



SP 301 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD I
IES Abroad Madrid

DESCRIPTION:

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).

STUDENT PROFILE:

Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies. Students at this level may succeed in partner university courses as long as such courses are primarily designed for international students and/or require passive student linguistic participation (art studios, dance).

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in Spanish, as described in the learning outcomes below.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad *SP 201 Novice Abroad III* or equivalent, determined by placement test

METHOD OF PRESENTATION:

Usually, contents will be presented using a task-based approach. We will begin each unit with listening and reading activities to become familiar with the language presented, followed by an explanation of grammar and vocabulary. Then, we will proceed with exercises and homework, followed by speaking and writing activities to practice and use the contents studied in each unit. After each unit, the student should be able to understand and use the contents studied in real-life situations, develop learning strategies, and reflect on their progress. Emphasis is made on learning strategies like paraphrasing, deducing words from context, etc.

Self- assessment: Students are encouraged to keep a portfolio, compiling the activities, lists, and texts for each unit. This will allow students to reflect on their progress as well as to evaluate their learning at the end of the course. The Portfolio is optional. A class



journal (forum) will also be created on Moodle in which the students will write about their progress, difficulties, likes, and dislikes, and share these concerns or anecdotes with the instructor and classmates. Writing in the class journal regularly is mandatory.

Sample lesson plan for SP301:

Class: Correction of homework assigned in the previous session: discussion, explanation, doubts

Brainstorming and discussion of topic(s) to be introduced

Reading and listening exercises

Explanation (inductive) of grammar

Grammar practice worksheets

Discussion, speaking, writing tasks

Home: Homework exercises to practice of grammar forms and vocabulary, written assignments

Moodle: Written assignments on forums, extra materials for review, discussion

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation, class preparation, debates - 15%
- Written assignments and homework- 20%
- Activities outside the classroom - 5%
- Oral presentation- 20%
- Midterm Exam - 20%
- Final Exam - 20%

Key Dates

Midterm Exam

Final Exam

Course Element

- Course Participation: Students should attend and actively participate in every class. They are responsible for being prepared for the class. Presentation of debates is also included in this category. Late work will affect your class-preparation grade.
- Midterm and Final Exam: Exams will have grammar and vocabulary exercises, and a composition. No dictionaries are allowed.
- Oral presentation: It is expected that the students have a direct contact with diverse aspects of Spanish life, promoting group work and immersion and research about Spanish language and culture. On the second week of the course, groups will be organized that consist of 2 or 3 students and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation.

The instructor will evaluate the following aspects:

- Information contributed for the explanation of the topic
- Presentation method
- The students' ability to communicate; students should not read their parts, but be able to explain to others their findings and what they have learned with their research. The research will be part of the oral skills evaluation of the student. Students can present all the difficulties they may find in the realization of the work to the professor.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Novice 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 Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

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- A. Students will be able to solve some daily troublesome situations and meet needs with limited help.
- B. Students will be able to make some informed comparisons between the host culture and the students' home cultures.
- C. Students will be able to distinguish between verbal and non verbal communication that reflects politeness, formality, or informality.
- D. Students will be able to recognize simple patterns of intonation and their meaning.

II. Listening

- A. Students will be able to understand some interactions (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
- B. Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.

III. Speaking

- A. Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
- B. Students will be able to address moderately complicated situations involving familiar subjects.

IV. Reading

- A. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics and understand the general meaning.
- B. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

V. Writing

- A. Students will be able to communicate with limited effectiveness through notes, emails, and simple online discussions and chats.
- B. Students will be able to write short essays on concrete topics of limited levels of complexity, although with reliance on the communicative patterns of their native language.

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 mandatory for all IES Madrid classes, including course-related excursions. Absences will only be excused in cases of documented medical or family emergencies. Irregular attendance or lateness may result in a lower grade in the course and/or disciplinary action. For full details, please refer to the [Attendance and Punctuality Policy](#) document.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 and Week 2	1.Functional: filling out a questionnaire, talking about habits, durations and motivations. Expressing difficulty. Making recommendations. 2.Grammatical: Review of present tense, regular and irregular. Reflexive verbs. Contrast between porque and para . Expressions for advice (<i>tener que, deber, hay que, ir bien +</i>	(Class and Moodle) Objectives and wants for the course. (Moodle) Making a list of your difficulties when learning Spanish and giving advice to other classmates.	I. a, d II. a, b III. a, c IV. b V. a,c

Unit 1. El español y tú	<i>infinitive</i>) Frequency markers (<i>Siempre, a veces, nunca...</i>) 3.Vocabulary: Feelings, difficulties. Countries, nationalities and languages. 4.Culture: Learning styles. Teaching of foreign languages in Spain. Languages in Spain. Castellano vs español. Instituto Cervantes.		
Week 3 Unit 2. Una vida de película	1.Functional: Describing past events and creating biographies. Understanding a curriculum vitae in Spanish. 2.Grammatical: Talking about past events (pretérito indefinido) and using past adverbs for the past tense. Use of desde, durante and hasta. Understanding the difference between ir and irse. 3.Vocabulary: Cinema and biographies. 4.Culture: Famous Spanish artists.	(Class) Survey moving watching habits. (Written) Writing a biography about a famous person.	I.a, b II.b III.b IV.a V. a
Week 4 Unit 3. Hogar dulce hogar	1.Functional: Comparing. Describing objects. Expressing likes and dislikes. Locating objects. 2.Grammatical: Verbs with I.O. (gustar, encantar, interesar) Comparison with adjectives (más que, menos que, tan como) Comparison with nouns (más que, menos que, tanto/a/os/as como) Prepositions. Possessive adjectives and pronouns. (mi, mío...) Gender and number. 3.Vocabulary: Furniture. Parts of a house. Daily routine. 4.Culture: Different places in Spain	(TBA) Writing about daily routine, comparing daily routine in the USA vs daily routine in Spain. (Written) Describing your home and favourite places.	I.a, c, d II.b III.a, b IV.a V. a
Week 5 Unit 4 ¿Cómo va todo?	1.Functional: Understanding and writing letters. Asking for favours. Asking and Giving permission and replying. Making excuses. Making invitations 2.Grammatical: Present progressive (estar + gerundio) Verb poder (¿puedo + inf?) 3.Vocabulary: Courtesy. Greetings. Post office. 4.Culture: Treatment and politeness in Spanish speaking countries (tú, vos, usted, vosotros, ustedes)	(Class) Role-play of situations with different degrees of formality. (Written) Writing a postcard to a friend describing what the student is doing in Madrid.	I. a II. a, b III. a IV. a V. b

Week 6	Review for Midterm and Midterm exam		
Week 7 Unit 5 Guía del ocio	1.Functional: Describing past experiences. Talking about intentions and projects. Recommending places. Talking about abilities. 2.Grammatical: Present perfect. (Pretérito perfecto) Past participles, regular and irregular. Ir a + infinitivo. Ya vs. Todavía no. Saber, poder and conocer. 3.Vocabulary: Leisure and free time. Schedules. 4.Culture: Spanish cities. Spanish work schedules and free time activities.	(Moodle.) Writing a guide of Madrid, after interviewing madrileños, and post recommended places in the categories of the wiki (museums, cafés, parks, bars)	I. a II. a, b III. a IV. a V. b
Week 8 Unit 6 No como carne	1.Functional: Talking about food habits, likes and dislikes. Explain how to prepare a dish. Giving directions. Locating objects and places. 2.Grammatical: Pronouns. Direct object. Pronouns of Indirect object and se. Some uses of ser and estar. Use of y/pero/además. 3.Vocabulary: Food. Ways of cooking. Recipes. 4.Culture: Spanish dishes. Concept of 'Denominación de origen'.	Visit to a market and tour around neighborhoods in Madrid. (Listening) Listening to a Spanish recipe and (Written) Recipes.	
Week 9 Unit 7 Nos Gustó mucho	1.Functional: Describing past experiences, narrating a biography, assessing past situations (Me gustó) Recommend places. Expressing desire. 2.Grammatical: Past simple. (Pretérito indefinido), regular and irregular. Contrast pretérito indefinido and pretérito perfecto. Me gustaría + infinitive. Markers: Hace, desde, desde hace. 3.Vocabulary: City services. Describing places. Review: forecast.	(Class) Recommend places, regions and cities to visit in Spain. (Written) Narrating past trips. (Written) Writing your biography.	I. b II.a III. a IV.a,b V. b

