



SP403 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT 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 objective to this course is that the student, as a social agent, will be able to carry out activities and tasks that will involve the interpretation of texts related to all of the social life areas –personal, public, educative and professional- and will mean the development of a high level of communicative competence. This level of communication will allow the student differentiate diverse language uses and select the appropriate one for each situation according to the context, the speaker's intention and the characteristics of the interlocutors.

STUDENT PROFILE:

This course builds upon the skills introduced in Emerging Competent Abroad II. Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication, as well as selected outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic advisor on course selection.

By the end of this course, students will have started to acquire the subtlety of expressions and control complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations.

Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. They lack some of the depth of understanding and sophistication of those who have spent more time living and working in the local context.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad *SP 401 Spanish Language in Context. Emerging Competent Abroad I* or equivalent, determined by placement test.

ADDITIONAL COST: None



METHOD OF PRESENTATION:

- Readings: By reading authentic texts of different genres, it is intended to go in depth in the written comprehension: interpreting the explicit and implicit meaning, recognizing grammatical and discursive formulas, analyze the vocabulary in context and, finally, provoke a debate about a current affair.
- Vocabulary: Work the vocabulary from different perspectives: context, proportional series, groups, collocations, synonyms, dictionary, games...uses and connotations of the lexical units.
- Grammar: Review of the structures depending on the personal and group needs, Incorporation of new and more complex structures. Describe and practice the grammatical uses.
- Writings: Produce clear and well-structured texts, guided or free, about topics related to the Spanish reality. Practice structures and vocabulary in context using different forms of cohesion. Use diverse genres of written transmission.
- Debates: Individual moderation of the debate based on an article previously selected by the moderator. Give information that the moderator considers interesting for the understanding of the theoretical frame. Practice the written comprehension (grammar, vocabulary, and phraseology in context). Participation is mandatory for the whole group.
- Oral presentation: Research, reflect and present sociocultural referents.
- Activities outside the classroom: Integration of the language and cultural aspects while behaviors are observed. Interaction with Spanish people and foreigners is expected. The activities will involve a previous and after activities in order to gain a deeper and wider sociocultural knowledge.
- Moodle: Participate in forums about the cultural topics worked in class and share personal experiences.

REQUIRED WORK AND FORM OF ASSESSMENT:

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

Key Dates

Midterm Exam
Final Exam

Course Element

- Midterm exam: On contents covered in class.
- Final Exam: On contents covered in class along the semester (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.

- Activities 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.
- Participation: Participation involves a number of variables, including, but not limited to the following: Use of Spanish in the classroom; willingness to participate in all class activities; cooperation during group- and pair- work; respect and attitude toward your peers and toward the instructor.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the 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 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

- A. Students will be able to describe and analyze 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 analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing them with the host cultures.
- C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
- D. Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. Listening

- A. Students will be able to identify a wide range of social and cultural dialects of the spoken language.
- B. Students will be able to understand most native speakers and non-native experts and comprehend a wide array of moderately complex interactions.
- C. Students will be able to understand different levels of formality. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.

III. Speaking

- A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B. Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
- C. Students will talk about abstract topics, but only if they are topics previously studied or which they are personally familiar.
- D. Students will be able to understand different levels of formality.



IV. Reading

- A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
- B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with limited assistance.
- C. Students will take responsibility for the selection of their reading materials based on their own interests.

V. Writing

- A. Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
- B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with limited assistance.
- B. Students will be able to use a variety of formal written styles with accuracy.

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
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		Course and objectives presentation.	
Week 1	1.Functional:		I-A,B
	Talking about character and personal relations.	Oral and written activities to work and extend grammar and vocabulary.	II – A,B,C
	Talking about likes, preferences and aversion.		III- B
Unit 1	Talking about values in the current society.	Debate	IV-A,B
	2. Grammatical:		V – A,C
	Prepositional verbs.		
	Superlative adjectives and adverbs with <i>–mente</i> .		
	3. Vocabulary:	Composition 1: Someone you admire.	
	Personality adjectives		
	Talking about likes, preferences and aversion.		
	4. Culture:		
	National Geographic article.		

Week 2	1.Functional:	Watching a documentary.	
	Talking about different places in the world.		I-A,B,C
	Ask for and give confirmation.	Oral and written activities to work and extend grammar and vocabulary.	II- A, B
	Expressing preferences.		III-A,B
	Giving recommendations.		IV-A,B
	Talking about personal changes.		V-A,B,C
Unit 2	2. Grammatical:	Reading a newspaper article.	
	Verbal periphrases.		
	Verbs expressing change		
	3. Vocabulary:		
	Vocabulary about geography and climate.	Composition 2: A trip	
	Vocabulary to describe places.		
	Tourism.		
	4. Culture:		
	Massive tourism in Spain		
	Life changing trips.		

Week 3	1.Functional:	Oral and written activities to work and extend grammar and vocabulary.	I- A,B,C,D
	Talking about the gastronomic culture.		
Unit 4	Presenting a valuating a course.	Reading an article about cuisine tv shows.	II-B
	2. Grammatical:		III-A,B,C
	Comparative structures.	Composition 3:	IV-B,C
	Derivative and compound words.		V-A,B,C
	Interest dative.		
	3. Vocabulary:	Writing a web page entry.	
	Food idioms.		
	Food and senses.		
	4.Culture:		
	Traditional vs. design cuisine		
	TV shows and Spanish chefs		

Week 4	1.Functional: Describing job positions and recruiting processes. Expressing agreement and disagreement. Talking about employee strenghts 2.Grammatical: Relative clauses. Linking words. 3.Vocabulary: Job idioms. Work conditions vocabulary. 4.Culture: CVs and interviews. Work-life balance in Spain.	Oral and written activities to work and extend grammar and vocabulary. Reading and analysing a newspaper article. Composition 4: Report about work situation.	I-A,B II-A,B,C III-A,C,D IV-A,B, C V-A,B
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Week 5	1.Functional: Inviting, making proposals, accepting and rejecting. Valuing art. 2.Grammatical: Expressing purpose. 3.Vocabulary: Vocabulary about: leisure: fashion, literature, theater and cinema. 4.Culture: Spanish cinema.	Watching a film in Spanish, previous and after work. Composition 5: About the film.	I-A,B II-A III-A,D IV-A,B V-A,B,C
Unit 2			
Week 6	1.Functional: Talking about environmental problems. Animal description. Function review. 2. Grammatical: Expressing feelings. Grammar review. 3. Vocabulary: Fauna and ecology. Animal idioms. Vocabulary review. 4. Culture: Culture review.	Midterm review	I-A,B II-A III-A,C,D IV-A,B V-A
Unit 5			
MIDTERM EXAM			

	1.Functional: Talking about education styles. Expressing preferences. Talking about extraordinary talents. Talking about how the brain works. 2.Grammatical: Conditional sentences. Consecutive sentences. 3.Vocabulary: Education. 4.Culture: Alternative teaching. Spanish educational system.	Activity: Debate in Moodle forum.	I-A,B II-A,B III-A,C,D IV-A,B V-A
Week 7			
Unit 6			

Week 8	1.Functional: Talking about how to improve the urban landscape. Looking for solutions for housing problems. Expressing relief, hope and resignation.	Composition 6: Your dream house	I-A,B,D
Unit 7	2.Grammatical: Temporary sentences. Adjective position. 3.Vocabulary: Materials and decoration. Housing breakdowns. 4.Culture: Architects and designers.		II-A,B,C III-A,C,D IV-A,B, C V-A

	1.Functional:	Composition 7: Complaint letters	
Week 9	Describing a sport.		
	Greeting and saying good by informally.		I-A,B,D
	Offering help.		II-A,B,C
	Encouraging and giving comfort.		III-A,C,D
Unit 9	Giving opinions.		
	Talking about esthetical preferences.		
	2.Grammatical:		IV-A,B, C
	Opinion verbs.		V-A,B,C
	Temporal concordance in opinion verbs.		
	Concessive sentences I		
	3.Vocabulary:		
	Sports		
	Esthetics		
	Health		
	4.Culture:		
	Spanish Health system		

	1.Functional:		
Week 10	Negotiating		
	Strategies for initiating, maintaining and concluding a conversation.		I-A,B
	Playing down an argument.		II-A,B,C
Unit 10	2.Grammatical:	Previous and after work about the outside the classroom activity.	III-A,C,D
	Transition words.		
	Concessive sentences II.	Composition 8: About the activity outside the classroom.	IV-A,B
	Relative clause <i>cuyo/a (s)</i>		V-A,B,C
	3.Vocabulary:		
	Economy, marketing and business.		
	4.Culture:		
	Business TV shows.		

Week 11	1.Functional:	Activity: Debate on Moodle.	
	Expressing objections.		
	Expressing surprise and strangeness.		
	Expressing probability or lack of certitude.		
Unit 12	Presenting a counter-argument.		
	2.Grammatical:		I-A,B
	Future perfect.		II-A,B,C
	Article presence and absence.		III-A,C,D
	Place sentences.		
	Hesitation and probability clauses.		
	3.Vocabulary:		IV-A,B
	New technologies		V-A,B,C
	4.Culture:		
	Internet language.		

Week 12 Oral presentations and exam review	1.Functional: Structure review. 2. Grammatical: Structure review. 3. Vocabulary: Phraseology and vocabulary review. 4. Culture: Culture review.	Oral presentations: Presentations. Written conclusions Discussing the cultural topics (class and forum) Content review.	I-A,B,C,D II-B III-A,C,B IV-B,C V-A,B,C
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COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:

Vitamina C1. CURSO DE ESPAÑOL DE NIVEL SUPERIOR. Editorial SGEL, 2016

ISBN: 978-84-9778-904-2

Vitamina C1. CUADERNO DE EJERCICIOS. Editorial SGEL, 2018

ISBN: 978-84-9778-602-7

RECOMMENDED READINGS:

- De Prada, M, Salazar D y Melero, C. (2012) Uso interactivo del vocabulario y sus combinaciones más frecuentes, B2-C2 Madrid: Edelsa 2012.
- VV.AA. (2017) C de C1. Barcelona: Difusión
- 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
- López Moreno, C. (2014) España contemporánea: Nueva Edición. Madrid: SGEL
- Cortes, M. (2003) Guía de usos y costumbres de España, Madrid: Edelsa.
- Isa de los Santos, D. (2012) España, ayer y hoy. Madrid: Edinumen
- Fernández Agüero, M. (2007) Español para hablantes de inglés. Madrid: SGEL.
- Cascón, E. (2006) Mil preguntas y respuestas de la lengua española. Madrid: Edinumen
- Olimpio, M.E., Penadés, I. y Ruiz Martínez, A.M. (2006) Ni da igual, ni da lo mismo. Madrid: Edinumen
- Sánchez Lobato, J. y Acquaroni Muñoz, R. (2013) Vocabulario ELE B2. Madrid: SGEL
- Álvarez, M. y Álvarez Martínez M.A. (2012) Escritura, nivel avanzado. B2. AnayaELE En. Madrid: Anaya
- Cáceres Lorenzo, M.T. y Díaz Peralta, M. (2014) Ortografía. AnayaELE En. Madrid: Anaya.

INSTRUCTOR BIOGRAPHY: