



SP 102 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD II

IES Abroad Barcelona

DESCRIPTION: Throughout the course, students will further develop a basic foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to perform a variety of simple tasks in the host culture as described in the learning outcomes below.

Namely, students will be able to describe people, places, food, occupation, and hobbies in detail as well as refer to present, past, and future events. Students will also be able to express opinion and recognize a wide range of common 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, 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).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

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

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP101 Novice Abroad I outcomes in the MAP for Language & Intercultural Communication, determined by placement test.

ADDITIONAL COST: Textbook + Digital License

METHOD OF PRESENTATION:

The course content will be delivered through a communicative student-centered methodology. Students will work individually and in groups in order to acquire and practice the new concepts studied in the course.

- 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 (3 assignments) - 10%;
- Oral production (2 assignments) - 15%;
- Written production (2 assignments) - 15%;
- Midterm - 15%;



- Final Exam - 15%;
- Independent Learning in Context, ILC (2 assignments) - 20%.

The evaluation criteria will be explained to students at the beginning of the course, along with a Key Due Dates document that clarifies when principal assessment items of 15% and more will take place during the semester or Summer term. Feedback will be provided by the instructor (using rubrics, checklists, and both oral and written comments), as well as by fellow students (peer evaluation), to support students in achieving the learning outcomes.

Independent Learning in Context (ILC)

Being able to learn independently is a central aspect of the experience abroad. In order to complete the corresponding credit hours to the Independent Learning in Context (ILC) component, students will undertake assignments and projects outside the classroom that will be monitored and assessed by the instructor. These may include: course-related trips and language lessons. All of them will be linked to cultural and linguistic components designed for this level.

Course-related Trips

Students will participate in activities outside class where they will interact with Spanish speakers. 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 of the local culture.

Language Lessons

Language lessons activities will present new grammar, vocabulary as well as practice contents studied in class. These activities will be connected to the students' experiences in the local culture.

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.

Oral production and Assignments

Oral production and 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.

Written production

Throughout the course students will have to complete two compositions. Students will be given precise guidelines to each assignment.

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. In the Spring and Fall semesters, seven unjustified absences in any Spanish language course will result in a failing grade. In the Summer LAS program, six unjustified absences in any Spanish language 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:

Session	Content	Corresponding Learning Outcome(s)
Add-Drop	On-site placement and review of Spanish background	
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Session	Content	Corresponding Learning Outcome(s)
Session 1 Session 2	• Functional objectives: Use basic classroom language; greet and say goodbye; talk about personal identity; express intentions; give reasons; talk about interests. • Grammar: Alphabet; pronoun <i>I</i>; verbs <i>to be</i>, <i>to be called</i>, <i>to have</i>; gender of nouns and adjectives; regular verbs in the present tense; <i>want + infinitive</i>; <i>because/for</i>; definite articles. • Vocabulary: Greetings and farewells; nationalities; professions; numbers 0–100; free time and hobbies; classroom activities. • Culture: Spanish first and last names; forms of address (Mr., Mrs.); Spanish around the world. • Activities/Projects: Personal introduction poster; introduce a classmate; research project on the impact of Spanish; share expectations for the semester.	I.A, I.C, II.A, III.A, IV.A, IV.B, V.A
Session 3 Session 4	• Functional objectives: Identify objects; express needs; shop (products and prices); express preferences; talk about personal and family relationships; describe appearance and personality; talk about likes and interests. • Grammar: Demonstratives (<i>this, that</i>); <i>have to + infinitive</i>; verbs <i>to go</i> and <i>to prefer</i>; verb <i>to like</i>; possessive adjectives; verbs <i>to be</i>, <i>to have</i>, <i>to wear</i>; <i>also/neither</i>. • Vocabulary: Numbers (100+); colors; clothing and everyday objects; personal and family relationships; personality and appearance adjectives; musical genres. • Culture: Spanish fashion; street markets in Barcelona; the Spanish music scene. • Activities/Projects: Role-play: street market; buy a gift for a classmate; present your family; describe your favorite person.	I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B, IV.B, V.A
Session 5 Session 6	• Functional objectives: Greetings/Goodbyes. Ongoing actions (in the present). Grammar: <i>Estar + gerundio</i>. • Vocabulary: Activity verbs. • Culture: Social contact situations, Greeting people appropriately. • Activities/Projects: Roleplay.	I.B., I.C, II.B, II.A, III.B, IV.A, IV.B, V.A.
Session 7 Session 8	• Functional objectives: Describing people's appearance and personality, talking about personal relationships and family. Grammar: Verbs: <i>parecerse</i>, <i>llevarse bien/mal</i>, possessive adjectives, • Vocabulary: Personal and family relationships. Clothes. Description of appearance and personality. • Culture: Families in Spain. • Activities/Projects: Describing a person in the class. Writing a profile for a Dating Agency. Presenting your family to the class.	I.A, I.E, II.A, III.A, IV.A, V.B
Session 9 Session 10	• Functional objectives: Describing your house, comparing, expressing likes and dislikes. • Grammar: <i>más...que</i>, <i>menos...que</i>, <i>tan ...como</i>. • Vocabulary: Prepositions, furniture, parts of the house, comparative adjectives. • Culture: Comparing USA/Spain (houses, life...) • Activities/Projects: Planning and presenting your ideal house. Comparing cities with small villages.	I.D, I.E, II.A., III.A, III.B., IV.A, V.A

Session	Content	Corresponding Learning Outcome(s)
Session 11 Session 12	• Functional objectives: Expressing likes & dislikes about food & habits, buying food, explaining a recipe. • Grammar: <i>se + impersonal</i>, direct object pronouns. • Vocabulary: food, cooking techniques, food containers, weight and measurements. • Culture: Spanish food habits, typical Spanish meals. • Activities/Projects: Planning a menu. Writing a recipe. A family meal in the USA. Midterm exam • Oral Production 1	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 13 Session 14	• Functional objectives: Talking about historical events. • Grammar: Past Tense. Regular Verbs. • Vocabulary: Context Clues about past events (<i>ayer, hace...</i>) • Culture: Resume. • Activities/Projects: Timeline of a historical event or a famous invention.	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 15 Session 16	• Functional objectives: Talking about biographies, telling personal anecdotes about their childhood. • Grammar: Past Tense. Irregular Verbs. • Vocabulary: Relevant events in a person's life (<i>nacer, licenciarse...</i>). • Culture: Spanish cinema. • Activities/Projects: Internet research about a celebrity biography.	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 17 Session 18	• Functional objectives: Talking about past events. Talking about intentions and plans. • Grammar: Present Perfect. <i>Ir + a + infinitivo</i>. • Vocabulary: Context clues about future & past. • Culture: Leisure time in Barcelona (movies, theater, concerts, exhibitions). • Activities/Projects: Interviewing a person in the class about his/her futures experiences	I.A, I.B, II.B, III.A, III.B., IV.B, V.B
Session 19 Session 20	• Functional objectives: Describir síntomas y enfermedades; dar recomendaciones. • Grammar: Verbo <i>doler</i>; tener dolor de + nombre. • Vocabulary: Partes del cuerpo; remedios naturales. • Culture: Medicina alternativa. • Activities/Projects: Role-play: en la farmacia.	I.A., I.E, I.D., II.A, II.B, III.A, III.B, I V.B., V.A.
Session 21 Session 22	• Functional objectives: Dar consejos sobre problemas de salud y vida diaria. • Grammar: Deberías + infinitivo; tener que + infinitivo; ser/estar con condiciones. • Vocabulary: Sentimientos y síntomas. • Culture: Lenguaje corporal y gestos. • Activities/Projects: Crear folleto de bienestar; dramatizaciones.	I.A., I.E, I.D., II.A, II.B, III.A, III.B, I V.B., V.A.
Session 23 Session 24	Oral Production 2 Content Review • Functional objectives: Review • Grammar: Review • Vocabulary: Review • Culture: Coming back home. My experience abroad.	

Final Exam

COURSE-RELATED TRIPS:

Students may participate in three activities outside class where they will interact with Spanish speakers. 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.

Depending on the semester (spring, summer, or fall), the offer of Course Related Excursions may vary according to seasonal celebrations and traditions. (Students will be informed beforehand of the specific day, time, and outcome-related activity):

- Spring: Santa Eulàlia, Sant Antoni, Sant Jordi.
- Summer: Sant Joan.
- Fall: La Mercè, La Diada, La Castanyada, Mercat de Santa Eulàlia.

Also, there are other course-related trips not linked to seasonal celebrations:

- El fútbol en España.
- Mi barrio en Barcelona.
- El Mercat dels Encants.
- Visitas a Museos (MIBA, MACBA, CCCB)

REQUIRED COURSE MATERIALS:

- Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 2*-Libro del alumno Premium. Barcelona, Difusión. [ISBN: 978-84-1803-228-8].
- 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