	4.Culture: City of San Sebastián, Spain. Travel and tourism in Spain. México. Recent books, movies and music. Biography of some Spanish celebrities and historical characters.		
Week 10 Unit 8 Estamos muy bien	1.Functional: Giving advice. Talking about feelings (both physical symptoms and emotions) 2.Grammatical: Contrast between ser and estar. Present progressive II. (Estar + gerundio) Verbal periphrases. Dejar de + inf, Seguir + gerund. 3.Vocabulary: Body parts. Symptoms. 4.Culture: Non verbal communication in Spain. Mediterranean diet and healthy lifestyle.	(Written) Explaining problems and giving advice to a set of problems. (Class) Role play about physical states and home remedies.	I. c, d II. a, b III. a IV. a V. a, b
Week 11 Unit 9 Antes y ahora	1.Functional: Describing memories and anecdotes. in the past and comparing them to present. Agreeing and disagreeing. 2.Grammatical: Pretérito imperfecto. Antes vs ahora. Ya no/ todavía. Verb soler (used to) in the past (Solía) 3.Vocabulary: Describing and assessing. Feelings. 4.Culture: Spain during Franco's regime (1939-1975) Events in Spanish History. Ibiza in the 1960s.	Visit to Chamberí metro station · Viewing of a chapter of 'Cuéntame cómo pasó' tv serie about Spain in the 1960s. (Written) Narrating your childhood.	I.b II.a III.a, b IV.a, b V. b
Week 12 Unit 10 Momentos especiales	1.Functional: Narrating stories in the past and sequencing actions. 2.Grammatical: Contrast pretérito imperfecto and pretérito indefinido. Past of estar + gerundio (estaba hablando, haciendo) Discourse markers. 3.Vocabulary: Describing and assessing. 4.Culture: Cuba. History./ Transition to democracy in Spain after 1975. Coup d'état 1981. ORAL PRESENTATIONS Spanish music session Review exercises for final exam	(Moodle.) Narrating anecdotes in the past. What happened and how we felt. (Written) Describing circumstances under which you met someone special. (Class) Narrating anecdotes (Moodle) Assessing the course. (Class) Presentation of field work.	I. a II. a III. a, b IV. a, b V. a, b

COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS:

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VVAA. (2020) [Aula Internacional Plus 2](#). Barcelona: Editorial Difusión

RECOMMENDED READINGS:

- VV.AA. (2006) Gramática Básica del estudiante español. Barcelona: Difusión
English version: VV.AA. (2009) Student's Basic Grammar of Spanish. Barcelona: Difusión.
- Morley, J. and Niño, A. (2009) Basic Spanish Grammar for English Speakers. Salamanca: Santillana
- VV.AA. (2018) Cultura en el mundo hispanohablante: Libro A2/B1 - Nueva edición. Madrid: En Clave ELE
- VV.AA. (2009) Cuadernos de gramática española, A2. Barcelona: Difusión.
- VV.AA. (2011) Cuadernos de gramática española, B1. Barcelona: Difusión.
- VV.AA. (2008) Competencia gramatical en uso, A2. Madrid: Edelsa.
- Cortes, M. (2003) Guía de usos y costumbres de España, Madrid: Edelsa.

INSTRUCTOR BIOGRAPHY: