



SP401 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD
IES Abroad Salamanca

DESCRIPTION:

The main objective of these Spanish Language courses is to develop the students' communicative competence, taking advantage of the linguistic immersion they experience in Spain. These courses meet their needs from a holistic point of view, considering the language as a tool to communicate with other people in different communicative situations, to express themselves in various media and to develop as intercultural speakers.

Therefore, these courses focus not only on grammar, but also on the use of the Spanish language. Although students will reinforce, deepen and increase their grammatical knowledge of Spanish (from a cognitive point of view), the aim of these courses is to put into practice all their knowledge of Spanish in communication situations where students are able to develop their skills (oral and written expression and interaction as well as oral and written comprehension), the necessary linguistic functions and conversational strategies to communicate in different spheres and situations, and their autonomy as learners and speakers of Spanish. All of this will be achieved by using the previous level and the needs of the students as a starting point to increase their communicative competence and improve their command of Spanish.

For this reason, the objective of these courses is to insist on the active use of the language, which is considered a tool and not a content to be memorized.

The method of work, inside and outside the classroom, will focus on the active use of the language, working in pairs and groups, although there will also be time for students to work individually on certain content.

As students take these courses experiencing a linguistic immersion in Spain, it is their responsibility to be involved in the development of the course inside and outside the classroom. Therefore, both the process and the final product are evaluated, using different evaluation tools: active participation in class activities, written assignments, research project (cultural and/or linguistic) outside the classroom, etc.

Although the programs of these courses have been established in advance, they will be adapted as much as possible to the needs of the students, their characteristics and learning pace. On the other hand, as students usually stay one semester at IES Abroad Salamanca, some content could be covered in all language courses in order to meet the students' communicative needs and language level.

Research has shown that studying abroad can improve all aspects of language skills. However, one of the most important overall conclusions of this research is that studying abroad is most beneficial for the development of social interaction skills. Students who go abroad can learn to do things with words, such as request, apologize, or offer praise, and they can also learn to interpret situations that require such speech acts in the same way that native speakers do. In short and logically, study abroad has been shown to improve aspects of communicative competence that are the most difficult to foster in the classroom.

CREDITS: 5 credits

CONTACT HOURS:

	Credits	Contact hours	% Evaluation
ORIENTATION	1	15	20 %
SEMESTER	4	60	80 %
TOTALS	5	75	100%

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ORIENTATION	August 28 th & 29 th , September 1 st & 2 nd 9.15-11.15 AM. 11:15-11:30 AM: break 11:30-12:40 PM.
SEMESTER	Monday to Thursday: 9:15-10:15 AM.

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR: María Hernández Lucas.

OFFICE HOURS: every day after class by appointment

CONTACT: mhernandez@iesalamanca.org

PREREQUISITES: Have achieved the IES Abroad SP353 Independent learning outcomes, as determined by the placement test.

METHOD OF PRESENTATION:

In accordance with the methodology of IES Abroad Salamanca, the classes will include different types of presentation of the contents, since the aim is to offer a holistic approach, where there is room for different types of learning. Within this methodological plurality, the latest contributions of cognitivism in the teaching of foreign languages, the communicative method and the task-based approach will have special relevance.

Taking advantage of the students' linguistic immersion, these courses meet their real communication needs by creating communication situations as authentic as possible within the classroom. For this reason, these courses maximize group and pair work in order to give students the opportunity to practice and try out all language in a safe context. However, this communicative practice is carried out in an organized and orderly manner so that it substantially benefits students' language learning progress. First, students will be provided with linguistic input so that they can begin practicing through a gradual sequence of controlled, semi-controlled and free activities with an increasing level of difficulty. The aim of these activities is to prevent students from being plunged into overly difficult communicative situations without real linguistic and communicative motivations. Moreover, as another essential element for communicative practice in the classroom, students receive explicit linguistic instruction (grammatical, lexical, functional, pragmatic content), which is carried out in an inductive or deductive manner, as the case may be. In this sense, some advances of the cognitive approach are included, using a cognitive grammar whose content is also put into practice through input process activities, grammatical awareness tasks and output activities.

Another essential aspect of IES Abroad Salamanca's Spanish language courses is the promotion of intercultural competence as an effective link between the classroom and the reality outside the classroom. To this end, students will have to carry out a research project that brings them into direct contact with the city of Salamanca. They will freely choose the topic of the research project, it must be related to Spanish culture, society or lifestyle. The research will consist of choosing a linguistic topic in order to investigate certain lexical and grammatical aspects, as well as conversational resources, using bibliographic and web sources, interviews with native speakers and information about the city.

IES Abroad Salamanca's Moodle platform will be used to complement the classroom sessions throughout the course:

<https://moodle.iesabroad.org/login/index.php>. The course syllabus, PowerPoint presentations and any other material or information students may need will be posted on this platform. All IES Abroad Salamanca courses require the use of Moodle as an additional learning tool. However, since Moodle can be adapted to any type of teaching style and methodology, teachers will use Moodle in the way they consider most appropriate for the course.

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ATTENDANCE POLICY:

As a member of our academic community, you are expected to be present and on time to class every day. Attending class has an impact on your 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 number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these numbers 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.

IES Abroad Salamanca Course	Maximum Number of Absences
Spanish Language – Orientation (15 hrs)	1 block
Spanish Language – Semester (60-90 hrs)	3

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SP401 Spanish Language in Context: Emerging Competent Abroad
IES Abroad Salamanca
ORIENTATION

DESCRIPTION: This course is a complement to the corresponding semester course in language and culture. This course aims, on the one hand, to update the students' communicative and intercultural competence to help them in the resolution of the most immediate linguistic needs in the immersion context; and on the other hand, to guide students in the acquisition of attitudes, behaviors, values and beliefs necessary to relate adequately in the local culture.

LEARNING OUTCOMES: In this complementary course students will acquire the necessary competencies for the adequate adaptation to the immersion context. Specifically, at the end of the course, students will be able to:

- Take responsibility for their own learning and independently explore the host culture.
- Recognize, analyze and compare their own culture with the host culture.
- Speak confidently and participate in most social interactions, using complex language, including idiomatic expressions and humor.
- Present and defend their own opinions, in relation to any topic of interest.
- Read and understand, sometimes with some assistance, authentic materials such as newspapers, brochures, advertisements.
- Take surveys, take notes and write with clarity and appropriateness for a wide range of native speakers.
- Know the city and its main social, cultural, and intercultural attractions.

REQUIRED WORK AND FORM OF ASSESSMENT:

The assessment process will be continuous, assessing not only the academic performance of students but also their active, participative and responsible attitude in the classroom and their interaction with other students.

- Class participation - 15%
- Oral presentations /expositions - 10%.
- Homework / Assignments - 30%.
- Course-Related Trips/Activities - 20%.
- Oral test/assessment - 25%.

- **Class participation (15%):** Active, participative and responsible attitude in the classroom will be valued.

- **Assignments (30%):** Outside the classroom, a series of activities will be carried out with the objective of implementing and activating the Spanish language, taking advantage of the initial practices developed in the immersion context (guided visits, first social activities in the city, etc.). They are also intended to promote group dynamics and to update the information students have about the city and the country.

- **Oral presentations/expositions (10%)**

Oral presentation 1: making an introduction of a classmate

Oral presentation 2: talking about their town, their college, and their residence hall.

- **Course-Related Trips/Activities (20%):**

Each course-related trip/activity will consist of several activities designed to familiarize students with the city, its customs, its spaces and some everyday communication situations. For this purpose, various tasks will be set (research, surveys, seminars, presentations...) in which students will have to work individually, in pairs or in groups, and actively participate.

- **Oral test / assessment (25%)**

The last day will be the oral test which will consist of a presentation on popular festivals in Spain. Rubric available in Moodle.

The final grade will help to confirm the student's level for the semester language course.

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CONTENT:

Day	Content	Assignments
Session 1	Who am I? And where am I? 1. Functions: Talk about oneself and the host city. Ask questions about others and the city. To answer questions about oneself and the city of origin and the host city. Encourage group dynamics. Act in special situations. Express personal tastes and feelings. Recognize youth lexicon. Interview of classmates. Debate on the different concepts of neighborhood. Describing and discussing cultural stereotypes, 2. Vocabulary: related to personal description. Youth lexicon. Colloquial expressions. Vocabulary related to character and personality, interpersonal relationships, tastes and feelings. 3. Culture: first impressions of Salamanca: golden, university and literary city: architecture, urban art and graffiti. 4. Course-Related Activity I: Survey in Plaza Mayor	- Oral presentation: Preparing an introduction of a classmate - Writing: a mail to the instructor. - Course-related trip I: Prepare the presentation of the results of their visit survey. -Reading for the preparation of the final oral presentation: https://webdelmaestrocmf.com/portal/una-buena-exposicion-oral-clase/
Session 2	Salamanca: city and knowledge 1. Functions: Describe and value the city. Give and receive orders. Making suggestions, giving recommendations and advice in special situations. Debate on the different concepts of neighborhood. 2. Vocabulary: Vocabulary related to emblematic places and famous people of Salamanca. Academic and university vocabulary Culture: Salamanca: city and knowledge.). The Spanish education system. 3. 4. Course-Related Activity II: Visit to the Barrio del Oeste..	- Oral presentation: Preparing an introduction of their town, their college, and their residence hall. - Course-related trip II: Option a) Write a reflection (essay) of "art, cities, neighborhoods", based on the visit to the Urban Gallery of the Barrio del Oeste. Option B) Select one of the works seen in the visit and write an essay giving your opinion on it and the type of art it represents).

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Session 3	Food in Spain: the market 1. Functions: ask for and give information about food. Getting around in local shops and markets. Manage to demand for the turn in a line and buy food in different shops. 2. Vocabulary: Lexicon of gastronomy and different types of Spanish stores. 3. Culture: Gastronomy. Different types of stores: markets and street markets, department stores and traditional stores. 4. Course-Related Trip III: Central Market and types of stores. Afterwards, each group will present the data obtained to the rest of the classmates.	Make the survey on tapas. Ask Spaniards and prepare a report to expose to the class next day. Reading comprehension: summary and commentary on the web: "El arte de tapear", at https://artsandculture.google.com/exhibit/XQJCYxo9U4OsKg?hl=es - Writing: an email/letter to a friend inviting him/her to visit Salamanca and tell first impressions. - Course-related trip III: Personal commentary on the visit outside the classroom.
Session 4	Let's talk about Spain and Spaniards 1. Functions: Public speaking. Organizing information. Presenting cultural content. 2. Vocabulary: how to organize an oral presentation. 3. Culture: gestures. 4. Course-Related Activity IV: Rute of legends	

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SP401 Spanish Language in Context: Emerging Competent Abroad
IES Abroad Salamanca
SEMESTER

COURSE DESCRIPTION:

The objective of this course is to perfect the Spanish language with respect to the five basic skills: oral and written comprehension, oral and written expression, and knowledge about the socio-cultural aspects of Spanish. Students should be able to communicate in Spanish with a sufficient degree of fluency and confidence in everyday situations as well as more complicated situations. In this course, students will consolidate their degree of linguistic accuracy and precision, expand their linguistic resources (in particular, their vocabulary), become aware of some aspects related to pragmatic competence in Spanish, become familiar with different types of discourse (journalistic, literary, and academic discourse), and diversify the types of communicative contexts they can competently handle.

LEARNING OUTCOMES:

Students placed at this level should be able to achieve the objectives defined at the Independent Abroad level according to the IES Abroad MAP for Language and Intercultural Communication.

At the end of the course students will be able to achieve the objectives for the Emerging Competent level as defined in the MAP for Language and Intercultural Communication. The key learning outcomes of the MAP are summarized below:

- I. Intercultural Communication
 - A. Students will be able to describe and analyze the key factors of host country cultures, subcultures, habits, norms and behaviors in different settings and recognize the risk of generalizations that can lead to stereotypes.
 - B. Students will be able to discuss and reflect on the validity of their own cultural beliefs, behaviors and values by contrasting and comparing them with host country cultures.
 - C. Students will demonstrate openness and acceptance of different beliefs and styles even when they disagree with them.
 - D. Students will accept responsibility for their own learning by defining their language goals and demonstrate independence in exploring culture.
- II. Listening Comprehension
 - A. Students will be able to identify a good variety of social and cultural dialects of spoken language.
 - B. Students will be able to understand most expert native and non-native speakers, and comprehend a wide variety of moderately complex interactions.
- III. Oral Expression
 - A. Students will be able to participate fully in most academic and social interactions by using, when appropriate, complex language including slang, colloquial expressions, word play, and humor with increasing confidence.
 - B. Students will be able to state their arguments to support their hypotheses and opinions on almost any topic of interest to them.
- IV. Written Comprehension
 - A. Students will be able to read and comprehend textbooks and academic articles presented in class in the language of the host country, as well as a variety of popular texts for entertainment.
 - B. Students will be able to read and comprehend real materials including newspapers, advertisements, brochures, pamphlets, instruction manuals, etc. on abstract topics and with occasional assistance.
- V. Written Expression
 - A. Students will be able to write and express themselves clearly and effectively for a variety of native speaking audiences.
 - B. Students will be able to write class papers incorporating aspects of academic style with occasional assistance.

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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).
Overview / Description:

The methodology of the course is based on the realization of individual and team activities and tasks, both face-to-face and online. This allows students to: improve their self-esteem, increase emotional, communicative and social skills with the objective of participating and contributing to the well-being in the center, their foster home, and their environment. They participate in activities in which they analyze, reflect and collaborate in the prevention and denunciation of situations of discrimination (sexual, religious, etc.), environmental attacks, among others. Discussion forums and dramatizations are proposed in which attitudes of respect and tolerance are shown in everyday situations, analyzing possible social prejudices, especially sexist, homophobic, racist and against disability. Throughout the course, the responsible use of ICT and internet and social networks is promoted.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 15%
- Midterm Exam - 20%
- Final Exam - 20%
- Research Paper - 20%
- Weekly writing - 15%
- Course-Related Trips/Activities: - 10%

Course Participation (15%)

Active participation interacting with the rest of the students and getting involved in classroom activities will be positively evaluated. The following aspects will be specifically evaluated:

- Attention and participation in the different communicative tasks carried out in class: debates, individual, group activities, etc.
- Weekly mandatory readings that will be evaluated through seminars, debates, discussions, etc.
- Moodle activities: forums, glossaries, surveys, etc.

Exams: Midterm Exam (20%) and Final Exam (20%)

Throughout the course there will be two exams: a midterm exam (week 6) and a final exam (week 13). Each exam will include speaking, listening, writing and reading, as well as other possible exercises to assess other contents of the course such as specific vocabulary or intercultural contents. The date and timetable set for each exam cannot be modified.
(The final exam will include all the material covered during the course.)

Midterm: Written: October 14th
 Oral: October 16th

Final: Written: December 2nd
 Oral: December 4th

Research Paper (20%)

This is an individual field project in which students will have to carry out a research project on a topic of language and sociocultural interest in Spain. The topic will be chosen by the students and approved by the teacher and will relate Spanish culture and language (dialectal varieties, social, pragmatics...). The teacher will guide the development of the project through the revision of drafts, bibliography, etc. The final written version of the project will be delivered on the dates established by IES Abroad Salamanca. The evaluation of the research project will be as follows:

- The following aspects will be considered in the evaluation:
- Capacity of deepening and abstraction in the subject.
 - Organization and presentation of the content.
 - Coherence and methodological validity: inclusion of reports, statistics, etc.
 - Ability to transmit the findings and maintain the interest of the rest of the students in the oral presentation.

**Weekly writing (15%)**

Each week there will be a Language Journal submission. The work will be uploaded to Moodle before the following Monday. In addition to working with different registers in writing, the set task each week will be related to functional, grammatical, lexical and/or intercultural contents studied previously, so that students have the opportunity to put into practice the topics worked on in class.

The following week, students will receive a grade according to criteria of relevance, discourse organization, lexical richness, grammatical correctness and thematic depth. In addition, students will receive feedback that will include comments, suggestions for improving writing, as well as relevant corrections with the objective of incorporating them in future work.

In order to avoid making the same mistakes and to encourage reflection on their own writing, students will be asked to revise their own work based on the indications given by the instructor and then submit a second and final draft. In addition to the above criteria, the self-correction learning curve of students will be taken into account for this grade. In order for students to learn not only from their own mistakes but also from the mistakes of their classmates, the most common mistakes of the week will be reviewed and explained on a weekly basis.

Course-Related Trips (10%)

The teacher and students will carry out work outside the classroom related to the intercultural learning outcomes of the course. This type of activity aims to use the city and/or native speakers as an incentive for the improvement of students' communicative competence by highlighting the importance of language learning in an immersive environment and taking advantage of the cultural and historical richness of Salamanca.

Students must participate in the activity in the following way:

Pre-activity: Preparing beforehand readings or assignments indicated by the teacher.

Activity: Participating actively during the activity and even presenting part of the activity if the activity allows it.

Post-activity: Following up as homework after the activity.

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CONTENT:

