



SP353 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD III

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 promoted, on the other hand, activities that get the students to interact with their environment.

STUDENT PROFILE:

Students entering this level are able to meet the daily needs of living in a new culture. In this course, students will develop independence and autonomy so that they have sufficient tools at their disposal to solve these problems on their own. Students should receive correction and guidance from their teachers, their families, and others in the community who will assist them in their progress. They will also begin to recognize their own mistakes and those of their classmates. By the end of this course, students will begin to converse at a rate close to normal conversational speed. They will be creative, spontaneous and independent, as they will be able to solve problems, interpret texts, negotiate, express their opinions and tastes. Although students will still make mistakes, they will be better able to solve communication problems on their own. Students will understand a variety of colloquial expressions and slang, and will be able to understand a wide variety of native speakers from different backgrounds. At the end of this level, the student will be able to achieve the learning outcomes described below.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion or IES abroad *SP352 Spanish Language & Independent Abroad II* or equivalent, determined by placement test.

ADDITIONAL COST: None

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 conducted with an emphasis on the various written and oral comprehension. In addition, production skills will promote the development of the student's communicative competence at all levels. Students work in groups and pair work, they will be asked to prepare individual and group oral presentations, to work with intensive and extensive reading, listening activities, and to participate class discussions and forums in Moodle and audiovisual activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm exam - 20%
- Final Exam - 20%
- Oral Presentation - 20%
- Homework and written assignments - 20%
- Participation - 15%
- Activity outside the classroom - 5%

Key Dates:

Midterm Exam (Date & Time)

Final Exam (Date & Time)

Course Element:

- Midterm exam: On contents covered in class.
- Final Exam: On contents covered in class (specific contents tested in the midterm exam will not be included).
- Oral Presentation: This is teamwork. Students will choose a topic related to the Spanish culture taking advantage of the linguistic and cultural immersion. The instructor will schedule the presentation calendar.
- Homework and written assignments: All homework and written assignments required by the instructor must be handed in on time.
- Participation: Your participation involves a number of variables, including, but not limited to the following: Your use of Spanish in the classroom; your willingness to participate in all class activities; your cooperation during group- and pair-work; your respect and attitude toward your peers and toward your instructor.
- Activity outside the classroom: Students will have the opportunity to participate in several activities outside the classroom. Your instructor is allowed to plan an activity for the group if such activity is considered necessary. You can also take part in activities organized by IES. Preparation and further reflection on this event will be worked in the classroom.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve 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 discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to interpret 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 conform to socio-cultural norms in almost any transactional event.

II. LISTENING

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- A. Students will be able to understand most 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 native speakers from a variety of backgrounds and limited 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 wide range of 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, initiate, and respond actively in a wide variety of interactions.
- C. Students will be able to narrate sequences of events with some degree of accuracy.

IV. READING

- A. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
- B. Students will be able to read and understand academic texts with assistance.

V. WRITING

- A. Students will be able to meet their 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.
- C. Students will be able to edit their own and their peers' writing.

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	CONTENTS	ASSIGNMENTS	CORRESPONDING LEARNING OUTCOMES

Week 1	1.Functional: Introducing yourself and introduce someone else Propose and suggest an activity Accepting an invitation and giving an appointment Rejecting a proposal and refuse and appointment 2.Grammatical: Verbs like: <i>gustar, apetecer...</i> Talking about ability: <i>se me da bien, me cuesta...</i> Verbs like: <i>gustar, apetecer...</i> Talking about ability: <i>se me da bien, me cuesta...</i> 3.Vocabulary: <i>Quedar/ quedarse</i> <i>Quedar / encontrarse / reunirse</i> <i>Quedar con alguien, en + lugar, a la/s + hora, para + actividad</i> <i>Quedarse en + lugar</i> Vocabulary related to newspapers articles 4.Culture: Most representative newspapers in Spain	Oral: Introducing yourself to the classmate. Text Typology: Phone Conversation Newspaper article: Class presentation of the news item selected by each student. Write a dialogue with your classmate: You haven't seen each other for a long time, you meet in the street, make plans to see each other and make an appointment. (In class you act out the dialogue)	I.A II. B III. A IV. A V. B
Week 2	1.Functional: Advising someone to do something Advising someone not to do something Making a suggestion to someone Warning someone of something Requesting helps Encouraging someone to do something 2.Grammatical: Affirmative and negative Imperative Irregular verbs Imperative with pronouns direct and indirect object Pronouns review 3.Vocabulary: Public Transportation Tourism Vocabulary related newspaper articles 4.Culture: Travel in Spain Song: <i>Los Secretos, (La movida madrileña)</i>	Vocabulary and grammatical exercises of the unit Textual typology: Description of an itinerary Summary and personal opinion of a newspaper article Oral: Give advice on the problems posed by your classmates. Presentation and discussion of newspaper articles	I.A, B II.A, B III.A IV.A V.A, B

