes and accessories in Spain. - Vocabulary of clothes and shopping. *Sustainable Fashion and Recycling our clothes	- Course-related trip/activity 1: Post activity assignment. - Interactive activities: food intolerances
Day 4	Food and Gastronomy - Talking about eating habits - Talking about dietary restrictions - My favorite food - My turn to speak in Spanish <i>La dieta Mediterránea.</i> *SDG: "Zero Hunger" Food Waste	- Mid-term Project: choice of topic - Creation of a script: grocery shopping.
Day 5	Anecdotes of our Life: How we were and what Happened to us Talking about anecdotes and experiences. <i>"Yo nunca he..." "Todavía no he..."</i> <i>"Lo siento, es que..."</i> <i>"¿En serio? ¡Qué fuerte! ¡Qué mala suerte!"</i> *Reflection: What have we learned from our experiences in order to be a better person? How did I improve the world?	Video recording and reacting: "once...".

Day 6	Cinema, Music and Television Talking about cinema, music and television. <i>"Estoy de acuerdo contigo". "No tienes razón".</i> <i>"Por supuesto que no". "Desde luego".</i> *The world after the "Me too" movement. "Black lives matter": how to fight racism in cinema and television.	Survey: Spaniards and their relationship with cinema, music and television.
Day 7	Mid-term Project Day dedicated to the topics the students have chosen and prepared to talk about.	- Mid-term project: final reflection. - Listening: at the doctor and the pharmacy. - Track 1: ¿Qué le pasan a estas personas? (1') - Track 2: Recomendaciones del doctor (1'16") - Track 3: Prudencio en la farmacia (1'53") - Creation of a glossary about sports and healthy lifestyle.
Day 8	Sports and Healthy Lifestyle Talking about sport habits and our favorite sport to watch. <i>"Soy del Real Madrid"</i> <i>"Yo que tú". "Cuidate". "Deberías ir al médico".</i> *SDG: "Good Health and Well-being".	- Creation of a script: I am sick. - Forum: What's wrong with me? Guessing my problem from the advice classmates give you.
Day 9	Travel: where I've gone and where I want to go - Talking about travels. - Talking about plans. <i>"¿Te vienes?". "Lo siento, no puedo".</i> *Sustainable Tourism.	Survey: what kind of travelers are Spaniards? How has it changed with the pandemic?
Day 10	"Art and the City" - Talking about art and museums. - Talking about our city. <i>"Salamanca. Ciudad de cultura".</i> *Sustainable Cities and Art.	- Video: "El Barrio del Oeste" https://www.rtve.es/play/videos/la-aventura-del-saber/aventuralemarte/2965303/ (until 6'11") https://www.youtube.com/watch?v=Dlp5xR20PTE (6'10") https://www.youtube.com/watch?v=tWJ6O5II948 (3'10") - Creation of a script: Tourist office.

Day 11	Course-related Trip 2: Visit to Barrio del Oeste - Talking about urban art. - How to improve a neighborhood. <i>"Tío, ¿eso es arte?"</i>	Course-related trip/activity 2: Post activity assignment.
Day 12	Labor, Education and Immigration - Talking about the differences between USA and Spain in labor, education and immigration. - Job interview. <i>"De mayor quiero ser".</i> <i>*SDG: Reduced Inequalities.</i>	Creation of a card for the board game "El Portero Baldomero".
Day 13	Board Games in Class - Talking about games and videogames. - Day dedicated to playing several board games in class. <i>"Me toca a mí". "Te toca".</i>	- Chat: reflection about playing as an adult. - Vídeo and reflection: Gender roles. https://www.youtube.com/watch?v=FtGcYjr0gPc (3'6'') https://www.youtube.com/watch?v=aLDTy5VQOF0 (3'4'')
Day 14	Privileges. Equality. - Talking about equality, privileges and discrimination. - Argumentation. <i>*SDG: Gender Equality and Reduced Inequality Feminism and the LGBTQIA+ movement</i>	- Reading Cynthia Nixon interview and audio reflection about privileges. https://smoda.elpais.com/celebrities/cynthia-nixon-me-identifico-con-mofarse-de-un-machista-o-darle-puerta-a-la-condescendencia-de-un-hombre/ (2 pages) - Interactive activities: in a restaurant.
Day 15	Course-related Trip/Activity 3: Ordering in a Coffee Shop - Courtesy in restaurants. - Courtesy in invitations to dinner at home. <i>"Las tapas".</i>	- Final Project: deadline. - Course-related trip/activity 3: Post activity assignment.

COURSE-RELATED TRIPS/ACTIVITIES:

Course-related trip/activity 1: shopping in Calle Toro.

Students will visit the main shopping street in Salamanca and will have the opportunity to learn the vocabulary and expressions needed to shop successfully in Spain. In addition, during the activity they will have to ask questions to different people. Afterwards, in groups, the students will present a typical dialogue from a clothing store.

Course-related trip/activity 2: visit to Barrio del Oeste

Students will visit this artistic neighborhood of Salamanca and learn about another type of city less known to tourists. After the visit, the students must talk about the art and culture of their own city and describe their favorite artwork.

Course-related trip/activity 3: ordering in a coffee shop

On the last day of class, the students will practice their Spanish in the real context of a cafeteria. They will order themselves and then we will talk about the differences between their country and Spain in this area. Afterwards, they will create in groups two dialogues of different courtesy levels in restaurants.

REQUIRED READINGS:

All required readings will be available at the course Moodle (<https://moodle.iesabroad.org/>).

Article about Privileges:

XIMÉNEZ, Mario (January, 21, 2022): Cynthia Nixon: “me identifico con mofarse de un machista o darle la puerta a la condescendencia de un hombre”. *El País*.

<https://smoda.elpais.com/celebrities/cynthia-nixon-me-identifico-con-mofarse-de-un-machista-o-darle-puerta-a-la-condescendencia-de-un-hombre/> (2 pages)

RECOMMENDED READINGS:

Books:

- VV.AA. (2005) *¡Bien dicho!*, Madrid, SGEL.
- VV.AA. (2005) *Expresión oral*, Madrid, En Clave-ELE
- VV.AA. (2011) *Tema a tema B1. Libro del alumno*, Madrid, Edelsa

Dictionaries:

- RAE Diccionario de la lengua española: <http://www.rae.es/recursos/diccionarios/drae>
- RAE Diccionario panhispánico de dudas: <http://www.rae.es/recursos/diccionarios/dpd>

Online Resources:

- <http://cvc.cervantes.es/>
- <https://www.profedeele.es/>
- <https://www.clasedeele.com/>
- <https://www.profe-de-espanol.de/>