

**SP 221 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD**  
**IES Abroad Santiago**

**DESCRIPTION:**

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling 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).

**GENERAL STUDENT PROFILE:**

Students entering this level have little or no prior knowledge of Spanish. Some students may have had previous exposure to certain competencies addressed in the course; however, they still require further instruction and guided practice to develop greater control and confidence in these skills. Following the Novice Abroad level descriptors in the IES Abroad MAP for Language and Intercultural Communication, the course focuses on developing basic communicative and intercultural skills for everyday social interaction and for simple professional communication in healthcare settings. Through guided practice, students will learn to interact in elementary clinical and community situations, understand and use essential healthcare-related vocabulary, and develop the confidence needed to communicate with patients, peers, and healthcare professionals in Spanish.

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to navigate the challenges of adapting to the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

By the end of the course, the successful student will have developed enough self-confidence, language, and cultural skills to attempt more complex tasks in Spanish as described in the learning outcomes below.

**CREDITS:** 4

**CONTACT HOURS:** 60

**LANGUAGE OF INSTRUCTION:** Spanish

**INSTRUCTOR:** TBD

**PREREQUISITES:** None

**ATTENDANCE POLICY:** Attendance and punctuality are mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than 1.5 classes (for courses taught once a week) or 2.5 classes (for courses taught twice a week) in any course, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Six absences in any course will result in a failing grade.

## STUDENTS' PROFILE

Students who are placed in this level should be capable of achieving the outcomes defined by the Novice Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course students will be able to achieve the outcomes for Emerging Independent Abroad level as defined by the IES Abroad MAP for language and Intercultural Communication. The key learning outcomes from the MAP have been adapted and are summarized below:

## LEARNING OUTCOMES:

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

### I. Intercultural Communication

- A. Students will be able to meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language, etc.).
- B. Students will recognize what to expect and how to behave in a social interactional situation as well as in healthcare settings.
- C. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language within as in healthcare settings.
- D. Students will be able to distinguish between simple representations of formality and informality in the language.
- E. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- F. Students will start to make informed comparisons between their host culture and the home culture.

### II. Listening

- A. Students will be able to understand most spoken communication as long as native speakers are willing to repeat, adapt their speed and vocabulary while interacting.
- B. Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete healthcare topics covered in classes.
- C. Students will begin to understand the differences among native speakers from a variety of backgrounds, they will comprehend common colloquial expressions and slang as they relate to communication in healthcare settings.

### III. Speaking

- A. Students will be able to initiate and sustain simple conversations about everyday social activities, routines, and situations in healthcare settings.
- B. Students will be able to simple discuss concrete healthcare and medical topics covered in class, including patient care, clinical routines, and professional responsibilities.
- C. Students will be able to describe healthcare institutions, medical services, treatments, and healthcare-related procedures in simple language.

- D. Students will be able to participate actively and respond appropriately in simple professional interactions in healthcare settings, such as team meetings, case discussions, and patient interactions.
- E. Students will be able to express themselves clearly in short and simple professional presentations related to healthcare topics and clinical practice.
- F. Students will be able to negotiate meaning and respond appropriately in unexpected communicative situations in simple healthcare and clinical contexts.

#### IV. Reading

- A. Students will be able to read and understand simple and adapted academic, healthcare, and public health texts, using background knowledge and contextual clues to support comprehension.
- B. Students will be able to identify and understand the main ideas of healthcare-related texts using reading strategies developed during the course.
- C. Students will be able to interpret basic healthcare-related information and visual data, such as patient information, medical charts, reports, emails, schedules, and clinical instructions related to topics covered in class.

#### IV. Writing

- A. Students will be able to write short texts related to personal information, healthcare experiences, patient communication, and clinical situations, including descriptions, messages, and short narratives, with developing grammatical and lexical accuracy.
- B. Students will be able to write short texts and class assignments related to healthcare and medical topics, such as describing procedures, reporting information and comparing healthcare situations, with developing grammatical and lexical accuracy.
- C. Students will be able to revise and edit their own writing and that of their peers for common grammatical, lexical, and communicative errors covered in class.

#### METHOD OF PRESENTATION:

The course will be delivered through guided instruction by language instructors, incorporating individual, pair, and group activities; listening and audiovisual materials; class discussions; intensive and extensive reading tasks; role plays and simulations; and individual and collaborative presentations. These activities are designed to strengthen students' communicative competence and language skills for effective interaction in social and healthcare environments.

#### REQUIRED WORK AND FORM OF ASSESSMENT:

- Oral activities: 30%
  - Oral presentations/ group projects
  - Class written activities

designed by the course instructor according to students' needs for practice and current events to be discussed in class. Activities include pair work, peer review, short reading/writing assignments, quizzes, short videos, podcasts, audio recordings, etc.

- Written assignments: 20%
  - Written assignments
- Midterm test: 15%
- Final Oral exam: 15%
- Final Written exam: 20%

#### CONTENTS:

| WEEK     | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assignments                                                                                                                                                                                                |
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| Week 1   | <b>Introduction to the course:</b><br>- Description of objectives methodology, participants' expectations, and evaluations.<br><br><b>1.Functional:</b><br>Introducing oneself. Meeting new people. Asking for and giving personal information. Expressing feelings, likes, and dislikes.<br><b>2.Grammar and vocabulary:</b><br>Present tense. Verb <i>gustar</i> . Basic classroom expressions. Vocabulary related to introductions, emotions, hobbies, and personality.<br><br><b>3.Culture:</b><br>Greetings and social interaction in Chile. Introduction to Chilean Spanish; uses of tú and usted | Submission of written assignment:<br><i>Mi viaje a Chile</i><br><br>Vocabulary and grammatical exercises of the unit.                                                                                      |
| Week 2   | <b>1.Functional:</b><br>Describing people and daily life. Talking about hobbies and preferences. Shopping and asking about products. Describing styles and opinions.<br><b>2.Grammar and vocabulary:</b><br>Present tense review. Verbs like <i>gustar</i> . Adjectives. Introduction to comparisons. Clothing and shopping vocabulary.<br><b>3.Culture:</b><br>Youth culture and everyday life in Chile. Learning Spanish in immersion.                                                                                                                                                                | <b>Course-related fieldtrip/activity 1: The neighborhood</b><br><br><b>Submission of corrected version of the assignment:</b><br>MI VIAJE A CHILE<br><br>Vocabulary and grammatical exercises of the unit. |
| Week 3-4 | <b>Do you like local food?</b><br><b>1. Functional:</b><br>Ordering food. Asking for information in restaurants and stores. Describing places. Asking for and                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Course-related fieldtrip/activity 1: The neighborhood</b>                                                                                                                                               |

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|                 | <p>describing location. Comparing places and products. Describing and comparing local eating habits with those at home; do shopping in supermarkets and small convenience stores. Asking for information about products to buy. Comparing prices. Expressing preference.</p> <p><b>2. Grammar and Vocabulary</b><br/>Words related to meals, dishes, fruits and vegetables, types of meat and seafood. <i>Hay / está</i>. Comparatives and superlatives. Direct objects. Vocabulary related to food, restaurants, stores, and locations.</p> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>- Chilean food and eating habits. Life in Santiago.</li> </ul> | <p>Short oral presentation. Fieldtrip: The Neighborhood.</p> <p><b>Written assignment 1.</b> Reading and audiovisual activities.</p> <p>Vocabulary and grammatical exercises of the unit.</p>                                                                                                                                                     |
| <b>Week 5-6</b> | <p><b>1. Functional:</b><br/>Describing routines and schedules. Talking about university life and free time. Comparing lifestyles. Making plans and arrangements.</p> <p><b>2. Grammar and vocabulary</b><br/>Reflexive verbs. Frequency expressions. Time expressions. Vocabulary related to routines and university life.</p> <p><b>3. Culture</b><br/>Frequency expressions. Time expressions. Vocabulary related to routines and university life. Student life in Chile. Transportation and urban life.</p>                                                                                                                                                              | <p>Oral pair activity and listening exercises.</p> <p>Vocabulary and grammatical exercises of the unit.</p>                                                                                                                                                                                                                                       |
| <b>Week 7</b>   | <p><b>1. Functional:</b> Narrating experiences and past events. Talking about travel, adaptation, and cultural experiences. Discussing current news and social topics.</p> <p><b>2. Grammar and Vocabulary:</b> Introduction to past tenses. Time expressions. Vocabulary related to travel, experiences, and news.</p> <p><b>3. Culture:</b> Cultural adaptation and intercultural communication.</p>                                                                                                                                                                                                                                                                       | <p>Vocabulary and grammatical exercises of the unit.</p> <p><b>Written assignment 2.</b> Reflection on the experience in Chile so far</p>                                                                                                                                                                                                         |
| <b>Week 8</b>   | <p>Review and integration of social communication skills. Functional interaction in everyday situations.</p> <p>Comprehensive review of Weeks 1–5 grammar and vocabulary.</p> <p>Reflection on immersion experiences.</p> <p><b>Midterm WRITTEN EXAM</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Evaluation of all contents studied up to this point in the course.</p> <p><u>TEST INCLUDES:</u></p> <ul style="list-style-type: none"> <li>- Audiovisual exercise</li> <li>- Grammar exercises</li> <li>- Reading comprehension exercise</li> <li>- Writing exercise integrating topics discussed in class, grammar and vocabulary.</li> </ul> |

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| <b>Week 9</b>  | <b>1.Functional:</b><br>Introduction to healthcare contexts. Describing healthcare professions, hospitals, and medical specialties. Talking about routines of healthcare professionals.<br><b>2.Grammar and vocabulary:</b><br>Present tense review. Vocabulary related to hospitals, healthcare workers, and medical specialties.<br><b>3.Culture:</b> Introduction to the Chilean healthcare system. | Vocabulary and grammatical exercises of the unit.<br><b>Course-related fieldtrip/activity 2:</b><br>Healthcare centers<br><br><b>Oral project:</b> presentation of different healthcare center in the area. |
| <b>Week 10</b> | <b>1.Functional:</b> Describing the human body and basic symptoms. Expressing pain and discomfort. Asking simple health-related questions.<br><b>2.Grammar and vocabulary:</b> Verb <i>doler</i> . Body parts vocabulary. Expressions for pain and symptoms.<br><b>2.Culture:</b> lifestyles and consequences for health                                                                               | Vocabulary and grammar exercises.<br><b>Course-related fieldtrip/activity 3:</b> Rural Primary Healthcare center                                                                                            |
| <b>WEEK 11</b> | <b>1.Functional:</b><br>Giving recommendations and advice. Talking about healthy lifestyles, exercise, and prevention.<br><b>2.Grammar and vocabulary:</b> Expressions with <i>tener que</i> , <i>deber</i> . Vocabulary related to health and wellness.<br><b>3.Culture:</b> Public health and lifestyles in Chile.                                                                                   | Vocabulary and grammar exercises.<br>Role plays: doctor-patient interaction.                                                                                                                                |
| <b>WEEK 12</b> | <b>1.Functional:</b> Going to the doctor. Describing symptoms and simple medical situations. Understanding basic patient questions and instructions.<br><b>2.Grammar and vocabulary:</b> Review of present and past tenses. Reflexive constructions. Medical and symptom vocabulary.<br><b>3.Culture:</b> How to make a doctor's appointment. Communication styles in healthcare interactions.         | Vocabulary and grammar exercises.<br>Role plays: doctor-patient interaction.<br><b>Written assignment 3</b>                                                                                                 |
| <b>WEEK 13</b> | <b>1.Functional:</b> Describing accidents and emergencies. Explaining causes and consequences. Giving instructions in healthcare settings.<br><b>2.Grammar and vocabulary:</b> Sequencing expressions. Vocabulary related to accidents and emergencies.<br><b>3.Culture:</b> Emergency healthcare in Chile.                                                                                            |                                                                                                                                                                                                             |
| <b>WEEK 14</b> | <b>1.Functional:</b> Understanding and giving simple clinical instructions. Describing procedures and treatments. Healthcare and intercultural communication.<br><b>2.Grammar and vocabulary:</b> Formal vs. informal commands. Healthcare procedure vocabulary.<br><b>3.Culture:</b> Professional interaction in healthcare settings. Intercultural healthcare in indigenous communities.             | Vocabulary and grammar exercises.<br><br><b>Course-related fieldtrip/activity 5:</b><br>Mapuche Community Center                                                                                            |
| <b>Week 15</b> | <b>WRITTEN EXAM</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>EXAM INCLUDES:</b><br>- Audiovisual exercise                                                                                                                                                             |

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|  |                  | <ul style="list-style-type: none"> <li>- Grammar exercises</li> <li>- Reading comprehension exercise</li> <li>- Writing exercise integrating topics discussed in class, grammar, and vocabulary.</li> </ul>                        |
|  | <b>ORAL EXAM</b> | <p>Exam focuses on the development of the communicative intercultural competence</p> <ul style="list-style-type: none"> <li>- Reflection on the experience, assessment of personal objectives, goals, and achievements.</li> </ul> |

#### NOTES:

- Every class begins with a discussion of current local or international news, host family experience, local curiosities, trips, etc.
- There are short written assignments (homework) all along the semester to practice lexical and grammatical contents.
- There are different graded assignments, written or oral (audio or videos), requested throughout the semester according to the different course contents and current events.
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#### **COURSE-RELATED TRIPS:**

- Course-related fieldtrip/activity 1: The neighborhood
- Course-related fieldtrip/activity 2: Healthcare centers
- Course-related fieldtrip/activity 3: Rural Primary Healthcare center
- Course-related fieldtrip/activity 5: Mapuche Community Center

#### **REQUIRED READINGS:**

Course materials (designed and compiled by the course instructor).