Week 3	1.Functional: Talking about the experiences in the past Locate something in the past Expressing the activity duration Narrating a personal story Narrating an anecdote 2.Grammatical: Using the past tenses: <i>pretérito indefinido, pretérito imperfecto, pretérito perfecto y pretérito pluscuamperfecto</i>. Contrast. Temporary Markers 3.Vocabulary: Vocabulary related to anecdotes. Lexicon related to moods in relation to experiences. Homograph words 4.Culture: Children's playgrounds	Vocabulary and grammar exercises of the unit. Narrative text Descriptive text Writing a short story about an important personal event in the past. Exposition and discussion of newspaper articles	I.A II.A, B III.B, C IV.A V.B, C
Week 4	1.Functional: Talking about past events and the time for a change. Relating an event before another event. Expressing likes and feelings from the past and referring to impressions 2.Grammatical: Correction exercises: (Past tenses. Contrast) Links: <i>pues resulta que, entonces, de repente, al final, total que...</i> Change Markers: <i>fue en X cuando, a partir de entonces, al encontrarse</i> 3.Vocabulary: Adjectives to describe a story. 4.Culture: Spanish in the world Variants of Spanish	Vocabulary and grammar exercises of the unit. Composition: Past tense Exposition and discussion of newspaper articles	I.C, D II.A, B III.C IV.A, B V.B, C

Week 5	1.Functional: Expressing plans and intentions Expressing agreement and disagreement Asking confirmation Asking and answering about knowledge of something Expressing obligation and need 2.Grammatical: Subjunctive with verbs to express emotion and assessing verbs: <i>me da pena, me da rabia, me molesta, me encanta...</i> Subjunctive with perception verbs: (Oír, ver, darse cuenta de...) 3.Vocabulary: Physical appearance Character and conduct Personal qualities Organizing discourse markers: <i>respecto a, mejor dicho...</i> Culture: Social network platforms: attitudes and behaviors of society in the face of problems.	Unit vocabulary and grammar exercises Reading comprehension of the unit: <i>Denominación de origen.</i> Exposition and discussion of newspaper articles. Written assignment.	I. A, B II. A III. A, B IV. A, B V. A, B
Week 6	1.Functional: Expressing certainty Assessing situations Expressing approval and disapproval or rejection Saying that you disagree with someone Expressing an opinion 2.Grammatical: Subjunctive with verbs to express certainty and to asses opinion: <i>creo que, es un hecho que, está bien que, es bueno que...</i> Subjuntivo with expressions indicating valuation to refer to an event that has happened or has not happened yet: (Me parece bien que permitan...) (Me parece bien que hayan permitido/permitieran...) 3.Vocabulary: Political parties, associations, trade unions, NGOs 4.Culture: NGOs. 150th anniversary of the Spanish Red Cross MIDTERM EXAM	Vocabulary and grammar exercises of the unit. Unit reading: <i>Vivir fuera de tu país.</i> Exercises to review the contents of the midterm exam	I. A, B. II. A, B. III. A, B. IV. A, B. V. A, B.

Week 7	1.Functional: Expressing wishes relating to the present or future. Hypotheses. Referring to an event or situation with different degrees of security. Making assumptions about something that is happening or has happened in the past. 2.Grammatical: Expressing desires: <i>Ojalá, que lo pases bien, que tengas suerte ...</i> Markers hypotheses: Indicative and Subjunctive (<i>quizá, a lo mejor, puede que, seguramente, probablemente...</i>) Future and conditional to express hypotheses. Futuro perfecto: express future with respect to value before further action futura (<i>Cuando lleguemos ya se habrá ido</i>) 3.Vocabulary: Lexicon related to paranormal occurrences and dreams 4.Culture: Spanish Movie	Unit exercises and vocabulary Watching a Spanish movie Writing a composition about the movie	I.A, C II.A, B III.A, C IV.A V.B, C
Week 8	1.Functional: Describing, locating and giving characteristics of a place. Locating events Describing people, places and objects. Expressing the requirements to be met by a person, place or object. 2.Grammatical: Contrast between <i>Ser</i> and <i>Estar</i> <i>Ser</i> and <i>Estar</i> + adjective Relative Sentences: Indicative and Subjunctive. 3.Vocabulary: Related to the description of places, people and objects. Character and personality adjectives 4.Culture: Alternative vacations. Spanish and Latin American cities declared World Heritage Sites by UNESCO.	Describe a person who is important to you (physical and character description) Class presentation of one of the UNESCO World Heritage Cities. http://cvc.cervantes.es/artes/ciudades_patrimonio/	I. A, B II. A III. B, C IV. A V. A, B

Week 9	1.Functional: Expressing conditions with varying degrees of probability. Expressing unreal conditions Expressing hypotheses about the future <i>(Si me encontrara mal, iría al médico)</i> Expressing impossible desires Envisaging a possible or unlikely situation <i>(tendríamos que llevar paraguas por si llueve/lloviera)</i> 2.Grammatical: Time Clauses: <i>antes/después de (que), cuando, en cuanto, apenas, siempre que...</i> Delimitation: <i>hasta que</i> + Subj <i>Hasta hace</i> + temporary complement Conditional Clauses: <i>si</i> + imperfect subjunctive, conditional; <i>si</i> +past subjunctive, conditional perfect Negative marker condition: <i>salvo si, a no ser que...</i> <i>Por si</i> (Causal value) 3.Vocabulary: Lexicon related to education. Colloquial expressions related to studies 4.Culture: Symbols associated with university life. The educational system in Spain	Unit exercises and vocabulary. ORAL: The Educational System in the United States. Presentation and discussion of newspaper articles related to the University in Spain. Written Assignment	I.A, B II.A III.A, B, C IV.A V.B
Week 10	1.Functional: Expressing purpose. Making proposals and suggestions. Expressing cause and justify or making an excuse. 2.Grammatical: Purpose Clauses: <i>para (que), a (que), a fin de que...</i> Cause Clauses: <i>porque, no es porque</i> + subj, <i>es que, debido a, ya que, puesto que...</i> POR and PARA 3.Vocabulary: Related to music. Colloquial expressions. 4.Culture: Music in Spain and Latin music The origin of the ñ	Vocabulary and grammar exercises of the unit. Written assignment: What is music for you?	I. B, C II. A III. A, B IV. A, B V. A, B

Week 11	1.Functional: Expressing objections. Introducing a strong argument. Expressing contrast. Expressing an event as something involuntary or accidental. 2.Grammatical: Clauses of Contrast (<i>aunque, a pesar de que, por muy/ mucho que</i> + Subj) Se: semantic differentiator with verbs expressing movement (<i>Me voy/ voy</i>) Impersonal (<i>Se dice...</i>) Pasiva refleja (<i>Se venden pisos</i>) Se, me, te ...: moderate responsibility (<i>Se me perdió tu dinero</i>) 3.Vocabulary: Related to travel and leisure time Culture: Oral presentations.	Oral Presentations Discussion at the end of each presentation Review and preparation for the Final Exam	I. A, B, D II. A III. A, B, C. IV. A V.A
Week 12	FINAL EXAM	Review and doubts resolution. Preparation for the final exam.	I. B II. B III. C IV. C V. C

COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:

- VV.AA. Nuevo Prisma Nivel B1, Madrid, 2015, Edinumen.
- All materials that will be provided by the teacher and that will complete the contents of the course

RECOMMENDED READINGS:

- VV. AA (2011) *Gramática Básica del estudiante de español*. Difusión, Barcelona.
- Medina Montero C. (2001) *Sin duda. Usos del español Teoría y práctica comunicativa*. SGEL. Madrid
- Cortes, Maximiano (2003), *Guía de usos y costumbres de España*. Edelsa, Madrid
- Garnacho, P. y Martín L. (2014) *Diccionario de dudas del estudiante de español como lengua extranjera*. Madrid: SGEL
- Bueso, I. y Casamián, P. (2010) *Diferencias de usos gramaticales entre el español y el inglés*. Madrid: Edinumen

INSTRUCTOR BIOGRAPHY: