



SP348 SPEAKING SKILLS WORKSHOP: INDEPENDENT ABROAD

IES Abroad Salamanca

DESCRIPTION:

Throughout the course, students will progress in the comprehension and production of specific and relevant oral texts, in different situational contexts while paying attention to the diversity of registers. Therefore, the aim is clear: to improve students' speaking in order to help them meet their main needs in the immersion environment, as well as to broaden their oral skills, adapting them to the different areas and contexts: family, academic and work. They will also acquire certain strategies to facilitate the communicative purpose.

CREDITS: 1

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR: Marta Vacas Matos

OFFICE HOURS: Mn demand, face to face / online & by appointment.

PREREQUISITES: Students must have passed the MAP Novice Abroad level. Students must be able to adapt their communication style within the group and work as part of a team, as well as understand the importance of making mistakes as a learning tool and an element of encouragement.

METHOD OF PRESENTATION:

Taking advantage of students' language immersion experience, this workshop aims to expose students to their real communication needs, by creating real communication situations in the classroom while considering the different areas of communication. Therefore, the courses encourage working in groups or in pairs in order to give students the opportunity to practice the language in a real context. The methodology will be diverse and will be applied with attention to analytical and contrastive procedures, which lead to a greater reflection of contents, processes and techniques. In other words, it is a workshop with a pronounced pragmatic functionality that seeks to improve oral expression through the analysis, comparison, correction and elaboration of oral discourses.

Most of the materials (presentations, texts, images, etc.) used in class will be available to students on the IES Abroad Moodle platform (<https://moodle.iesabroad.org>).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%.
- Midterm Exam - 20%.
- Final Exam - 20%
- Course-Related Trips/Activities - 20%
- Required readings – 10%
- Practical exercises - 20%.

Course participation

The assessment process will be continuous and, in addition to the academic performance of the students, they will also be assessed on their active, participative and responsible attitude in the classroom. Likewise, during class, analysis and discursive production exercises will be set, which will be important when determining the final grade.

Oral presentations will consist of a presentation of a topic, either individually or in pairs. The presentation will include an introduction, main body and conclusion. Furthermore, it is essential that the presentation allows for some feedback, i.e., the audience must answer the questions of the student presenter and, afterwards, the student must clarify their doubts.



Midterm exam (October 14th)

This exam will consist, in accordance with the contents covered in class, of an oral presentation of a type of discourse that we have analyzed or a conversation between the student and the instructor and/or a classmate. The date and timetable set for each exam cannot be modified.

Final exam (December 2nd)

This exam will consist, in accordance with the contents covered in class, of an oral presentation of a type of discourse that we have analyzed or a conversation between the student and the instructor and/or a classmate. The date and timetable set for each exam cannot be modified. It will include all the material covered during the course.

Course-Related Trips/Activities

Course-Related Trip/Activity I:

Course-Related Trip/Activity 1 will consist of interviewing a bilingual person. Students must actively participate in the activity as follows:

- Pre-activity: Research the speaker and brainstorm possible "Activity" questions.
- Activity: Attend the talk from the speaker and contribute with at least one question during the question-and-answer session.
- Post-activity: Group discussion on the speaker's implementation of the aspects covered in class (e.g. discourse structure, non-verbal communication, etc.). In order to carry out the assessment of the activity, each student will be given a rubric to fill in during the talk.

Course-Related Trip/Activity II:

Course-Related Trip/Activity 2 will consist of the pre-production and production/recording of a radio show on Radio USAL including a section on the Sustainable Development Goals. Students must actively participate in the activity as follows:

- Pre-activity: Explain the choice of the script and prepare questions.
- Activity: Produce and record the show.
- Post-activity: group analysis of the radio show.

Required readings

Throughout the semester, mandatory and introductory readings will be analyzed. The assessment of these readings will be carried out through reading guides reviewed in class and quizzes on Moodle.

Practical exercises

Although these exercises will not be set on a regular basis, some weeks students will carry out assignments outside the classroom that will serve to introduce theoretical issues that will be discussed in the following session or to consolidate knowledge already covered. All this will be done through the viewing of debates, interviews and/or televised or broadcast conferences.

LEARNING OUTCOMES:

By the end of the course, students following the directions of the *IES Abroad Language MAP* will be able to:

- Narrate sequences of events with a certain degree of accuracy.
- Talk at length about certain every day, abstract topics covered in class, and other topics that are of interest to them.
- Be familiar with the structure of job interviews in the Hispanic context (peninsular and Latin American).
- Understand the communication strategies of approaching and distancing appropriate for each specific communication situation.

SUSTAINABLE DEVELOPMENT GOALS (SDGs):

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

Throughout the course, some of the common weekly activities and course-related trips/activities will focus on Sustainable Development issues (such as discrimination and equality).

A safe space will also be provided in which we will work together with the aim of contributing to maintaining a zero-tolerance attitude towards discrimination.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

Maximum number of unexcused absences: 1 class.

CONTENTS:

Week	Content	Assignments
1 September 9	El perro de San Roque no tiene Rabo 1. Ice-breaker 2. Orthology of problematic sounds for English speakers.	Presentation and sharing of personal information. Pronunciation and intonation exercises. At: https://www.slideshare.net/daherele/fichas-pronunciacin
2 September 16	Mola 1. Young people jargon 2. Swear words 3. Lexical and morphosyntactic colloquialisms. Young people and gestural language	Viewing fragments discussed at https://www.youtube.com/watch?v=H1v-bCyeIR4 https://www.youtube.com/watch?v=Zmr3RVXldKs Work on the young vocabulary and markers. Reading: https://preply.com/es/blog/jerga-espanola/
3 September 23	No me ralles 1. Formal and informal conversations. 2. Contact markers. 3. Notes on gestures. 4. Positive courtesy and negative courtesy.	Viewing fragments discussed at https://www.youtube.com/watch?v=6fYgqPZrP1Y Work on opening, contact and closing markers. Observations on gestures. Reading: "Courtesy and impoliteness in the Spanish-speaking world" at: https://pragmatics.indiana.edu/textbook/cap6.html
4 September 30	Son las doce, las once en Canarias 1. Journalistic interview.	

	2. Contact marks between unequal.	Lexicon related to the journalistic interview. Creation of interviews between unequal. Pre-activity of Course-Related Trip/Activity 1
5 October 7	El público quiere saber 1. Course-Related Trip/Activity 1 2. Journalistic interview I. 3. Contact markers between unequals	Course-Related Trip/Activity 1 Post-activity of Course-Related Trip/Activity 1: Group discussion on the speaker's
6 October 14	Primera pausa <i>Midterm Oral Exam (October 14th)</i>	
7 October 21	Yo me piro 1. Extralinguistic elements: proxemics, kinesics. 2. Notes on gestures. 3. Differences between countries.	Analyze the paradiscursive elements of a recording. Academic presentation structure practice. Gestural dialogues
8 October 28	Ya le llamaremos 1. Vocabulary and structures of job interviews. 2. Contacts and distances. 3. Attenuation strategies. SDG: Reflection on equal opportunities between men and women in access to the labor market. Objective 10: reduction of inequalities.	Implementation of job interviews. Job interview simulation. Oral reflection on access to the world of work.
9 November 4	Mi casa, teléfono 1. Expository discourse of a monologue character. 2. Discourse markers. SDG: The rational use of water. Goal 6: clean water and sanitation.	Visualization of an oral presentation to indicate the discursive structure. Point out the discursive structure and thematic organization. Individual oral presentation on a topic of personal interest in relation to the SDGs.
10 November 11	Situaciones delicadas 1. The apology: discursive markers 2. Social distance and hierarchy	Course-Related Trip/Activity 2: Preparation of the radio script
11 November 18	Estamos en el aire 1. COURSE-RELATED TRIP/ACTIVITY 2 2. Recording of the radio show	COURSE-RELATED TRIP/ACTIVITY 2 Recording of the radio show Review of all the contents covered in order to raise any doubts in the following session.
12 November 25	<i>Calentamiento oral</i> Preparation for the final exam (December 2 nd)	

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COURSE-RELATED TRIPS/ACTIVITIES:

During the course, students will be required to actively participate in two course-related trips/activities, both requiring a pre-activity assignment, attending the activity itself and a post-activity assignment. The first one is a talk in which students will have to participate and interact actively with the guest speaker, after having previously prepared the topics to be discussed. They will then create a response through an oral speech on one of the topics covered during the talk. The second will consist of preparing, scripting and recording a podcast with individual contributions from each student after having previously studied and learned about radio language.

REQUIRED READINGS:

- Briz, A. (1998) El español coloquial en la conversación. Barcelona: Ariel, pp. 35-67.
- Cortés, L. and J.L. Muñío (2012) Mejore su discurso oral. Almería: Editorial Universidad de Almería, pp. 11-20.
- Roldán Melgosa, R. and B. Tarancón Álvaro (2010) *¡Exprésate!* Madrid: Sgel, pp. 17-20; 63-64; 79-80; 84-86; 91-92.

RECOMMENDED READINGS:

- Briz, A. (2008) Saber hablar. Madrid: Aguilar.
- Cortés, L. (1991) Sobre conectores, expletivos y muletillas en el español hablado. Málaga: Ágora.
- Cortés, L. (2011) El español que hablamos: malos usos y buenas soluciones. Almería: Editorial Universidad de Almería.
- Nardone, G. and A. Salvini (2006) El diálogo estratégico. Comunicar persuadiendo: técnicas para conseguir el cambio. Barcelona: RBA.
- Reardon, K. (1991) La persuasión en la comunicación. Barcelona: Paidós.

ONLINE RESOURCES:

-CARLA : Spanish Resources. <http://www.carla.umn.edu/resources/teaching/spanish.html>.
 -Cervantes Institute. Aula Virtual. [HTTP://cvc.cervantes.es/](http://cvc.cervantes.es/)

INSTRUCTOR BIOGRAPHY:

Marta Vacas earned her degree in Spanish and her master's degree in teaching Spanish as a foreign language at the University of Salamanca (USAL). In the US she taught at Colby College, Emory University, The University of Texas at Austin, and The University of Pittsburgh. At The University of Texas at Austin, she earned her second master's degree, this time in linguistics and language acquisition. In Spain she has been teaching in different American university programs such as NYU, Stanford, Syracuse, SUNY, IES Abroad Madrid, ACCENT, and Middlebury College. In 2017, she earned her PhD in linguistics, from the UAM and created a virtual online corpus (www.coremah.com). She also coordinated several courses and graduate students as well as conducted workshops on teaching Spanish at the University of Pittsburgh. Currently, she teaches English at SCI and Spanish at CI (USAL). She has worked at IES Abroad Salamanca since 2022 and has taught SP353, SP325, SP401, and SP210 and 410.