



SP 101 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I
IES Abroad Barcelona

DESCRIPTION: By the end of the course, the successful student will develop an elementary foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

Namely, students will be able to describe people, places, likes and dislikes, food, talk about the daily routine, and hobbies in detail as well as refer to present events. Students will also be able to express opinion and recognize a wide range of common interactions.

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 will be used in all instances, with emergency use of English for disambiguation.

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: Textbook + Digital license

METHOD OF PRESENTATION:

The course contents will be delivered by applying a communicative student-centered methodology. The first approximation to the contents will be through texts (written and oral).

- Students will be required to work on written and oral assignments such as compositions, oral presentations, videos, interviews, group discussions, role-play activities, etc., which will provide students with the opportunity to put new vocabulary, grammar, and cultural contents into practice.
- The city of Barcelona and its people are the perfect scenario for practicing the target language and learning about the ways people live. To that aim, students will be encouraged to analyze the new cultural context and share their observations in class discussions and assignments.
- Information and communication technology will be very present in the learning process. Some assignments will involve interacting on social media. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.
- In addition, daily homework will be assigned so that the students can systematize, practice, and clarify doubts about the course material.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 10%;
- Quizzes (3 assignments) - 10%;
- Oral production (2 assignments) - 15%;
- Written production (2 assignments) - 15%;
- Midterm - 15%;
- Final Exam - 15%;
- Independent Learning in Context, ILC (2 assignments) - 20%.

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The evaluation criteria will be explained to students at the beginning of the course, along with a Key Due Dates document that clarifies when principal assessment items of 15% and more will take place during the semester or Summer term. Feedback will be provided by the instructor (using rubrics, checklists, and both oral and written comments), as well as by fellow students (peer evaluation), to support students in achieving the learning outcomes.

Independent Learning in Context (ILC)

Being able to learn independently is a central aspect of the experience abroad. In order to complete the corresponding credit hours to the Independent Learning in Context (ILC) component, students will undertake assignments and projects outside the classroom that will be monitored and assessed by the instructor. These may include: course-related trips and language lessons. All of them will be linked to cultural and linguistic components designed for this level.

Course-related Trips

Students will participate in activities outside class where they will interact with Spanish speakers. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative of the local culture.

Language Lessons

Language lessons activities will present new grammar, vocabulary as well as practice contents studied in class. These activities will be connected to the students' experiences in the local culture.

Midterm & Final Exams

The midterm and the final have the same structure. As in class we ask the students to use different skills, we want to assess them in all those skills too. So each exam will consist in: 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing 5. Intercultural communication.

Quizzes

Quizzes will help the student to guide their learning progress. They include a variety of questions and exercises to test the student skills in different areas of their language competency.

Oral Production and Assignments

Oral production and assignments are oriented to developing and improving communicative skills. They will be linked to cultural and linguistic components designed for this level. These may include oral presentations, role-playing, debates, interactive and situational linguistic exchanges, video projects, interviews, etc.

Written Production

Throughout the course students will have to complete two compositions. Students will be given precise guidelines to each assignment.

Class Participation

Class Participation involves making a consistent effort to speak Spanish during class, regardless of accuracy, giving full attention to class activities, demonstrating a positive and supportive attitude to instructor and classmates, coming to class with the required materials and ready to learn when class begins. Also, an adequate use of electronic devices will be expected for learning purposes only.

LEARNING OUTCOMES:

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

Intercultural Communication

- A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

Speaking

- A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

Reading

- A. Students will be able to identify and understand basic sentences.
- B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

Writing

- A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. Students will be able to send basic emails, text messages, and fill out some basic forms.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. In the Spring and Fall semesters, seven unjustified absences in any Spanish language course will result in a failing grade. In the Summer LAS program, six unjustified absences in any Spanish language course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

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CONTENT:

