



SP 121 SPANISH FOR PROFESSIONS: NOVICE ABROAD I

IES Abroad Barcelona

DESCRIPTION:

By the end of the course, students will develop an elementary foundation in five key skills: intercultural communication, reading, writing, listening, and speaking. These skills will be applied to accomplish various basic needs within business contexts as outlined in the learning outcomes below.

Specifically, students will be able to describe people, companies, job roles, and workplaces; discuss preferences related to work and business events; and talk about daily routines, professional experiences, and future aspirations. Additionally, students will learn to express opinions, give recommendations, and recognize a wide range of common business interactions.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is that study abroad is most beneficial for developing abilities related to social and professional interaction. Students who go abroad can learn to perform various speech acts, such as requesting information, apologizing, or offering compliments in a business setting, and they may also learn to interpret situations requiring these speech acts in ways that local professionals 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).

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish will be used in all instances, with emergency use of English for disambiguation.

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: Spanish Language Textbook + digital license

METHOD OF PRESENTATION:

The course contents will be delivered by applying a communicative student-centered methodology. The first approximation to the contents will be through texts (written and oral).

- Students will be required to work on written and oral assignments such as compositions, oral presentations, videos, interviews, group discussions, role-play activities, etc., which will provide students with the opportunity to put new vocabulary, grammar, and cultural contents into practice.
- The city of Barcelona and its people are the perfect scenario for practicing the target language and learning about the ways people live. To that aim, students will be encouraged to analyze the new cultural context and share their observations in class discussions and assignments.
- Information and communication technology will be very present in the learning process. Some assignments will involve interacting on social media. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.
- In addition, daily homework will be assigned so that the students can systematize, practice, and clarify doubts about the course material.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation: 10%;
- Quizzes: 10%;
- Oral production: 10%;
- Written production: 10%;
- Learning in context: Course-related Trips + written tasks: 15%
- Learning in context: Course-related Trips + oral tasks: 15%
- Midterm: 15%;
- Final Exam: 15%

The evaluation criteria will be explained to students at the beginning of the course. Feedback will be provided by the instructor (rubrics, check-lists, oral and written feedback) and fellow students (peer evaluation) to help them achieve the learning outcomes.

Learning in Context

Students will undertake assignments and projects outside the classroom, which will be monitored, guided, and assessed by the instructor. This component may include course-related trips, as well as a variety of cultural quizzes, written or oral assignments to ensure a comprehensive experiential learning experience. All of them will be linked to cultural and linguistic components designed for this level.

Course-related Trips

Students will engage in extracurricular activities that involve interaction with native Spanish speakers. The primary learning objective of these activities is to facilitate authentic language practice and application in real-world settings. Additionally, these experiences aim to immerse students in local traditions and cultural festivities, thereby deepening their understanding of the local culture. Each field trip will be accompanied by specific tasks that will be incorporated into the overall assessment.

Midterm & Final exams

The midterm and the final have the same structure. As in class we ask the students to use different skills, we want to assess them in all those skills too. So each exam will consist in: 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing 5. Intercultural communication.

Quizzes

Quizzes will help the student to guide their learning progress. They include a variety of questions and exercises to test the student skills in different areas of their language competency. Between 2 and 4 quizzes will be conducted in total.

Written production

Throughout the course students will have to complete between two and four compositions. Students will be given precise guidelines to each assignment. Between 2 and 4 assignments will be conducted in total.

Oral production

Oral assignments are oriented to developing and improving communicative skills. They will be linked to cultural and linguistic components designed for this level. These may include oral presentations, role-playing, debates, interactive and situational linguistic exchanges, video projects, interviews, etc. Between 2 and 4 assignments will be conducted in total.

Class Participation

The Class Participation involves making a consistent effort to speak Spanish during class, regardless of accuracy, giving full attention to class activities, demonstrating a positive and supportive attitude to instructor and classmates, coming to class with the required



materials and ready to learn when class begins. Also, an adequate use of electronic devices will be expected for learning purposes only.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

Intercultural Communication

- A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

Speaking

- A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

Reading

- A. Students will be able to identify and understand basic sentences.
- B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

Writing

- A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. Students will be able to send basic emails, text messages, and fill out some basic forms.

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 required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
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1	Esta persona soy yo	Functional: Useful class language. Greetings and farewells. Talking about personal identity. Grammatical: Sounds and letters. The three conjugations: -ar, -er, -ir. Present tense: ser, tener, llamarse. Gender in nouns and adjectives. Vocabulary: The alphabet. Numbers (0-100). Nationalities. Jobs. Hobbies. Classroom items. Culture: Names and last names in Spanish. Addressing forms: Sr., Sra. Assignments: Completing a poster with information related to a class member and introducing him/her to the rest of the class.	I.A, I.C, II.A, III.A, IV.A.
2	Me interesa	Functional: Expressing intentions and giving reasons. Talking about interests. Describing places and countries. Talking about existence and locating things. Talking about the weather. Grammatical: Present tense: regular verbs. Porque vs. para vs. por. querer + infinitive. Hay vs. está. Mucho/a/s + noun; muy + adjective; superlative; interrogatives (qué, cuál, quién, cómo, dónde, cuántos). Vocabulary: Leisure and hobbies. Languages. Activities in the language classroom. Geography and weather. Culture: Spanish in the world; Spanish-speaking countries. Assignments: Oral presentation on expectations and plans; Internet research and oral presentation: The impact of Spanish in the world; Design a question-and-answer game (Trivial of Barcelona); Composition: Your city.	II.A, III.A, IV.A, V.A.
3	De compras con la familia	Unit 4 (shopping) + Unit 5 (family) - condensed Functional: Identifying objects. Expressing needs. Shopping (asking for products and prices). Talking about preferences. Talking about personal relationships and family. Describing appearance and personality. Asking and talking about likes and dislikes. Grammatical: Demonstratives: este, ese, aquel; Qué + noun vs. cuál/es; Tener que + infinitive; verb ir; verb preferir. Verb gustar; possessive adjectives; tener, ser, llevar; también/tampoco. Vocabulary: Numbers (100+), colours, clothing, daily objects, family terms, personality adjectives, music genres. Culture: Spanish fashion companies, flea markets in Barcelona, Spanish music festivals and the Spanish music scene. Assignments: Role play: a flea market; Course-related trip 1: shopping in Barcelona (buying a gift for a classmate); Presenting your family to the class; Describe a celebrity; Composition: My favourite person.	I.A, I.B, I.C, II.A, III.A, III.B, V.A.
4	Día a día	Midterm week + Unit 6 (daily activities) Functional: Talking about daily activities and frequency. The time and schedules. Expressing agreement and disagreement. Grammatical: Present tense (regular and irregular), reflexive verbs, present perfect introduction, connectors of sequence: primero, luego..., temporal connectors. Vocabulary: Daily activities, frequency expressions (siempre, a veces, todos los días), days of the week, parts of the day. Culture: El Día de Reyes; Spanish schedules. Assignments: Interview Spanish speakers about their daily routines; Speaking about calendars; Writing a comic hero profile; Midterm Exam	I.A, I.B, I.C, I.D, II.A, III.A.

		covering Listening, Grammar & Vocabulary, Reading, Writing, and Intercultural Communication.	
5	La comida y el barrio	Unit 7 (food) and Unit 8 (neighbourhoods) - condensed Functional: Talking about food and eating habits. Ordering in bars and restaurants. Describing neighbourhoods, towns and cities. Asking and giving instructions. Locating things in space. Grammatical: Poner and traer; direct object pronouns (lo, la, los, las). Hay vs. está; quantifiers (algún, ningún, muchos); prepositions and adverbs of place (a, en, al lado de, cerca, lejos). Vocabulary: Daily meals, food, ingredients, ways of cooking, city services, adjectives to describe cities and neighbourhoods. Culture: Spanish food habits, typical dishes and products; remarkable Spanish cities. Assignments: Role-play: dialogue in a restaurant/bar; Course-related trip 2: Food market in Barcelona; Tapas contest: creating your own 'tapa'; Design a travel guide to a neighbourhood in Barcelona; Composition: Your neighbourhood in Barcelona.	I.A, I.B, I.C, II.A, III.A, III.B, IV.B, V.A.
6	Mi casa, tu casa	Unit 9 (house & comparisons) + Unit 10 (past experiences) - condensed Functional: Describing a house and comparing. Talking about past experiences and abilities. Presenting yourself as a candidate for a job position; describing people (qualities and defects). Grammatical: Comparisons (más/menos/igual/los mismos que), prepositions of place (arriba, abajo), past tenses overview (simple past and present perfect), saber + infinitive; poder + infinitive; ya/todavía no. Vocabulary: Rooms and furniture, house-related vocabulary, frequency and personality adjectives, travel-related vocabulary. Culture: Comparing US and Spanish urban architecture; Sant Jordi celebration. Assignments: Planning an ideal house; Finding the perfect roommate; Video presentation; Interview a classmate about life experiences; Present yourself as a job candidate.	II.A, II.B, III.A, III.B, I.D, IV.B.
7	En el futuro	Unit 11 (future/plans) + review of key structures Functional: Talking about the future and making plans; expressing future intentions and objectives. Grammatical: Ir a + Infinitive; future expressions; subjunctive introductions for polite requests and objectives; sequencing and argument connectors. Vocabulary: Time expressions related to the future (mañana, la semana que viene), travel and plans vocabulary, connectors for argumentation. Culture: Touristic places in Spain; reflection on intercultural differences encountered during study abroad. Assignments: Plan a weekend trip in Spain; Composition: Life after being abroad – your experience in Barcelona and your plans going back; Oral presentations and peer feedback.	: I.D, V.A, III.A, III.B.

8	Proyecto final	Final project, course review and Final Exam Functional: Consolidation of communicative functions across all units: requests, descriptions, narrations, and intercultural communication. Grammatical: Consolidation of tenses (present, past, present perfect, future), review of pronouns, connectors, and key structures. Vocabulary: Consolidation of thematic vocabulary covered throughout the course. Culture: Final reflections on local traditions experienced (Spring/Summer/Fall cultural highlights depending on semester). Assignments: Final project presentation; Composition: Life after being abroad; Final Exam (Listening, Grammar & Vocabulary, Reading, Writing, Intercultural Communication).	All MAP Novice Abroad outcomes (I.A–V.A).
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COURSE-RELATED TRIPS:

Students may participate in four activities outside class where they will interact with Spanish culture. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative in the local culture.

Students may have to fulfill different tasks for every Course-related Trip:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Activity (consists in the gathering of data and/or information about the current topic).
3. Post Activity: Students will have to produce an oral or written text with the conclusions about the previous activities.

REQUIRED COURSE MATERIALS:

- Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 1 - Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-227-1].
- Moodle site designed for the course.

RECOMMENDED MATERIALS:

- Varios (2003). Bilingual dictionary: Español/Inglés—English/Spanish, Cambridge Klett Pocket. Cambridge University Press

Dictionaries:

- The Pocket Oxford Spanish Dictionary.
- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com