



SP351 SPANISH LANGUAGE IN CONTEXT: 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).

The purpose of this course is to further develop linguistic and communicative competences through the effective use of linguistic resources (grammatical, lexical, and communicative) that we cover in class (see Contents). We have three goals: practice and strengthen what students have learned in previous levels, help students attain more advanced discursive abilities, and encourage oral and written fluency.

Another course objective is to start giving students diverse resources to assist in their independent learning, keeping in mind that in later levels, it is important that students continue to learn their second language outside of the classroom. Emphasis will be given giving students resources that will help them independently learn new vocabulary, with the goal of significantly expanding their lexicon.

Finally, taking advantage of the context of linguistic immersion, the student's intercultural competence will grow through two main methods: incorporating, on one hand, authentic materials like magazine and newspaper articles about politics, culture, Spanish societies, as well as artistic materials like movies, songs adapted to their language level that reflects the reality of the country and promote, on the other hand, activities that get the students to interact with their environment.

STUDENT PROFILE:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will start to become creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad *SP303 Spanish Language in Context: Emerging Independent Abroad III* or equivalent, determined by placement test.

ADDITIONAL COST: None

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METHOD OF PRESENTATION:

This course focuses on expanding students' knowledge of Spanish through a series of units with well-defined functional, grammatical, lexical, and cultural objectives. The learning process will be carried out with an emphasis on written and oral comprehension. In addition, the production techniques will promote the development of the student's communicative competence at all levels. Students will work in groups and in pairs, and will be asked to prepare individual and group oral presentations. They will have to work on intensive and extensive reading, listening comprehension activities, and participate in class discussions and audiovisual activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation- 15%
- Homework and written assignments - 20%
- Activities outside the class - 5%
- Oral presentation - 20%
- Midterm Exam - 20%
- Final Exam - 20%

Key Dates:

Midterm Exam (Date & Time)

Final Exam (Date & Time)

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 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:



I. Intercultural Communication

- A. Students will be able to identify and describe 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 be able to describe their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to describe gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.
- D. Students will know how to adapt to sociocultural norms in almost every situation.

II. Listening

- A. Students will be able to understand a variety of 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 be able to understand certain native speakers from a variety of backgrounds and experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking

- A. Students will be able to speak on and discuss a range of concrete everyday 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, initiate, and respond actively in a variety of interactions.
- C. Students will be able to narrate events with a certain degree of accuracy.

IV. 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 be able to read and understand the main ideas and supporting arguments of academic texts with assistance.

V. Writing

- A. Students will be able to meet most 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 a moderate degree of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors.

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 Unit 1	1.Functional: Expressing prohibition Talking about obligations Talking about impersonality Talking about habits Giving opinions and advice 2.Grammatical: Quantifiers: <i>todo el mundo, nadie...</i> <i>Lo normal, lo habitual...</i> + infinitive <i>Soler</i>+ infinitive <i>Está prohibido, está permitido...</i> 3.Vocabulary: Social habits Work Verb <i>dejar</i> Expressions with <i>ser</i> and <i>estar</i> 4.Culture: Social conventions Cultural misunderstandings Traditions of the Spanish-speaking world	Vocabulary and grammatical exercises of the unit Oral: Introducing yourself and your objectives during the semester in Madrid. Composition 1: Your biography	IA, IB, IC, IIA, IIB, IIIA, IIIB IVA, IVB, VA,
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WEEK 2 Unit 2	1.Functional: Describing habits in the present Talking about past experiences Talking about the beginning and the duration of an action Locating an action in time 2.Grammatical: Present perfect Past simple Periphrasis: <i>empezar a+</i> infinitive, <i>acabar de+</i> infinitive, <i>seguir+</i> gerund Time expressions: <i>desde, desde hace...</i> 3.Vocabulary: Work Facts of life 4.Culture: Lifestyle Working culture in Spain	Vocabulary and grammatical exercises of the unit Texts: Video: Una trayectoria profesional p. 37 Oral: Debate: Working life	IA, IB, IC, IIA, IIB IIIA, IIIB IVA, IVB, VA, VB, VC
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WEEK 3 WEEK 4 Unit 8	1.Functional: Telling anecdotes Showing interest Talking about cause and consequence 2.Grammatical: Contrast past simple/ imperfect. Past perfect Past tenses combination (present perfect, past simple, imperfect, past perfect). Time expressions Cause and consequence connectors: <i>como, porque, así que, o sea que...</i> 3.Vocabulary: Trips and tourism Anecdotes 4.Culture: Vicente Ferrer Costa Rica	Vocabulary and grammatical exercises of the unit Texts: El eclipse p. 119 Oral: ¿Qué tipo de viajero eres? Composition 2: Your best trip	IIA, IIB, IIC IIIB IVA, IVB, VA, VB, VC
WEEK 5 Unit 4	1.Functional: Telling a story in the present Talking about the plot of a movie or a book Understanding jokes 2.Grammatical: Connectors: <i>entonces, al final, de repente, de pronto, porque, como, aunque, sin embargo...</i> Direct Object and Indirect Object pronouns 3.Vocabulary: TV, literature and cinema genres Cinema, literature and entertainment vocabulary Speaking related verbs: <i>contar, narrar...</i> 4.Culture: Humor and stereotypes Cinema from Argentina La Casa de Papel	Vocabulary and grammatical exercises of the unit Texts: Cine Argentino p. 57 Oral: Movie game Composition 3: Film or Book review	IA, IB, IC, IIA, IIB IIIA, IIIB IVA, IVB, VA, VC

WEEK 6 Unit 3 REVIEW OF CONTENTS AND MIDTERM EXAM	1.Functional: Talking about future actions and situations Stating conditions Formulating hypothesis 2.Grammatical: Future simple Conditions: <i>Si</i> + present, future simple <i>Seguramente, seguro, probablemente</i> + future simple <i>Cada vez más/ menos</i> Time expressions 3.Vocabulary: Challenges of the future Technology and Science 4.Culture: El punto verde en el año 3785	Vocabulary and grammatical exercises of the unit Texts: ¿En el futuro el mundo será mejor? p. 41. Oral: Debate: Employments of the future	IA, IB, IC IIA, IIB IIIA, IIIB IVA, IVB, VA
Week 7 Unit 5	1.Functional: Recommending and giving advice Giving instructions Describing an advertisement 2.Grammatical: Imperatives: morphology and usage Reflexive pronouns: Direct and Indirect Object 3.Vocabulary: Advertising: values, mediums, features and objectives Resources for advertisements description 4.Culture: Social Media and influencers El Ojo de Iberoamérica	Vocabulary and grammatical exercises of the unit Texts: Anuncios españoles memorables Influencers y publicidad p. 79 Composition 4: Una campaña publicitaria	IA, IB, IC IIA, IIB IIIA, IIIB IVA, IVB VA, VB, VC

WEEK 8 Unit 6	1.Functional: Expressing wishes, needs and complaints Giving solutions Writing a complaint letter 2.Grammatical: Present subjunctive <i>Querer, pedir, necesitar + infinitive/ que + subjunctive</i> <i>Deberían/ Habría que...</i> <i>Cuando+ subjunctive</i> 3.Vocabulary: Social issues Activism Administration 4.Culture: Native population Social concerns in Spain	Vocabulary and grammatical exercises of the unit Texts: Complaint letter p. 82 Oral: Present your organization Composition 5: Complaint letter	IA, IB, IC IIA, IIB IIIA, IIIB IVA, IVB VA, VB, VC
WEEK 9 Unit 9	1. Functional: Expressing interests and feelings Talking about relations Showing disagreement with different degrees of formality Softening disagreement Refuting 2.Grammatical: <i>Me fascina, me encanta, odio... + que+ subjunctive</i> <i>Me fascina, me encanta, odio...+ sustantive/ infinitive</i> 3.Vocabulary: Verbs to talk about interests, feelings and emotions Fixations Personality adjectives Disagreement 4.Culture: Gastronomy, bars and restaurants in Spain Football	Vocabulary and grammatical exercises of the unit Texts: Nuestras pequeñas manías p.124 Oral: Argument role play	IA, IB, IC, IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC

WEEK 10 Unit 10	1.Functional: Describing features Describing functioning Giving opinions about objects 2.Grammatical: Superlatives: <i>-ísimo/a/os/as</i> Exclamative sentences Relative sentences with preposition Indicative and Subjunctive in relative sentences 3.Vocabulary: Vocabulary to describe objects: shapes, materials... Assessing design 4.Culture: Spanish inventions	Vocabulary and grammatical exercises of the unit Oral: Field trip debate Composition 6: About the course field trip	IA, IB, IC IIA, IIB IIIA, IIIB IVA, IVB VA, VB, VC
WEEK 11 Unit 11 Oral presentations	1.Functional: Assessing situations and facts Giving opinions about actions and behaviors. 2.Grammatical: <i>Es injusto, una vergüenza</i> + infinitive/+ <i>que</i> + subjunctive <i>Está bien/ mal</i> + infinitive/ + <i>que</i> + subjunctive <i>Me parece bien/ mal</i> + infinitive/ + <i>que</i> + subjunctive <i>Esto/ Eso/ Lo + de (que)</i> sustantive/ verb Conditionals 3.Vocabulary: Actions for a better world Objects features and materials 4.Culture: Medellín Ciudad Verde Charities in Spain Madrid Es Moda	Vocabulary and grammatical exercises of the unit Texts: Slowfood p.152 Moda sostenible p.156 Oral: Group presentations	IA, IB, IC IIA IIIA, IIIB IIIA, IIIB IVA, IVB VA, VB, VC

Week 12 Unit 12 REVIEW OF CONTENTS AND FINAL EXAM	1.Functional: Making hypothesis and speculating Telling mysterious stories Expressing different degrees of certainty 2.Grammatical: Uses of future simple and future perfect Structures to make hypothesis in indicative and subjunctive 3.Vocabulary: Mysterious events Paranormal phenomena Psychology and Science Verbs <i>creer</i> and <i>creerse</i> Verbs <i>pensar</i> and <i>recorder</i> 4.Culture: Líneas de Nazca	Vocabulary and grammatical exercises of the unit Texts: Las líneas de Nazca p. 166 Oral: Una historia misteriosa	IA, IB, IC, IIA, IIB IIIA, IIIB IVA, IVB VA, VB, VC
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COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS:



VV.AA. (2021) [Aula Internacional Plus 3](#). Barcelona: Difusión

Please note, it is Aula Internacional Plus 3 (Not Aula 3), ours has a black & blue cover, and that it is the Plus edition.

RECOMMENDED READINGS:

- VV.AA. (2021) Gramática Básica del estudiante español. Nueva Edición Revisada. Barcelona: Difusión
- VV.AA. (2011) Cuadernos de gramática española, B1. Barcelona: Difusión.
- VV.AA. (2008) Competencia gramatical en uso, B1 Madrid: Edelsa.
- Cortes, M. (2003) Guía de usos y costumbres de España, Madrid: Edelsa.
- VV.AA. (2018) Cultura en el mundo Hispanohablante A2-B1. Madrid: EnClave ELE.
- Quesada, Sebastián (2018). España siglo XXI Nueva edición. Madrid: Edelsa
- VV.AA. (2019) El mundo en español B. Lecturas de cultura y civilización. Madrid: HablaconEñe

INSTRUCTOR BIOGRAPHY: