



## SP410 SPANISH LANGUAGE IN CONTEXT: SPANISH FOR HERITAGE SPEAKERS

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 student, as a social agent, is expected to be able to complete activities and tasks that entail interpreting texts that are related to the fields in which they organize their social lives (personal, public, educational, professional) and that require the development of a high level of communicative competency. This level of communication allows the student to differentiate between linguistic uses and to select the most appropriate one in each situation according to context, the speaker's intention, and the characteristics of the speakers.

**CREDITS:** 4

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:** Spanish

**INSTRUCTOR:**

**PREREQUISITES:** Completion IES Abroad *SP351 Spanish Language & Independent Abroad I* 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 defined units with functional, grammatical, lexical, and cultural outcomes. The learning process will be presented with an emphasis on both written and oral comprehension. Likewise, production skills will promote the development of students' communicative competence at all levels. Daily pair and group discussion will provide students with the skills for oral presentations based on intensive and extensive reading. Students will work with different types of authentic materials (newspapers, documentaries, films, poems, short stories, forums in Moodle) in order to enhance a real intercultural experience.

**Readings:** Through in depth study of authentic texts from different genres, students will be expected to interpret the explicit and implicit meanings of a text, recognize grammatical and discursive structures, analyze vocabulary and context, and engage in discussions or debates about current topics.

**Compositions, blogs, forums:** Producing clear and well structured texts about topics related to the Spanish reality. Practice with structures and vocabulary in context. Use of different forms of cohesion. Use of different genres of written communication.

**Debates, colloquia:** Moderating a debate/colloquium based on a previously selected article by the moderator. Group participation (required). Practice with written comprehension (grammar, functions, lexicon, and contextual phrases).

**Oral presentation:** This is teamwork and individual work. During the first half of the semester, students, in groups, will choose a topic of their interest related to Hispanic culture. The instructor will schedule the presentations. During the second part of the semester, the presentation will be individual and each student will focus on their studies area. As a result, they will be given the tools to develop themselves properly in their own field. These two presentations will be a part of the oral evaluation of the student.

**Out of classroom activities:** Integration of linguistic and cultural aspects while observing and analyzing behavior, especially interaction between the Spanish and foreigners. Pre- and post-activities to enhance the students' social cultural awareness.

**Moodle:** Comment on the forums regarding cultural topics covered in class.



## REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm exam - 20%
- Final Exam - 20%
- Oral Presentation - 20%
- Debate/Colloquium - 10%
- Homework, written assignments and participation - 25%
- Activities outside the classroom - 5%

## Key Dates

Midterm Exam:

Final Exam:

## 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 and individual work. During the first half of the semester, students, in groups, will choose a topic of their interest related to Hispanic culture. The instructor will schedule the presentations. During the second part of the semester, the presentation will be individual and each student will focus on their studies area. As a result, they will be given the tools to develop themselves properly in their own field. Students must inform the instructor about the difficulties found during the process and must handle a dossier with the documents used. Power Point will be the tool used.
- Debate/Colloquium: Each student should select articles and videos to be read or watched by the rest of the class. The debate will be part of the oral evaluation of the student. He/she will explain the unknown words/expressions in context and debate on the chosen topic.
- Homework, written assignments and participation: All homework and written assignments required by the instructor must be handed in on time. Students will write a composition of a determined length about the topic given by the instructor and will use the contents studied in class. Your participation grade depends on 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.
- 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.

## 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 culture.
- 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.

## **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.
- C. 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          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assignments                                                                                                                                                                                                                | Corresponding Learning Outcome(s) |
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| <b>Week 1</b> | <p>Presentation of the course.</p> <p>Spelling: the Spanish system of graphic accentuation.</p> <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>- Present counterarguments and clarify points</li> <li>- Express complete and partial agreement</li> <li>- Describe linguistic phenomena and discuss their evolution.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Counterargumentative markers.</li> <li>- Resources for arguing.</li> </ul> <p>Resources for expressing agreement.</p> <ul style="list-style-type: none"> <li>- Markers for settling an argument.</li> <li>- Verbal periphrases: ir/venir + gerund</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary for talking about trends.</li> <li>- Creation of neologisms.</li> <li>- Colloquial expressions.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Languages: Transformation in language.</li> </ul> | <p>Colloquium: Young people impoverish or enrich language. Who are the culprits or responsible?</p> <p><a href="https://www.youtube.com/watch?v=3UprXifok">https://www.youtube.com/watch?v=3UprXifok</a></p>               | I.A, II.A, III.A IV.C, V.A        |
| <b>Week 2</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>- Discuss music and sounds.</li> <li>- Discuss memories and transformative experiences.</li> <li>- Show preference.</li> </ul> <p><b>2. Grammatical:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Written assignment:</p> <ul style="list-style-type: none"> <li>- Write a review of a concert you have been to.</li> <li>- Write a short biography of your favorite singer and present it to your classmates.</li> </ul> | I.C, II.B, III.C IV.B, V.B        |

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|               | <ul style="list-style-type: none"> <li>- Past tenses: Uses of the present perfect, simple past, imperfect, and pluperfect indicative to speak in the past.</li> <li>- Features of formal and informal registers.</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Music: Expressing feelings and emotions.</li> <li>- Verbs of emotion and feeling.</li> <li>- Verbs of movement with metaphorical meaning.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Spain and Latin America: Music</li> </ul>                                                                                                                                                                   |                                                                                            |                            |
| <b>Week 3</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>- Discussing stages of life.</li> <li>- Reflections on the concept of time.</li> <li>- Discussing time management.</li> <li>- Giving advice.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Past tense.</li> <li>- Imperative and conditional for giving advice.</li> <li>- Temporal clauses.</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary for talking about time.</li> <li>- Adjectives with the suffixes –ble, -dero/a, -dizo/a...</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Stages in a person's life.</li> <li>- Chronemics.</li> </ul> | Literary text: Continue a fragment from <i>La casa de Mango Street</i> by Sandra Cisneros. | I.B, II.A, III.C IV.C, V.B |
| <b>Week 4</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>- Understanding and writing a recipe.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Discussion: Come up with a gastronomic experience.                                         | I.C, II.C, III.C IV.B, V.B |

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|               | <ul style="list-style-type: none"> <li>- Talking about food or dishes: description, history.</li> <li>- Assessing the quality of something.</li> <li>- Toning down criticism.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Adjective clauses.</li> <li>- Present subjunctive.</li> <li>- Imperfect subjunctive.</li> <li>- Conditional clauses: in case (perhaps), provided that, as long as, as long as, on condition that, unless, except if, unless, unless.</li> <li>- Imperative.</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Food: Recipes. Seasonings. Ingredients and measurements. Utensils and containers.</li> <li>- The names of some foods in different varieties of Spanish</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Eating habits and food preparation in Spain and Latin America.</li> </ul> | <p>Written assignment: What is your favorite food? Do you remember a dish that you loved when you were a child? Who made it for you?</p> |                            |
| <b>Week 5</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>- Read and write sports news.</li> <li>- Express joy and satisfaction.</li> <li>- Express sadness and grief.</li> <li>- Propose and suggest</li> <li>- Request confirmation of a previous proposal</li> <li>- Accept a proposal, offer or invitation.</li> <li>- Decline a proposal, offer, or invitation</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Substantive sentences.</li> <li>- Past perfect subjunctive.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Debate: Competitive spirit, for or against?</p> <p>Position yourself for and against. Present a counterargument.</p>                  | I.B, II.B, III.C IV.B, V.C |

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|                                                 | <ul style="list-style-type: none"> <li>- Imperfect past tense of subjunctive.</li> <li>- Simple conditional</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Free time: Games. Tourist activities in theme parks. The world of sport.</li> </ul> <p>Colloquial expressions.</p> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Favorite activities during the weekend in Spain and Latin America.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                            |                                    |
| <p><b>Week 6</b></p> <p><b>MIDTERM EXAM</b></p> | <p><b>1.Functional:</b></p> <ul style="list-style-type: none"> <li>-Review of previous weeks' content:</li> <li>-Asking about tastes and interests.</li> <li>-Expressing tastes and interests.</li> <li>-Asking about preferences.</li> <li>-Expressing preferences.</li> <li>-Expressing indifference or lack of preference.</li> <li>-Expressing simultaneity.</li> <li>-Expressing progressive actions.</li> </ul> <p><b>2. Grammatical:</b></p> <p>(Review of contents)</p> <ul style="list-style-type: none"> <li>- Present subjunctive.</li> <li>- Imperfect subjunctive.</li> <li>- Simple future.</li> <li>- Noun clauses.</li> <li>- Time clauses (simultaneity): while, meanwhile, in the meantime, at the same time as, while. as, as, according to..</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Review of previous units.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>-Review of previous units.</li> </ul> | <p>Finish and review the contents of the midterm exam.</p> | <p>I.C, II.B, III.C, IV.B, V.D</p> |

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| <b>Week 7</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>-Talk and write about medical articles.</li> <li>-Express simultaneity.</li> <li>-Express precedence regarding a future action.</li> <li>-Express advice.</li> <li>-Express obligation and need.</li> <li>-Express lack of obligation or necessity.</li> <li>-Express purpose.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Simple future.</li> <li>-Perfect future.</li> <li>-Present subjunctive.</li> <li>-Imperfect past tense of subjunctive.</li> <li>-Imperative.</li> <li>-Simple conditional.</li> <li>-Sentences with "if".</li> <li>-Final prayers: for that, for the purpose that, <i>with the idea that, on the occasion that, in order that...</i></li> <li>-Prepositions: <i>after, towards, by, for, according to, against, between.</i></li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Health. Specialties and specialists.</li> <li>-Organs and parts of the body.</li> <li>-Diseases. Medical advances.</li> <li>-Hygiene. Aesthetics.</li> <li>-Colloquial expressions.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- The healthcare system in Spain.</li> </ul> | <p>Reading:</p> <p><a href="https://www.nationalgeographic.com.es/ciencia/estos-son-increibles-beneficios-rita-para-tu-salud_19866">https://www.nationalgeographic.com.es/ciencia/estos-son-increibles-beneficios-rita-para-tu-salud_19866</a></p> | I.D, II.B, III.C IV.B, V.A  |
| <b>Week 8</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>-Mediate conflicts related to communication.</li> <li>- Reflect on misunderstandings.</li> <li>- Talk about humor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Forum on cultural misunderstandings.                                                                                                                                                                                                               | I.C, II.B, III. D IV.B, V.C |

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|               | <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- The <i>voseo</i></li> <li>- Causal and conditional sentences with <i>como</i>.</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Humor and laughter.</li> <li>- Expressions related to the act of speaking.</li> <li>- Onomatopoeia.</li> <li>- The verb <i>quedar</i>.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Cultural misunderstandings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |                                     |                            |
| <b>Week 9</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>-Talking and reading about a painting, sculpture, or photograph.</li> <li>-Reflecting on the function and purpose of art.</li> <li>-Expressing tastes and interests.</li> <li>-Formulating hypotheses.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Simple conditional.</li> <li>- Compound conditional.</li> <li>- Imperfect subjunctive.</li> <li>- Pluperfect subjunctive.</li> <li>- Time clauses: before, after, as soon as, at the moment when, as soon as, barely, once (that), nothing else, until.</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Artistic vocabulary. Colors and their meanings.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>-Art in Spain and Latin America.</li> </ul> | Debate: Graffiti, vandalism or art? | I.C, II.B, III.C IV.C, V.D |

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| <b>Week 10</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>-Talk about identity.</li> <li>-Talk about changes.</li> <li>-Talk about rules.</li> <li>-Express conditions.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>-Comparison with more/less...more/less..., more than, before, while.</li> <li>Conditional sentences: in case, unless, as long as...</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-The transformation of neighborhoods and cities.</li> <li>-Housing.</li> <li>-Laws and regulations.</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>-Housing in Spain and Latin America</li> </ul> | <p>Reading and composition:</p> <p><a href="https://www.eldiario.es/comunitat-valenciana/territori-critic/viviendas-barrios-vidas-cotidianas_132_11308247.html">https://www.eldiario.es/comunitat-valenciana/territori-critic/viviendas-barrios-vidas-cotidianas_132_11308247.html</a></p> | <p>I.B, II.B, III.B IV.C, V.D</p> |
| <b>Week 11</b> | <p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>- Features of spontaneous oral discourse.</li> <li>- Expressing desires.</li> <li>- Talking about discomfort: its causes and solutions.</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>- Concessive clauses: although, despite (that, as much as if... as if..., for more, for much/little, for many, for few, and even though...</li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Health</li> <li>-Living conditions</li> <li>-Relational adjectives</li> <li>-Adverbs ending in –mente.</li> <li>-The verb <i>reconocer</i>.</li> </ul>                                       | <p>Present a wellness plan for our city or neighborhood.</p> <p>Movie: pre and post activities</p>                                                                                                                                                                                         | <p>I.B, II.B, III.B IV.C, V.D</p> |

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|                | <b>4. Culture:</b><br><br>-Citizenship and environmental awareness in Spain and Latin America. |                                                                                    |                                                                 |
| <b>Week 12</b> | Oral presentations<br><br>Final exam review<br><br><b>FINAL EXAM</b>                           | Questions at the end of each presentation.<br><br>Review of the final exam content | I. A, B, D<br>II. A,B<br>III. A, B, C.<br>IV. A,B,C<br>V.A, B,C |

#### COURSE-RELATED TRIPS:

- To be organized during the semester

#### REQUIRED READINGS:

- López, López, Silvia y otros. *Aula C1*. Barcelona. Difusión. 2023.

#### RECOMMENDED READINGS:

- Pascual, D y Cabo, J. *Aproximaciones al estudio del español como lengua de herencia*. Nueva York. Routledge. 2022
- Potowsky, K. *Gramática española. Variación social*. Nueva York. Routledge. 2019
- Duque, E y otros. *Palabras claves para organizar textos en español. Recursos pragmáticos y discursivos*. Nueva York. Routledge. 2019
- Cerrolaza, O. y Sacristán, E. *Diccionario práctico de gramática. Uso correcto del español*. Madrid. Edelsa. 2005.
- Corripio, Fernando. *Diccionario de sinónimos y antónimos de la lengua española*. Madrid. Larousse. 2005.
- DICCIONARIO DE LA LENGUA ESPAÑOLA (Vigésima segunda edición) <http://lema.rae.es/drae/>
- DICCIONARIO DE COLOCACIONES DEL ESPAÑOL (DiCE), <http://dicesp.com/paginas>
- DICCIONARIO DE SINÓNIMOS Y ANTÓNIMOS. Espasa Calpe. 2005.
- <http://www.wordreference.com/sinonimos/>
- DICCIONARIO PANHISPÁNICO DE DUDAS (Primera edición, octubre 2005) <http://lema.rae.es/dpd/>
- INSTITUTO CERVANTES, *Plan Curricular del Instituto Cervantes. Niveles de referencia para el español B2 y C1*. Madrid. Edelsa. 2007
- Lorenzo, Emilio. *Los anglicismos del español*. Madrid. Gredos. 1996.
- Romero, Dueñas C. y González Hermoso A. *Gramática del español lengua extranjera. Normas y recursos para la comunicación*. Madrid. Edelsa. 2011.
- Seco, Manuel. *Diccionario de dudas*. Madrid. Espasa Calpe. 2010.
- REAL ACADEMIA ESPAÑOLA. *Diccionario de la lengua española*. Madrid. Espasa Calpe. 2001 [www.buscon.rae.es/](http://www.buscon.rae.es/)
- REAL ACADEMIA ESPAÑOLA. *Diccionario panhispánico de dudas*. Madrid. Espasa Calpe. 2005.
- REAL ACADEMIA ESPAÑOLA. *Ortografía de la lengua española*. Madrid. Espasa Calpe. 2022.



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