



SP442 SPEAKING SKILLS WORKSHOP: EMERGING COMPETENT ABROAD

IES Abroad Salamanca

DESCRIPTION:

Throughout the course, students will further their knowledge and skills of specific and relevant spoken registers in different situational environments. Therefore, the aim is clear: to improve students' speaking in order to help them consolidate their oral skills, adapting them to different sociolinguistic contexts. Likewise, they will acquire discursive strategies that will facilitate the achievement of the goals proposed in the communication exchange.

CREDITS: 1

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

OFFICE HOURS: Mondays, 10:15 am in the Faculty Room, IES Abroad Salamanca classroom building.

PREREQUISITES: Students must have passed the MAP Independent Abroad level. Students must be able to work as part of a team and adapt their communication style within the group. In addition, students must be motivated to learn from the correction of mistakes, both as a group and as individuals.

METHOD OF PRESENTATION:

Taking advantage of students' language immersion experience, this workshop focuses on their real communication needs, through access to real communication situations both inside and outside the classroom, with the different areas of communicative expression as the backbone. Therefore, working in groups or in pairs is encouraged in order to give students the opportunity to practice and try out the language in a real context. The methodology will be diverse and will be applied with attention to **analytical and contrastive procedures**, which lead to a greater reflection of contents, processes and techniques. In other words, it is a workshop with a pronounced **pragmatic functionality** that seeks to improve oral expression through the analysis, comparison, correction and elaboration of oral discourses.

Most of the materials (presentations, texts, images, etc.) used in class will be available to students on the IES Abroad Moodle platform (<https://moodle.iesabroad.org>).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%.
- Midterm Exam - 20%.
- Final Exam - 20%
- Course-Related Trips/Activities - 20%
- Required readings - 10%.
- Practical exercises - 20%.

Course participation

The assessment process will be continuous and, in addition to the academic performance of the students, they will also be assessed on their active, participative and responsible attitude in the classroom. Likewise, during class, analysis and discursive production exercises will be set, which will be important when determining the final grade.

Oral presentations will consist of a presentation of a topic, either individually or in pairs. The presentation will include an introduction, main body and conclusion. Furthermore, it is essential that the presentation allows for some feedback, i.e., the audience must answer the questions of the student presenter and, afterwards, the student must clarify their doubts.

Midterm Exam



This exam will consist of an oral presentation of a type of discourse that we have previously analyzed in class. The date and timetable set for each exam cannot be modified.

Final exam

This exam will consist of an oral presentation of a type of discourse that we have previously analyzed in class. The date and timetable set for each exam cannot be modified. It will include all the material covered during the course.

Course-Related Trips/Activities:

During the course, students will be required to actively participate in two course-related trips/activities, both including a pre-activity assignment, attending the activity itself and a post-activity assignment. The first one is a talk in which students will have to participate and interact actively with the guest speaker, after having previously prepared the topics to be discussed. They will then create a response through an oral speech on one of the topics covered during the talk. The second will consist of preparing, scripting and recording a podcast with individual contributions from each student after having previously studied and learned about radio language.

Required reading

Throughout the semester students will have to read and watch a series of readings and videos that serve as input on the topic of the week. Students will analyze them at home and discuss them later in class. Assessment will take place through reading guides reviewed in class and quizzes on Moodle.

Practical exercises

Although these exercises will not be set on a regular basis, some weeks students will carry out assignments outside the classroom that will serve to introduce theoretical issues that will be discussed in the following session or to consolidate the knowledge already covered. These assignments will be varied and will involve recording a video, writing a script, data collection, etc.

LEARNING OUTCOMES:

By the end of the course, students following the directions of the *IES Abroad Language MAP* will be able to:

- Deal with unplanned communication situations with spontaneity.
- Understand complex structures typical of the colloquial environment.
- Explore their social environment and surroundings to discover social/leisure activities in which they can participate.
- Change the register of formality at some point in interactions.
- Talk about abstract topics, albeit only ones previously studied or ones which they are personally familiar with (own beliefs, values, culture).

SUSTAINABLE DEVELOPMENT GOALS (SDGs):

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

Description: Throughout the course, some of the common weekly activities and course-related trips/activities will focus on Sustainable Development issues (such as discrimination and equality).

A safe space will also be provided in which we will work together with the aim of contributing to maintaining a zero-tolerance attitude towards discrimination.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the

absence by sending all documentation to the Academic Coordinator (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

Maximum number of unexcused absences: 1 class.

CONTENT:

Week	Content	Assignments
Week 1	¡Bienvenidos! -Breaking the ice -Expressing wishes. -Journalistic interviews	View videos and read articles with tips on job interviews. Preparation of infographics. Course-related Trip/Activity 1: Pre-activity
Week 2	La importancia del activismo Course-related Trip/Activity 1: Interview with Esperanza Montero	Course-related Trip/Activity 1: Post-activity
Week 3	Ya te llamaremos -Job interviews	View videos and read articles with tips on how to deliver an effective oral presentation and how to appropriately open and close a speech. Preparation of an oral presentation on what has been learned.
Week 4	El tema de mi presentación versa... -Expository discourse -Discourse Markers I	Self-reflection on presentation Preparation of two group oral presentations. One employing the tips learned and the other without employing the tips.
Week 5	Cambiamos el mundo -Persuasive language -Discourse Markers II	Exam preparation
Week 6	Midterm exam	View videos on linguistic sexism and inclusive language in preparation for the next session.
Week 7	Queridos amigos: Esto me flipa un huevo -Youth language 1 -Elements of colloquial language -Linguistic sexism -Inclusive language	Read a paper on youth language Survey on youth language. Preparation of a presentation with the results.

Week 8	¿Qué coño hago ahora? -Profanity: swear words -Profanity: insults	Viewing and analysis of a short film Creation of a sketch with colloquial, youthful and profane elements.
Week 9	¿Me ayudas, por favor? -Courtesy and discourtesy -Contact markers between unequals -Treatment formulas -Radio language	Read a paper and prepare a script that includes the elements learned.
Week 10	Perdona que te interrumpa -Taking and giving the floor to someone in Spain -Argument, counter-argument and debate.	Analysis of politeness, treatment formulas and giving the floor in a situation. Final reflection.
Week 11	Silencio. Se graba Course-related Trip/Activity 2: podcast recording	Course-related Trip/Activity 2: Post-activity Research on gestures in Spain.
Week 12	¡Vaya jeta que tiene! -Spanish gestures -Phonetics and prosody -Review of course contents	Creation of a script for a scene including gestures and elements of intonation.
Week 13	Final oral exam	

COURSE-RELATED TRIPS/ACTIVITIES:

- Course-related trip/activity 1: GUEST SPEAKER: Esperanza Montero
 We will listen to this LGTBI activist and feminist woman through a videocall. It will be an interactive talk in which we will cover gender inequalities, sexual orientation discrimination, and inclusive language.
 SDG 5: Gender Equality: Achieve gender equality and empower women and girls, end all forms of discrimination against all women and girls everywhere. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other forms of exploitation.
 SDG 10: Reduce inequalities and ensure that no one is left behind regardless of age, gender, disability, race, ethnicity, origin, religion, economic or other status.
- Course-related trip/activity 2: RECORDING A PODCAST. "SALAMANCA SENSIBLE".
 This activity will consist of individual and group production of a podcast show narrating students' personal experiences during their stay in the city, including a section on the Sustainable Development Goals, within the project "Salamanca sensible".

REQUIRED READINGS:

All required reading materials will be provided by the instructor through Moodle. They will consist of opinion and informative articles on various linguistic and current affairs topics.

RECOMMENDED READINGS:

- Alcoba, S. (coord.) (1999) La oralización. Barcelona: Ariel.
- Alcoba, S. (coord.) (2000) La expresión oral. Barcelona: Ariel.
- Álvarez, M. (1993) Tipo de escrito: expositivo y argumentativo. Madrid: Arco Libros.
- Briz, A. (1998) El español coloquial en la conversación. Barcelona: Ariel.
- Briz, A. (2008) Saber hablar. Madrid: Aguilar.
- Cortés, L. (1991) Sobre conectores, expletivos y muletillas en el español hablado. Málaga: Ágora.
- Cortés, L. (2011) El español que hablamos: malos usos y buenas soluciones. Almería: Editorial Universidad de Almería.
- Cortés, L. and A. Bañón (1997a) Comentario lingüístico de textos orales: Teoría y práctica (La tertulia). Madrid: Arco Libros.
- Cortés, L. and A. Bañón (1997b) Comentario lingüístico de textos orales: El debate y la entrevista. Madrid: Arco Libros.
- Cortés, L. and J.L. Muñío (2012) Mejore su discurso oral. Almería: Editorial Universidad de Almería.
- Domínguez, P. et al. (2008) Actividades comunicativas. Entre bromas y veras... Madrid: Edelsa, pp. 63-95.
- Gallardo Paúls, B. (1998) Comentario de textos conversacionales. De la teoría al comentario. Madrid: Arco Libros.
- Mazo Unamuno, M. de (1999) "Las jergas juveniles del español actual", TEXTOS. Didáctica de la Lengua y de la Literatura, 22. Barcelona: Graó, pp. 3-20.
- Portolés, J. (1998) Marcadores del discurso. Barcelona: Ariel, pp. 27-41.
- Nardone, G. and A. Salvini (2006) El diálogo estratégico. Comunicar persuadiendo: técnicas para conseguir el cambio. Barcelona: RBA.
- Portolés, J. (1998) Marcadores del discurso. Barcelona: Ariel.
- Reardon, K. (1991) La persuasión en la comunicación. Barcelona: Paidós.
- Tusón, A. (1997) Análisis de la conversación. Barcelona: Ariel.
- VV.AA. (1997) Hablar y escuchar. Barcelona: Octaedro.