Week	Content	Assignments
Week 1	"Let bygones be bygones" 1. Functions: Referring to an action taking place in the past 3. Referring to an impossible action in the past. To make assumptions in the past. Expressing probability and certainty. Narrate a story or anecdote. Talking about life trajectories. 2. Grammar: General review of the past tenses of the Indicative. Discourse markers. Temporal markers. 3. Vocabulary: News-related vocabulary. 4. Culture: Spanish television and radio reports and ecology. 5. Class discussion on the treatment of the news and ecological disasters. Viewing of: "Aral Sea: the great environmental disaster of our time" at: https://youtu.be/4iKt-7oV3hc (6:22 min) and "Chernobyl, how is today the great symbol of radiation" at: https://youtu.be/xuDgomsjZW8 (7:46 min)	Communicative grammar activities that promote the use of the past tense in Spanish. Reinforcement, extension and consolidation of the past. Vocabulary activities, related to news and the media. Coherence and Cohesion. Weekly reading 1: authentic material. "The twelve worst ecological disasters in the world". Web article. Available at: https://www.consumer.es/medio-ambiente/los-doce-peores-desastres-ecologicos-del-mundo.html (1005 words) Weekly Journal 1: Write a news story about an ecological disaster that is important to you. Justify your choice and propose some action to care for the environment. First session of the research project: assignment of the topic.
Week 2	Let's hope for the best! 1. Functions: Expressing wishes. To react. To give/take away someone's reason. To make suggestions. Expressing anger, surprise, joy and sadness. 2. Grammar: Present subjunctive (review). Past perfect subjunctive (review). 3. Vocabulary: Lexicon related to emotions and desires. 4. Culture: How to live abroad and survive in the attempt. Reading and viewing in class: An American explains the difference between studying in the US and studying in Spain (611 words) at: https://www.lavanguardia.com/crimeo/viral/20230302/8796296/estadounidense-explica-diferencias-estudiar-ee-uu-espana-ponen-fumar-7-30-manana-mm.html	Communicative grammar activities to automate the forms and use of the subjunctive. Reinforcement, extension and consolidation of the subjunctive. Weekly reading/viewing 2: authentic material. "Cómo estudiar una Maestría en España Costos, becas, tipos, qué hacer al terminar" (17:13). Available at: https://youtu.be/tjo2LsF7J6k?si=XPTOMGcOC4XptOez Vocabulary activities, related to emotions and the expression of desires. Second research project session: draft work plan. Elaborate a schema. Weekly Journal 2: Writing about the adjustments you need to make to live abroad and the suggestions and recommendations you would give to future students.

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Week 3	Cheers! // Health 1. Functions: Ask for and give advice. To ask and to demand formally. Verify reality and make value judgments. Expressing orders. Expressing doubts. Expressing possible, impossible and negative wishes. Expressing irony. Expressing discomfort. Showing disagreement. Showing dislike or displeasure. Rejecting a prohibition. Showing acceptance and conformity. To temper an opinion. 2. Grammar: Imperative Affirmative and Negative (review). Present and Past Imperfect Subjunctive (review of morphology and uses). Contrast present/imperfect subjunctive. Impersonal sentences with subjunctive. Conditional sentences. 3. Vocabulary: Lexicon related to medical care. Health-related vocabulary. Health precautions for traveling. 4. Culture: The Spanish health system and social security. 5. SDGs: goal 3: health and well-being	Weekly Reading 3: Newspaper article: “How to take care of your physical and mental health? 10 habits to begin to achieve it.” (2306 words) Available at: https://www.sofiasalud.com/blog/como-cuidar-tu-salud-fisica-y-mental-habitos-para-empezar-a-lograrlo Unit lexis and grammar activities: reinforcement, extension and consolidation. Third session of the research project: mandatory tutoring session to monitor progress and resolve possible questions. After the first tutorial this week it is time to expand, simplify or modify some aspects of the project. Weekly journal 3: Write a letter explaining the Spanish health system and making the necessary recommendations about the care prior to coming to Spain.
Week 4	He goes and says... 1. Functions: Deferred speech in present and past tense. Reproducing a conversation. Expressing surprise, disbelief and indifference. Transmitting and reproducing other people's words. 2. Grammar: Indirect speech. Introductory verbs to the indirect style. Correlation of indicative-subjunctive tenses in the indirect style. Pronoun changes. 3. Vocabulary: Verbs and constructions to express the words of others. Rephrasing markers. 4. Culture: Advertising in Spain. Course-Related Activity: LGTB identities guest speaker.	Lexicon and grammar activities of the unit: reinforcement, extension and consolidation. Weekly reading 4: Selection of “10 ejemplos de diálogos cortos” (2139 words). Available at: https://www.ejemplos.co/10-ejemplos-de-dialogos-cortos/ Weekly journal 4: Write a personal text about what your friends and family recommended, suggested, said, asked for before starting your trip to Spain. Fourth research project session: elaborate final assessments and conclusions.

Week 5	The Debate 1. Functions: Expressing Opinions. Agreeing and disagreeing. Asking for and Giving Clarifications. Persuasion and Argumentation. Managing a Debate: Turn-taking and mediating. 2. Grammar: Subjunctive for Opinions and Uncertainty. Comparatives and Superlatives. Conditionals for Hypothetical Scenarios. Complex Sentence Structures. 3. Vocabulary: Equality-Related Terms: Feminine/Masculine equality. LGBTQ+ rights. Social and Legal Concepts. Debate-Specific Phrases. 4. Culture: Historical and Current Context: evolution of gender equality in Spanish-speaking countries, and LGBTQ+ rights movements in Latin America and Spain: Key Figures and Milestones: the example of Clara Campoamor (Spain), and organizations like <i>Movilh</i> (Chile). Legislation and Social Attitudes: Discussion of laws like Spain's <i>Ley de Igualdad</i> or Latin American progress on LGBTQ+ rights.	Lexicon and grammar activities of the unit: reinforcement, extension and consolidation. Weekly reading 5: "Spain is the second country in the world with the highest percentage of LGBTBI+ population, at 14%, according to a study": https://www.europapress.es/sociedad/noticia-espana-segundo-pais-mundo-mayor-porcentaje-poblacion-lgtbi-14-estudio-20230601125355.html Weekly journal 5: Write a response to the article and the videos showed in class after participating in the debate. Fifth session of the research project: DELIVERY DRAFT VERSION OF THE RESEARCH PROJECT.
Week 6	MIDTERM EXAMS (9:15 - 10:15) Written exam (October 14 th) Oral exam (October 16 th) There is no class this week, but the instructor will be available as usual to answer questions and queries.	Preparing and studying for the mid-term exam
Week 7	Cinema 1. Functions: To talk about the development of actions. To value something by quantifying it. To ask and give an opinion. Expressing agreement and disagreement. Argue. 2. Grammar: Verbs and formulas of opinion (review). Impersonal structures of ascertainment and evaluation with indicative/subjunctive. 4. Vocabulary: Lexicon related to cinema and audiovisuals. Exponents of argumentation.	Lexicon and communicative and grammatical activities of the unit: reinforcement, extension and consolidation. Weekly reading 6: "Analyzing a movie" (2050 words) at: https://www.uhu.es/cine.educacion/guiascine/guia_cine1_3.htm Weekly Journal 6: write a critical commentary of the film watched in class following the indications of the weekly reading 6. Available in Moodle. Seventh session of the research project: SUBMISSION OF FINAL VERSION OF RESEARCH PROJECT (Deadline March 13 th).



	5.Culture: Spanish and Latin American cinema. Blogs and free Websites for the diffusion of cinematographic creators. Course-Related Trip: Visit to the Tormes Foundation (October 24th)	
Week 8	Humor and Comics 1. Functions: To express action not completely performed. To mark temporality. To express exaggeration. To express an excessive and unexpected action. To express the duration of an action. To express termination. To express repetition and insistence. To repeat a previous order. To indicate accumulation. To show a decision with a terminating character. To invite to consider a fact as evident. 2. Grammar: Verbal periphrases. Application in text of the uses of the subjunctive mood. Verbs of transformation. 3.Vocabulary: Vocabulary related to humor and comics. 4. Culture: Hispanic comics: Forges, Quino, Maitena, and La Volátil, among others. 5. SDGs: Reflection on Goal 5: gender equality.	Lexicon and communicative and grammatical activities of the unit: reinforcement, extension and consolidation. Weekly reading 7: Selected comics in Spanish. Weekly journal 7: the news (in couples or groups of three people).
Week 9	Of books 1. Functions: To explain the motive and cause of an action. To explain the true cause of something denying another explanation. To express the consequence of a fact. To express the purpose. 2. Grammar: Causal and consecutive sentences. Causal and consecutive conjunctions. Final sentences. 3. Vocabulary: Lexicon used in literature. Qualifying adjectives. 4. Culture: Spanish-American literature.	Grammar and vocabulary activities for the unit, available on Moodle. Weekly Reading 8: "La continuidad de los parques" by Julio Cortázar (547 words). Available at: https://www.ucm.es/data/cont/docs/119-2014-02-19-Cortazar.ContinuidadDeLosParques.pdf and "El almohadón de plumas" by Horacio Quiroga (1233 words). Available at https://www.ingenieria.unam.mx/dcsyhfi/material_didactico/Literatura_Hispanoamericana_Contemporanea/Autores_Q/QUIROGA/plumas.pdf Weekly Journal 8: Write a composition talking about your reading habits. How did you start? What is your favorite genre? What makes you read? What is the purpose/role of literature in life?

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	Course-Related Activity: The Writer in class	
Week 10	Let's get to work! AI and the job market 1. Functions: To express condition. Expressing indifference. To make comparisons. To invite to formulate a hypothesis. To present a counterargument. Indicate concession. Emphasize the concession. 2. Grammar: Contrastive use of indicative/subjunctive moods in conditional, exclusive and concessive sentences. 3. Vocabulary: vocabulary related to the world of work. 4. Culture: work in Spain. 5. SDGs: Goal 8: Decent work and economic growth.	Lexicon and communicative and grammatical activities of the unit: reinforcement, extension and consolidation. Weekly Journal 9: Write a personal composition about work and relate it to the weekly reading, using the vocabulary and grammar learned. Weekly reading 9: "10 absurd jobs that, believe it or not, pay very well." (950 words). Available at: https://www.businessinsider.es/10-trabajos-absurdos-aunque-no-te-creas-estan-muy-bien-pagados-892277 Reading comprehension: research on the history of the Snow Pit. At: http://salamanca.es/pozo-nieve/ . Eighth research project session: create the presentation of next week's individual work. Use some interactive tool and involve classmates in your presentation.
Week 11	My identity – writing formal and informal letters 1. Functions: Formal letters/emails: Greeting and addressing recipients respectfully. Making formal requests, offering thanks, or providing explanations. Closing politely with appropriate formulas. Informal letters/emails: Greeting and addressing friends or acquaintances casually. Sharing personal updates or asking about the recipient's life. Using friendly, conversational tone and expressions. Signing off informally. 2. Grammar: Formal: Use of <i>usted</i> and its conjugations for respect. Subjunctive mood for polite requests, wishes, or hypothetical situations. Indirect object pronouns for politeness. Sentence connectors for cohesion. Informal: Use of <i>tú</i> and its conjugations for familiarity; Common colloquial expressions and interjections.	Lexicon and grammar activities of the unit to reinforce and clarify the elaboration of formal and informal letters in Spanish. Weekly reading/viewing 10: Rebeca Hwang: "El valor de nuestra diversidad interna" (12:06). Available at: https://www.ted.com/talks/rebeca_hwang_el_valor_de_nuestra_diversidad_interna Weekly Journal 10: Write a personal letter on this week's video, using the expressions learned in class. Ninth research project session: oral presentation of the project.



	3. Vocabulary: Formal: Opening phrases. Formal verbs. Closing phrases. Professional terms depending on the context (e.g., medical, legal, business). Informal: Greetings. Expressions of familiarity. Casual sign-offs. 4. Culture: Formal communication: The role of <i>usted</i> and hierarchical respect in professional or official settings. Informal communication: The importance of maintaining relationships through casual correspondence in Spanish-speaking cultures; Regional variations in casual. Oral discourse. TED Talks in Spanish. 5. ORAL PRESENTATIONS: The oral presentations of the research project will be done individually with an approximate duration of 10-15 min. per person. 6. SDGs: Goal 4: Quality Education.	
Week 12	Preparing for departure 1. Functions: Review of the contents seen so far. Acquiring vocabulary and lexical resources for the comprehension of descriptive and narrative texts. 2. Grammar: Stylistic resources for narrating and describing related to personal experiences and travel diaries. 3. Vocabulary: Descriptive and narrative vocabulary related to Salamanca and the experience of studying abroad. 4. Culture: Travelogues. Discussion of the most interesting aspects of studying abroad. Final conclusion of their experience in Spain.	Lexicon and grammar activities of the unit: corrections of pending activities and resolution of doubts. Weekly reading 11: “¿Cómo nos cambia viajar?” (1509 words) Available at: https://www.traveler.es/viajeros/articulos/como-viajar-cambia-la-vida/10061 Weekly Journal 11: Write a composition about your personal experience in Salamanca and about studying abroad.
Week 13	FINAL EXAMS (9:15 - 10:15) Written exam: December 2nd Oral exam: December 4th	



COURSE-RELATED TRIPS/ACTIVITIES:

VISIT TO THE TORMES-EB FOUNDATION. Center for Environmental Initiatives (October, 24th)

In this environmental activity center, students will actively participate in three activities guided by experts in the field (an itinerary through the riverside forest, a tour of 6 works of Art and a visit to the permanent exhibition "Our river, the Tormes").

This activity addresses SDG 1, Target 2.4 Sustainable and Resilient Agricultural Practices, as well as SDG 12: Responsible Production and Consumption and SDG 13: Climate Action. Students will discover the different sustainable development initiatives in the city of Salamanca.

GUEST SPEAKER. (TBD)

We will interview a LGBTI+ activist and feminist person. We will discuss gender inequalities, sexual orientation discrimination, and inclusive language.

SDG 5: Gender Equality: Achieve gender equality and empower women and girls, end all forms of discrimination against all women and girls everywhere. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other forms of exploitation.

SDG 10: Reduce inequalities and ensure that no one is left behind regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status.

EXCHANGE WITH THE CEPAIM FOUNDATION. (Week 5)

During this language exchange, students will have the opportunity to speak Spanish and meet foreign students from the foundation, who have different life experiences.

SDG 4: Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 10: Reduce inequalities and ensure that no one is left behind regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status.

GUEST SPEAKER: Tomás García Merino (Week 9)

A Salamanca-based, award-winning writer will visit the class to talk about the writing process, micro-stories, and how to craft a compelling one. Before the meeting, students will prepare their own micro-stories to share during the session. After the talk, they will be asked to write a reflection on the writing process and what they learned from sharing their stories with an expert, who will provide feedback.

WRITING "NUESTRO MUNDO IES" (Week 9)

Students will become journalists and write a new edition of the newspaper "Nuestro Mundo IES".

REQUIRED READINGS, VIDEOS, AND MOVIES:

The readings will be provided by the instructor through Moodle

REQUIRED MATERIALS:

- **Computer and email: if you can, bring your computer to class.** Please, keep your email account active (below quota) and check it regularly. You can be asked to send your work via email or via Moodle. This can happen anytime during class.
- **Selected materials available in Moodle:** Grammatical and cultural resources, readings, videos and audios (<https://moodle.iesabroad.org/login/index.php>), and, very occasionally, handouts.

DICTIONARIES:

Students should have quick and easy access to a variety of tools that will enrich their reading and writing process: Spanish-Spanish, Spanish-English dictionaries and Spanish thesauruses. The use of online translators will be considered a violation of the writing standards that students must follow in this class and may be reported as a violation of the honor code. Evidence of the use of translators will affect the students' grade. Some recommended online resources are:

- Diccionario de la Real Academia <http://dle.rae.es/>
- Word Reference <http://www.wordreference.com/>
- Diccionario de colocaciones del español (DiCE), <http://dicesp.com/paginas>

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- 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/>

USEFUL LINKS:

- Fundeu-Fundación del español urgente: <https://www.fundeu.es/>
- Dialectoteca del español: <http://dialects.its.uiowa.edu/#>
- Lista de diarios en español en EE.UU.: <https://www.prensaescrita.com/america/usa.php>
- Immigrant stories: <https://cla.umn.edu/ihr/immigrant-stories/about-project>
- Blog sobre inmigración en EE.UU.: <https://www.vpimmigration.com/sp/blog-inmigracion.html>
- Oral narratives of Latinos in Ohio: <https://cfs.osu.edu/archives/collections/ONLO>
- Spanish proficiency exercises: <https://www.laits.utexas.edu/spe/>
- Spanish in Texas project: <http://www.coerll.utexas.edu/spintx/home>
- CARLA: Spanish Resources: <http://www.carla.umn.edu/resources/teaching/spanish.html>
- Instituto Cervantes. Aula Virtual. <HTTP://cvc.cervantes.es/>

RECOMMENDED READINGS:

Textbooks:

- VV.AA. (2008) *Aula Internacional 4*. Barcelona: Difusión.
- VV.AA. (2011) *Prisma B2. Curso de español para extranjeros*. Madrid: Edinumen.
- VV.AA.(2017) *C DE C1*. Barcelona: Difusión.

Additional textbooks:

- VV.AA. (2008): *Español lengua viva 4*. Madrid: Santillana.
- VV.AA. (2011): *Nuevo Prisma. Curso de español para extranjeros*. Madrid: Edinumen.

Grammars:

- ARAGONÉS, L. & R. PALENCIA (2010): *Gramática de uso del español. Teoría y práctica. Nivel C1-C2*. Madrid, SM ELE.
- CERROLAZA, Ó. (2005) *Diccionario práctico de gramática. 800 fichas de uso correcto del español*. Madrid, Ed. Edelsa.
- MATTE BON, F. (1995) *Gramática comunicativa del español*, Madrid, Edelsa.

Culture:

- BALEA, A. & P. RAMOS (2007): *¡Viva la cultura!* Madrid: En clave ELE.
- QUESADA MARCO, S. (2012) *España siglo XXI: Curso monográfico sobre la España contemporánea*, Madrid: Edelsa.

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INSTRUCTOR BIOGRAPHY:

María Hernández is a language teacher and accredited examiner of official Spanish exams for more than 10 years. She is also academic coordinator in "DILE Cursos internacionales de Español".

Professor Hernandez was awarded her MA in teaching Spanish as foreign language from the University of Salamanca, Spain (USAL) in 2011.

As a foreign language teacher, she has worked in several institutions, including USAL, and in a wide variety of academic contexts: different student profiles, of all levels of Spanish, with different learning goals.

She has both online and face-to-face experience.

She has also taught grammar (syntax and phonetics) of Spanish as a native language, including the subject "Spanish language in communication" in the degree of Audiovisual Communication at USAL during the research grant she obtained.

At IES, she has taught courses of Spanish language since 2016.

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