



SP 351i SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I INTENSIVE

IES Abroad Barcelona

DESCRIPTION:

In this course students will gain proficiency in the skillful use of the language and will be able to refine the necessary tools to engage native speakers in fluid and spontaneous conversation. Students will also be able to maintain a complex argumentation and produce detailed texts on a wide range of subjects. In addition, this course emphasizes a language-in-use perspective. Students will develop their language skills and intercultural competence by means of research projects (*field studies*), written assignments, oral projects, and the critical reading and viewing of high-intermediate and advanced materials.

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: 7 credits

CONTACT HOURS: 105 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP 301 Emerging Independent Abroad I outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

ADDITIONAL COST: Textbook + Digital License

METHOD OF PRESENTATION:

The course content will be delivered through a communicative student-centered methodology. Students will work individually and in groups in order to acquire and practice the new concepts studied in the course.

- 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 technologies 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 (2-4 assignments): 10%;
- Oral production (2-4 assignments): 15%;
- Written production (2-4 assignments): 15%;
- Midterm: 15%;
- Final Exam: 15%;



- Independent Learning in Context, ILC (3-4 assignments): 20%.

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:

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.

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 being ready to learn when class begins. Also, an adequate use of electronic devices will be expected for learning purposes only.

Quizzes

Quizzes will help students to guide their learning progress. They will 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 between two and four compositions. Students will be given precise guidelines to each assignment.

Midterm & Final Exams

The midterm and the final have the same structure. Students will be assessed in all the different skills they are using in class so each exam will consist of: 1. Listening; 2. Grammar and vocabulary; 3. Reading; 4. Writing; 5. Intercultural communication.

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 field-study trips and/or 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 encourage the students to experience 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.



LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Independent 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 begin to identify at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.

Listening

- A. Students will be able to understand some spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
- B. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

Speaking

- A. Students will be able to speak on and discuss concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
- B. Students will be able to participate and respond actively in a variety of interactions.

Reading

- A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
- B. Students will begin to read and understand the main ideas of academic texts with assistance.

Writing

- A. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
- B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

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 five classes in any course without justification, three percentage points will be deducted from the final grade for every additional absence. In the Spring and Fall semesters, ten unjustified absences in this intensive 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.

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	Supplementary Material 1. Functional: Expressing abilities and emotions. 2. Grammatical: “<i>Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal...</i>” + infinitive or noun. 3. Vocabulary: Adjectives to describe personality. 4. Culture: Bilingualism in Catalonia. • Reading about the experience of learning languages. Thinking about learning languages.	I.A., II.A, III.B, IV.A, V.A
Session 3 Session 4 Session 5 Session 6	Supplementary Material 5. Functional: Expressing abilities and emotions. 6. Grammatical: “<i>Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal...</i>” + infinitive or noun. 7. Vocabulary: Adjectives to describe personality. 8. Culture: Bilingualism in Catalonia. • Reading about the experience of learning languages. • Thinking about learning languages.	I.A., II.A, III.B, IV.A, V.A
Session 7 Session 8 Session 9 Session 10	Unit 3 Supplementary Material 1. Functional: Expressing abilities and emotions 2. Grammatical: “<i>Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal...</i>” + Infinitive or noun. 3. Vocabulary: Adjectives to describe personality. 4. Culture: Bilingualism in Catalonia. • Getting to know each other’s abilities.	I.A., II.A, III.B, IV.A, V.A
Session 11 Session 12 Session 13 Session 14	Unit 2 Supplementary Material 1. Functional: Expressing wishes, needs and demands. Giving opinions and suggesting solutions. Addressing different problems. 2. Grammatical: “<i>Querer/pedir/exigir/necesitar</i>” + Infinitive/Subjunctive “<i>Ser/estar/parecer</i>” + adjective + Infinitive/Subjunctive (No) <i>creo que</i>” + Indicative/Subjunctive. 3. Vocabulary: Social problems. Different relationships in Spain. 4. Culture: Most common social problems in Spain. Controversial topics in Spain. • Reporting problems related to their neighborhoods in Barcelona • <i>Una carta abierta</i> • Writing in a forum about social problems in Spain.	I.A., II.B, III.B., IV.A., V.B. I.A.C, II.B., III.B., IV.B., V.A.

Session 15 Session 16 Session 17 Session 18	Unit 1 Unit 5 Supplementary Material - Functional: Talking about past events: Anecdotes. Narrating stories in the past. Interacting in a conversation. - Grammatical: Conjugation and use of the Preterit, Imperfect and Past perfect tenses. - Vocabulary: Travel and holidays. Colloquial expressions of emotions. - Culture: Interesting places to visit in Spain. - Reporting a personal anecdote. - Becoming familiar with the history of a Barcelona neighborhood	I.D., II.A., III.A., IV.B., V.B.
Session 19 Session 20 Session 21 Session 22	Unit 4 Supplementary Material - Functional: Expressing interest and emotions, showing agreement and disagreement. - Grammatical: Structures to express feelings ("<i>me horroriza/me apasiona/me encanta...</i>" + Infinitive/Subjunctive) - Vocabulary: Adjectives to express emotions, opinion & disagreement. - Culture: exchanging opinions in Spanish. Cultural differences to consider when debating in Spain. Reading: 15-M movement: Yes We Camp! - Role play: "<i>Tenemos que hablar</i>" - Finding out about common interests in the class.	I.A.C, II.B., III.B., IV.B., V.A.
Session 23 Session 24 Session 25 Session 26	Unit 5 Supplementary Material - Functional: Describing features of objects, places and persons. - Grammatical: Relative structures with prepositions to describe objects. Indicative vs. Subjunctive in relative clauses. - Vocabulary: Main prepositions. Shops and shopping. - Culture: markets in Barcelona. <i>Un invento genial</i>	I.A, II.A, III.A, IV.A, V.B.
Session 27 Session 28 Session 29 Session 30	Unit 2 Supplementary Material - Functional: Assessing a given situation. Expressing your opinion about events and behavior. - Grammatical: Indicative vs. Subjunctive when expressing opinion and evaluation: <i>me parece bien/mal/injusto</i> + infinitive / <i>que</i>+ Subjunctive. Conditional tense. - Vocabulary: Environmental issues and solidarity. - Culture: Food revolution, Slow Food movement, sustainability. <i>Un restaurante Km.0 y los valores detrás de dicho establecimiento.</i>	I.B, II.A, III.B, IV.B, V.B

Session 31 Session 32 Session 33 Session 34	1. Functional: Resources to formulate hypothesis. Narrate a mystery story. 2. Grammatical: Some uses of future simple versus future perfect. Hypothesis structures with indicative and subjunctive to talk about possible facts or actions in the present, past and future. 3. Vocabulary: “<i>Creer / creerse</i>”. Words to express different degrees of sureness. 4. Culture: News about paranormal experiences in Spain. Superstitions and religion in Spain. • Viewing short-films or commercials to make guesses.	I.B, II.A., III.A., IV.B., V.A.
Session 35 Session 36 Session 37 Session 38	Unit 6 Supplementary Material 1. Functional: Discussing jobs. Mediating in conflicts. Resolving conflicts. 2. Grammatical: Direct speech and reported speech. 3. Vocabulary: Talking about work. <i>Ir vs. venir. Llevar vs. traer.</i> 4. Culture: Jobs and employment in Spain. • A for and against debate. • Reading about work culture in Spain.	I.A, II.A, III.A, IV.A, V.B.
Session 39 Session 40 Session 41 Session 42	Unit 3 Supplementary Material 1. Functional: Reporting news. Discussing current affairs. 2. Grammatical: Past tenses. Passive voice and impersonal <i>SE</i>. 3. Vocabulary: Media, news, current affairs. Verbs of saying. 4. Culture: News and media in Spain. Identifying fake news. • A current affair in Spain • Watching and reading news.	I.B, II.A., III.A., IV.B., V.A.
Session 43 Session 44 Session 45 Session 46	Unit 4 Supplementary Material 1. Functional: Talking about lifestyles and urban groups. Discussing relationships. Describing feelings and personality types. Expressing cause, result and purpose. 2. Grammatical: <i>Por vs. para</i>. Tense correlation in relative clauses. Discourse markers: linkers. 3. Vocabulary: Relationships; lifestyles. Prepositional verbs. 4. Culture: Relationships in Spain. • The perfect place to live. • Social media: Relationships.	I.A, II.A, III.A, IV.A, V.B.
Session 47 Session 48 Session 49 Session 50	Unit 4 Supplementary Material 1. Functional: Talking about lifestyles and urban groups. Discussing relationships. Describing feelings and personality types. Expressing cause, result and purpose. 2. Grammatical: <i>Por vs. para</i>. Tense correlation in relative clauses. Discourse markers: linkers. 3. Vocabulary: Relationships; lifestyles. Prepositional verbs. 4. Culture: Relationships in Spain. Supplementary Material and Review course content.	

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, Fira de Santa Llúcia.

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:

VV.AA. (2022). *Aula Internacional Plus 4-Libro del alumno*. Barcelona, Difusión. [ISBN: 978-84-18224-46-1].

Moodle site designed for the course.

RECOMMENDED MATERIALS:

Online bilingual and monolingual dictionaries.

On-line dictionary of synonyms.

Alonso Raya, Rosario et alii (2ª edición 2006): *Gramática básica del estudiante de español*. Barcelona: Difusión.

Aragónés, L. y Palencia, R. (2006): *Gramática de uso del español A1-B2*. Madrid: Ediciones SM.