



SP410 SPANISH CONVERSATION SKILLS: Discovering Spain through Conversation
IES Abroad Salamanca

DESCRIPTION:

Throughout the course, the knowledge and production of specific and relevant oral registers in the different situational areas will be deepened. Therefore, the purpose is specific: to improve students' oral expression to help them consolidate the practice of their production, adapting it to various sociolinguistic levels. Likewise, they will acquire discursive strategies that make it easier for them to obtain the goals proposed in the communicative exchange.

CREDITS: 1

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: It is required to have passed the Independent Abroad level of the IES Language MAP. Ability to work in a team and communicative adaptation within the group is required. Likewise, enthusiasm for learning from the collective and individual correction of errors.

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 maximize 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, 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/Project - 20%
- Final Exam/Project - 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 to obtain the highest grade (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 Project: PROJECT "PODCAST"



Students will orally present a topic in pairs (further details in “Contents” below) for a 5 (minimum)- 7 (maximum) minutes. Presentations will consist of conversation between the students. Additionally, it is essential to include some feedback; listeners must answer questions from the speakers and, later, he/she/they will clarify their doubts (“Rubrics for Assessment of Oral Midterm Presentations” will be posted on Moodle).

Final Project: PROJECT “FQ&A”

This time students will orally present a topic in format “FQ&A” (further details in “Contents” below) for an 8 (minimum)-10 (maximum) minutes each group. Additionally, it is essential to include some feedback; listeners must answer questions from the speakers and, later, he/she will clarify their doubts (“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 one or 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 a 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.

Mandatory readings:

Throughout the course, mandatory and propaedeutic readings will be analyzed. The evaluation of these readings will be carried out through reading guides and short quizzes in Moodle. This section will be included in the class participation evaluation.

LEARNING OUTCOMES: At the end of the course, the student, following the indications of the MAP, will be able to:

- Talk about abstract ideas and concepts.
- Participate actively in agreements and disagreements, defending their points of view.
- Solve unplanned conversational communicative situations with spontaneity.
- Know complex structures typical of the colloquial environment.
- Explore the social environment and its surroundings to discover social / leisure activities in which they participate.
- To be able to change the register of formality according to the conversational 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 will specifically address these issues.

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.

Unexcused permitted absences during the course: 1 class

CONTENT:

Day	Content	Assignments
Day 1	Today we talk about: Who am I? Who are we? 1. Functions: To talk about oneself and the host city. Ask questions about others and the city. To answer questions about oneself and the city of origin and the host city. Encourage group dynamics. Act in special situations. Express personal tastes and feelings. 2. Vocabulary: related to personal description. Lexicon related to character and personality, and to interpersonal relationships, tastes and feelings. 3. SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS.	- Activity: "Your Face Sounds Familiar". - Viewing of: "Starting a Conversation Almost Creative" at https://youtu.be/NxBqQRYxOoo (2:42 min) Peer-to-peer and large group interaction. Reflection on human rights and inclusion - For Reflection: What is Conversation? at https://youtu.be/twX49imskpl (7:11 min)
Day 2	Today we talk about: Where are we? 1. Functions: Describe and appraise the city. Give and receive orders. Making suggestions, giving recommendations and advice in special situations. 2. Vocabulary: Vocabulary related to emblematic places and famous people of Salamanca. 3. Culture: Salamanca: city and knowledge. 4. Preparation of field work: Video presentation about Salamanca. 5. Outing outside the classroom 2: Geo-localized tour of the statues and squares of Salamanca. SDG 11: SUSTAINABLE CITIES AND COMMUNITIES	COURSE-RELATED TRIP: "Tour through the statues and squares of Salamanca" - Vocabulary activities related to tips and suggestions, available in Moodle. - Brief review on how to give advice and suggestions in Spanish. - Group delivery in Moodle of the results of the geo-localized tour of the statues and squares of Salamanca: "photo rally". - Pre-activity assignment: students will familiarize themselves with the map of Salamanca. Assignment: students will participate in a geo-localized tour looking for the points marked on the tour (8), answer the questions the game asks them and solve the tasks for each point. They will have to take a creative picture where the team members appear. - Post-activity assignment: students will upload the photos taken during the tour and upload them to Moodle.
Day 3	Today we talk about: Stereotypes	Vocabulary activation: https://www.canva.com/design/DAE1PhT5dvw/view (15 min)

	1. Functions: Identify and describe objects, places and people. Giving information and talking about something by highlighting it and making objections. 2. Vocabulary: vocabulary related to stereotypes. SDG 10: REDUCING INEQUALITIES	- Viewing of: "Revealing stereotypes that do not represent us" Yolanda Domínguez TEDxMadrid at https://youtu.be/H1C-vG4yBMI (17:52 min) - Peer-to-peer and large group interaction. Reflection and discussion on stereotypes: causes and consequences
Day 4	Today we talk about: Gastronomy 1. Functions: expressing feelings, emotions and tastes. 2. Vocabulary: vocabulary related to gastronomy and the senses. 3. Culture: Spanish and Latin American gastronomy. SDG 2: ZERO HUNGER	- Required reading: "El arte de tapear" at https://artsandculture.google.com/story/PgVBYxo9U4OsKg (12 min) - Peer and large group interaction. Debate on the problem of world hunger and possible solutions. - Complementary material: "The Mediterranean diet" at https://www.ver-taal.com/cultura_20100902_dieta.htm (18 min)
Day 5	Today we talk about: Music 1. Functions: make comparisons. Argue for and against to make a choice. Formulate conjectures. 2. Vocabulary: music-related vocabulary, comparatives, conditionals. To be + adjectives. 3. Culture: Spanish and Latin American music. SDG 3: HEALTH AND WELL-BEING	- Required reading: "Latin Figures in Music. Featured Latin Musicians in the U.S. and Latin America." At https://g.co/arts/Kmvd7x4nNRWrXWfN8 (10 min) - Humor: "Translating Songs into Spanish Casi Creativo" at https://youtu.be/tWowhRbQIYM. (2:53 min) - Peer-to-peer and large group interaction. Reflection on the relationship between music and mental health.
Day 6	Today we talk about: Relationship with Nature and Environmental Protection. 1. Functions: negotiation of turns to speak: intervene, interrupt and ask not to be interrupted. Yielding the floor. Adding something. To ask for agreement. Reacting to someone's opinion. 2. Vocabulary: vocabulary related to environmental care. 3. Culture: natural disasters and care for the environment in Spain and Latin America. SDG 13: LIFE OF TERRESTRIAL ECOSYSTEMS.	- Viewing of: "Aral Sea, the great environmental disaster of our time" on https://youtu.be/4iKt-7oV3hc (6:21 min) "Chernobyl, how the great symbol of radiation is today". https://youtu.be/xuDgomsjZW8 (7:46 min) "Fukushima: the current challenges of the great disaster" at https://youtu.be/kJFWEJfUccU (9:49 min) - Peer-to-peer and large group interaction. Reflection on environmental care

Day 7	Midterm Project	PROJECT "PODCAST" - Recording a podcast on an audio recording platform. The objective will be to reflect orally on some topics discussed so far in class and make a private recording and share it on Padlet. - Pre-t assignment: students in groups will choose the topics to develop in their podcast among those presented by the teacher. These topics will be related to the topics covered in class. - They will read the following article with recommendations for creation: "How to make a podcast in 9 steps" at http://www.todosobrepodcast.com/2020/05/como-hacer-un-podcast-bien-explicado.html. (12 min) - Assignment /Homework: students will create a recording and talk about the aspects that have caught their attention about the chosen topic. - Post- assignment: recording of a 6 (minimum) 7 (maximum) minute podcast with the title: "Today we talk about..." Assessment rubric in Moodle
Day 8	Today we talk about Health/ Coronavirus - Functions: adapt to a formal and informal register. Asking for and giving information about physical condition. Asking for and giving advice. Expressing the duration, beginning and end of an action. - Vocabulary: vocabulary related to health and health care. Health precautions for traveling. - Culture: Spanish health system. SDG 3: HEALTH AND WELL-BEING	- Viewing of: "Coronavirus: how it spread and what can happen". https://youtu.be/xhRn0htZw2Q (8:33 min) - Some humor in: "Positive things about quarantine Almost Creative" at https://youtu.be/n_k-ne9mN4s (2:21 min) - Peer-to-peer and large group interaction. Discussion on physical and mental health care. General recommendations.
Day 9	Today we talk about: Relationships, Family and Friendships. Functions: Counter reasons. To provide further arguments. To present a new argument or conclusion.	- Activity: "As I was telling you..." - Viewing of: "The Three Kinds of Friendship" At https://youtu.be/gvPeUBQNrx0 (5:46 min)

	To allude to an aspect of the discussion that has already been raised. 2. Vocabulary: vocabulary related to sentimental, family and friendship relationships. 3. Culture: expressions of love in the Spanish-speaking world. SDG 4: QUALITY EDUCATION SDG 5: GENDER EQUALITY	- Viewing of: "Romantic Love and Stereotypes" at https://youtu.be/CLFMGOq6CVs (6:07 min) - Peer and large group interaction. Reflection and debate on gender equality and its relation to education.
Day 10	Today we talk about: Urban Art 1. Preparation of an outing outside the classroom: Discussion on the different concepts of neighborhood. 2. Outing outside the classroom: Plaza del Oeste neighborhood in Salamanca. App: Urban Gallery. SDG 11: SUSTAINABLE CITIES AND COMMUNITIES	COURSE-RELATED TRIP: Tour Barrio del Oeste - Pre-activity assignment: viewing of the introductory video: https://youtu.be/K8CXEJRgF2g (35:03 min) - Visit to the "Barrio del Oeste". Short tour. Available at: https://galeriaurbanasalamanca.es (10 min) - Oral assignment for Tour 2: upload a 3-minute conversation in pairs to Moodle about the tour of the "Barrio del Oeste". They should make a short summary of the visit and answer the question: What did we learn on this tour? Reflection on the importance of promoting sustainable cities
Day 11	Today we talk about: Parties, Celebrations and Ceremonies. 1. Functions: relate past and present customs. Summarizing and paraphrasing what has been heard. Asking and talking about cultural habits. Expressing doubt and probability. 2. Vocabulary: vocabulary related to festivals, celebrations and ceremonies. 3. Culture: festivals, celebrations and ceremonies in the Spanish-speaking world. SDG 4: QUALITY EDUCATION	- In pairs, students will review the following website: https://www.red2000.com/spain/1f-map.html (15 min) or this reading: https://blog.taranna.com/5-fiestas-mas-espectaculares-de-latinoamerica (15 min) - Students will choose one city or holiday per pair and discuss one of the holidays. This conversation will serve to inform the rest of the partners about what they have learned. Peers will ask questions as needed. - Peer and large group interaction. Discussion on the importance of having quality education related to different cultural manifestations.
Day 12	Today we talk about: Travels	Activity: "What kind of traveler are you? Viewing of "Conversando en español" at https://youtu.be/STP5tBQoyLo (14:37 min)

	1. Functions: telling anecdotes and personal experiences. Create contexts in which to situate past actions. Summarize what has been heard. 2. Vocabulary: vocabulary related to travel. 3. Culture: different forms of travel in the Spanish-speaking world. SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE	Check out the following video: https://www.emaze.com/@AWCLZTZR/serra-de-tramuntana (8:00 min) Peer-to-peer and large group interaction. Reflection and debate on the promotion of sustainable and accessible tourism.
Day 13	Today we talk about: Social Networks 1. Functions: referred speech. To reproduce a conversation. Transmitting and summarizing information. 2. Vocabulary: new communication models: social networks. 3. Culture: uses of social networks in the sociocultural context of the Spanish-speaking world.	- Required reading: "The World's Most Used and Important Social Networks "List updated to 2022", at https://josefacchin.com/redes-sociales-mas-utilizadas (13 min approx.) - Peer-to-peer and large group interaction.
Day 14	Today we talk about: The Future Functions: talking about the future, expressing possible, improbable and impossible conditions. Vocabulary: vocabulary related to plans and projects.	- Required reading: https://www.eleconomista.es/actualidad/noticias/11538166/12/21/Asi-ve-el-futuro-Elon-Musk-sus-predicciones-sobre-empleo-dinero-espacio.html (3 min approx.) - Peer-to-peer and large group interaction.
Day 15	Final Project	Final Project: PROJECT "FQ&A" Hoy conversamos de... Students will orally present a free topic in format "FQ&A" for a minimum of 8 minutes and maximum of 10 minutes each group. Additionally, it is essential to include some feedback; listeners must answer questions from the speakers and, later, he/she will clarify their doubts ("Rubrics for Assessment of Oral Final Projects" will be posted on Moodle).

COURSE-RELATED TRIPS/ACTIVITIES:

Geo-Located Tour through the squares and statues of Salamanca.

- Pre-activity task: students will familiarize themselves with the map of Salamanca.

- Assignment: students will participate in a geo-localized route looking for the points marked on the route (8), answer the questions that the game asks them and solve the tasks of each point. They will have to take a creative picture where the team members appear.
- Post-activity assignment: students will upload the photos taken during the tour and upload them to Moodle.

Tour: Barrio del Oeste

- Pre-activity assignment: students will familiarize themselves with the concepts of neighborhood, urban art and graffiti by watching the introductory video: <https://youtu.be/K8CXEJRgF2g>
- Out-of-classroom field trip related to the class: Visit to the Barrio del Oeste Available at: <https://galeriaurbanasalamanca.es>
- Post-activity assignment: oral homework for the field trip 2 upload a 3-minute conversation in pairs to Moodle about the tour of the Barrio del Oeste. They should make a short summary of the visit and answer the question: What did we learn on this tour?

REQUIRED READINGS AND VIDEOS: Provided by the instructor through Moodle.

- "Starting a Conversation | Almost Creative" at <https://youtu.be/NxBqQRYxOoo> (2:42 min)
- <https://www.canva.com/design/DAE1PhT5dvw/view> (15 min)
- "Revealing stereotypes that do not represent us" | Yolanda Domínguez | TEDxMadrid At <https://youtu.be/H1C-vG4yBMI> (17:52 min)
- "El arte de tapear" at <https://artsandculture.google.com/story/PgVBYxo9U4OsKg> (12 min)
- "Latin Figures in Music. Featured Latin Musicians in the U.S. and Latin America." at <https://g.co/arts/Kmvd7x4nNRWrXWfN8> (10 min)
- "Translating Songs into Spanish | Casi Creativo" at <https://youtu.be/tWowhRbQIYM>. (2:53 min)
- "Aral Sea, the great environmental disaster of our time" on <https://youtu.be/4iKt-7oV3hc> (6:21 min)
- "Chernobyl, how the great symbol of radiation is today". <https://youtu.be/xuDgomsjZW8> (7:46 min)
- "Fukushima: the current challenges of the great disaster" at <https://youtu.be/kJFWEJfUccU> (9:49 min)
- "How to make a podcast in 9 steps" at <http://www.todosobrepodcast.com/2020/05/como-hacer-un-podcast-bien-explicado.html>. (12 min)
- "Coronavirus: how it spread and what can happen". <https://youtu.be/xhRn0htZw2Q> (8:33 min)
- "Positive things about quarantine | Almost Creative" at https://youtu.be/n_k-ne9mN4s (2:21 min)
- "The Three Kinds of Friendship" At <https://youtu.be/gvPeUBQNRx0> (5:46 min)
- "Romantic Love and Stereotypes" at <https://youtu.be/CLFMGOq6CVs> (6:07 min)
- <https://youtu.be/K8CXEJRgF2g> (35:03 min)
- <https://galeriaurbanasalamanca.es> (10 min)
- <https://www.red2000.com/spain/1f-map.html> (15 min)
- <https://blog.taranna.com/5-fiestas-mas-espectaculares-de-latinoamerica> (15 min)
- "Conversando en español" at <https://youtu.be/STP5tBQoyLo> (14:37 min)
- <https://www.emaze.com/@AWCLZTZR/serra-de-tramuntana> (8:00 min)
- The World's Most Used and Important Social Networks "List updated to 2022", at <https://josefacchin.com/redes-sociales-mas-utilizadas> (13 min approx.)
- <https://www.eleconomista.es/actualidad/noticias/11538166/12/21/Asi-ve-el-futuro-Elon-Musk-sus-predicciones-sobre-empleo-dinero-espacio.html>

RECOMMENDED READINGS AND VIDEOS:

- What is Conversation? at <https://youtu.be/twX49imskpl> (7:11 min)
- "The Mediterranean diet" at https://www.ver-taal.com/cultura_20100902_dieta.htm (18 min)