Session	Content	Corresponding Learning Outcome(s)
Add-Drop	On-site placement and review of Spanish background	
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Session 1 Session 2	Unit 0 and 1 1. Functional: Useful class language. Greetings and farewells. Talking about personal identity. 2. Grammatical: Sounds and letters. The three conjugations: -ar, -er, -ir. Present tense: <i>ser, tener, llamarse</i> . Genre in nouns and adjectives. 3. Vocabulary: The alphabet. Numbers (0-100). Nationalities. Jobs. Hobbies. Classroom items. 4. Culture: Names and last names in Spanish. Addressing forms: <i>Sr., Sra.</i> - Getting to know each other. - Completing a poster with information related to a class member and introducing him/her to the rest of the class.	I.A, I.C, II.A, III.A, IV.A. II.A, III.A.
Session 3 Session 4	Unit 2 1. Functional: Expressing intentions and giving reasons. Talking about our interests. 2. Grammatical: Present tense: regular verbs. Reasons and finalities: Porque vs. para vs. por. Intentions: querer + Infinitive. Definite article: el, la, los, las. Grading: bien, bastante bien, regular, mal. 3. Vocabulary: Leisure and hobbies. Languages. Activities in the language classroom. 4. Culture: Spanish in the world. - Internet research: The impact of Spanish language in the world. - Getting to know each other's interests. - Expectations and plans of the semester ahead.	II.A, III.A. II.A, III.A. IV. B, V.A.

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Session	Content	Corresponding Learning Outcome(s)
Session 5 Session 6	Unit 3 - Functional: Describing places and countries. Talking about existence. Locating things. Talking about the weather. - Grammatical: Hay vs. está. Mucho/a/s + noun, muy + adjective, verb + mucho. Superlative. Indefinite articles: un, una, unos, unas. Agreement in articles (definite and indefinite) and adjectives. Interrogatives: Qué, cuál/cuáles, quién, cómo, dónde, cuántos/cuántas). - Vocabulary: The weather. Geography. - Culture: Spanish-speaking countries. - Designing a question and answer game: A Trivial of Barcelona. - Your city. - Internet research about a Spanish Speaking country.	I.B, I.C, I.D, III.A. V.A. IV.A, IV.B, V.A.
Session 7 Session 8	Unit 4 - Functional: Identifying objects. Expressing needs. Shopping (asking for products and prices). Talking about preferences. - Grammatical: Demonstratives: este, ese, aquel.... El, la, los, las + adjective. Qué + noun vs. cuál/es. Tener que + infinitive. Verb ir. Verb preferir. - Vocabulary: Numbers (100+). Colours. Clothing. Daily use objects. - Culture: Spanish fashion companies. Flea markets in Barcelona. - Deciding what to carry for a weekend in your hand luggage. - Role play: a flea market in the class. - Shopping in Barcelona (buying a gift for a classmate).	II.A, III. A, III.B. I.A, I.B, I.C, I.D, II.A, III.A, III.B. I.A, I.B, I.C, II. A, II.B, III. A, III. B, IV.B.
Session 9 Session 10	Unit 5 - Functional: Talking about personal relationships and family. Describing people's appearance and personality. Asking and talking about likes and dislikes. - Grammatical: Verb gustar. Possessive adjectives. Verbs: tener, ser, llevar. También/tampoco. - Vocabulary: Personal and familiar relationships. Appearance and personality adjectives. Music genres. - Culture: Music Festivals. The Spanish music scene. - My favourite person. - Presenting your family to the class. - Describing a celebrity.	III.A. II.A, III.A, V.A. V.A



Session	Content	Corresponding Learning Outcome(s)
Session 11 Session 12	Unit 6 - Functional: Talking about daily activities and frequency. - Grammatical: Present tense (I): regular and irregular verbs. - Vocabulary: Daily activities. Frequency : siempre, a veces, todos los días... - Culture: El Día de Reyes - Speaking about our calendars. - Writing a comic hero profile. - Interviewing Spanish speakers about their daily routines.	I.A, I.B, I.C, I.D, II.A, III.A. I.E, III.A. V. A.
Session 13 Session 14	Unit 6 - Functional: The time. Talking about schedules. Expressing agreement and disagreement. - Grammatical: Present tense (II): regular and irregular verbs. Reflexive verbs. También/tampoco. Connectors of sequence: primero, luego... - Vocabulary: Days of the week and parts of the day. - Culture: Spanish schedules. - Class awards: "Finding the most athletic/healthy... student" Asking about life habits and personality traits. - The daily life of an American student in Barcelona - Comparing Spanish and American schedules.	II.A, III.A, III.B. I.D, V.A. I.D, III.A, V.A
Session 15 Session 16	Unit 7 - Functional: Talking about food and eating habits. Asking about products and ingredients. Ordering in bars and restaurants. - Grammatical: Verbs poner and traer. Direct Object pronouns: lo, la, los, las. - Vocabulary: Daily meals. Food. Ways of cooking. Healthy living. - Culture: Spanish food habits, typical dishes and products. - Food market in Barcelona. - Tapas contest: creating your own "tapa". - Role-play: A dialogue in a restaurant or in a bar. - Deciding if a student follows a healthy diet.	I.A, I.B, I.C, II.A, III.B. II.A, II.B, III.A. I.A, I.B, I.C, I.D, II.A, III.A, III.B, IV.B. I.D, III.A, V.A.



Session	Content	Corresponding Learning Outcome(s)
Session 17 Session 18	Unit 8 - Functional: Describing neighborhoods, towns and cities. Asking and giving instructions. Locating things in space. - Gramatical: Hay vs. está. Quantifiers: algún, ningún, muchos. Prepositions and adverbs of place: a, en, al lado de, cerca, lejos... - Vocabulary: City services and places. Adjectives to describe cities and neighborhoods. - Culture: Remarkable Spanish cities. - Designing a travel guide to a neighborhood in Barcelona. - Your neighborhood in Barcelona. - Describing your neighborhood and your favorite places and buildings in Barcelona.	II.A, III.A, III.B. III.A, IV.B, V.A. I.D, IV.B, V.A
Session 19 Session 20	Various Teaching Resources - Functional: Describing a house and comparing. Placing. - Grammatical: Comparisons (más/menos/igual/los mismos... que). - Vocabulary: prepositions of place: arriba, abajo... Rooms and furniture. - Culture: Comparing US and Spanish urban architecture. - Comparing cities with small villages. - Planning an ideal house. - Finding the perfect roommate.	II.A, II.B, III.B, V.A. II.A, II.B, III.B. I.D, III.A. I.A, I.B, I.C. I.D, II.A. II.B, III.A, III.B, V.A
Session 21 Session 22	Unit 9 - Functional: Talking about past experiences. Talking about abilities and skills. Describing people (qualities and defects). - Grammatical: Present Perfect. Saber + infinitive; poder +infinitive. Ya/todavía no. - Vocabulary: Frequency. Personality adjectives. - Culture: Sant Jordi celebration - Interviewing a classmate about his/her life experiences. - Presenting yourself as a candidate for a job position. - Finding out the perfect travel companion.	II.A, II.B, III.A, III.B. II.A, II.B, III.A, III.B. II. A, II.B, III.A, IV.B.



Session	Content	Corresponding Learning Outcome(s)
Session 23 Session 24	Various Teaching Resources (Course Review) 1. Functional: Talking about the future and making plans. 2. Grammatical: ir a + Infinitive. 3. Vocabulary: Time expressions with future: mañana, la semana que viene... Travels. 4. Culture: Touristic places in Spain. • Planning a weekend trip in Spain. • Life after being abroad: your experience in Barcelona and your plans going back.	I.D, V.A. III.A, III.B.

Final Exam

COURSE-RELATED TRIPS:

Students may participate in three activities outside class where they will interact with Spanish speakers. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative in the local culture.

Students may have to fulfill different tasks for every Course-related Trip:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Activity (consists in the gathering of data and/or information about the current topic).
3. Post Activity: Students will have to produce an oral or written text with the conclusions about the previous activities.

Depending on the semester (spring, summer, or fall), the offer of Course Related Excursions may vary according to seasonal celebrations and traditions:

- Spring: Santa Eulàlia, Sant Antoni, Sant Jordi.
- Summer: Sant Joan.
- Fall: La Mercè, La Diada, La Castanyada, Mercat de Santa Eulàlia.

Also, there are other course-related trips not linked to seasonal celebrations:

- El fútbol en España.
- Mi barrio en Barcelona.
- El Mercat dels Encants.
- Visitas a Museos (MIBA, MACBA, CCCB)

(Students will be informed beforehand of the specific day, time, and outcome-related activity).

REQUIRED COURSE MATERIALS:

- Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 1 - Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-227-1].
- Moodle site designed for the course.

RECOMMENDED MATERIALS:

- Varios (2003). Bilingual dictionary: Español/Inglés—English/Spanish, Cambridge Klett Pocket. Cambridge University Press

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- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com

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