



SP 303 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 must be able to fulfill most of the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies. Students at this level may succeed in partner university courses as long as such courses are primarily designed for international students and/or require passive student linguistic participation (art studios, dance).

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 work through the challenges of adaptation in 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 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of the Novice Abroad outcomes in the IES Abroad *MAP for Language & Intercultural Communication*, as determined by placement test.

ADDITIONAL COST: None.

METHOD OF PRESENTATION:

- Individual and group work in presentations
- Assigned readings
- Class discussions
- Debate
- Role playing
- Films
- Listening activities

REQUIRED WORK AND FORM OF ASSESSMENT:

- Oral Activities – 20%



- Written Assignments – 15%
- Midterm Test – 15%
- Class Activities – 10%
- Oral Exam – 20%
- Written Exam – 20%

Oral Activities

Short presentation on course-related trip in the neighborhood. Presentation on the visit to city downtown. Debate.

Written Assignments

Written essay: My trip to Chile. Essay 1: What moves the young in my country. Report on course-related trip. Report on the National Cemetery visit. Essay on the interview with Eledín Parraguez.

Class Activities

Different class activities designed by the course instructor according to students' need of practice and current events to be discussed in class. Activities include pair work, peer review, short reading/writing assignments, quizzes etc.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes defined by the Emerging Independent 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 are summarized below:

I. Intercultural Communication

- A. Students will be able to solve most daily troublesome situations and meet needs with limited help.
- B. Students will be able to make informed comparisons between the host culture and the students' home cultures.
- C. Students will be able to distinguish and to imitate verbal and non-verbal communication that reflects politeness, formality, or informality.
- D. Students will be able to recognize patterns of intonation, their meaning, and cultural implications.

II. Listening

- A. Students will be able understand some interactions of moderate complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
- B. Students will be able to understand direct requests, questions, and basic conversations on familiar and concrete topics.

III. Speaking

- A. Students will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
- B. Students will be able to resolve moderately complicated situations involving familiar subjects.

IV. Reading

- A. Students will be able to read passages and short texts (newspapers, short stories, etc.) and understand overall meaning.
- B. Students will be able to support their understanding of texts through the use of context, dictionaries, or with the assistance of others at times.

V. Writing

- A. Students will be able to communicate with increasing effectiveness through notes, emails, and chats, and simple online discussions.
- B. Students will be able to write short essays on concrete topics of limited levels of complexity and with less reliance on the communicative patterns of their native language.

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.

Punctuality

Students who are late to class will receive a .5 absence. Arriving in class more than 15 minutes late will result in 1 absence.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to the Course - Description of objectives, methodology, expectations and evaluations. - Functional: Introducing oneself and meeting new people. Asking and giving information. Expressing feelings and emotions. Describing similarities and differences. - Grammatical: Review of questions words. Review of Present Simple and - Progressive tenses. Review of "GUSTAR" and some verbs with similar conjugation. - Vocabulary: Words/Expressions used when getting to know new people. Words/Expressions used to express feelings, emotions, likes, dislikes. Adjectives to describe personality. - Culture: Learning Spanish in Chile.	Submission of written assignment: Mi Viaje a Chile
Session 2	The Young in Chile - Functional: Saying and understanding numbers over 1000 and figures as percentages. Describing peoples' physical appearance. Describing and comparing local young people's styles, interests and likes with those at home. - Grammatical: Present simple tense/present progressive tense. - Vocabulary: The difference between sentir/sentirse. Numbers and percentages. Adjectives to describing people's physical appearance. - Culture: The young in Chile.	- Vocabulary and grammatical exercises of the unit - Read the articles in the dossier: The new geography of Chilean young people

Session	Content	Assignments
Session 3	• Functional: Describing peoples' styles. Expressing opinions about behavior, actions, beliefs and fashion. Describing clothes and accessories. Asking for and understanding information about clothes, shoes, etc. to buy. Making questions to prepare a short survey. • Grammatical: Subjunctive mood with the verb "parecer + adjective + que" to express opinions. • Vocabulary: Vocabulary related to clothes, shoes, accessories and shopping. • Culture: Young peoples' styles: subcultures in the culture. Interview locals about styles and preferences.	• Vocabulary and grammatical exercises of the unit • Read the article in the dossier: Are all young Chileans the same?
Session 4	Do you like local food? • Functional: Ordering food in a restaurant. Asking for details related to food and drinks offered. Describing and comparing local eating habits with those at home. • Grammatical: Imperative mood to order food in a restaurant. Review and expansion of present tense. • Vocabulary: Expansion of vocabulary on meals, dishes, fruits and vegetables, types of meat and seafood. • Culture: Local food and eating habits: meals, times, etc.	• Vocabulary and grammatical exercises of the unit • Read the article in the dossier: Eating habits • Audio and class discussion: What we used to eat
Session 5	Do you like local food? (cont.) • Functional: Shopping in supermarkets and small convenience stores. Asking for information about products to buy. Comparing prices. Negotiating options to make decisions. • Grammatical: Direct objects. • Vocabulary: Expansion of vocabulary on meals, dishes, fruits and vegetables, types of meat and seafood. • Culture: Oral presentation: Let's Cook. Students prepare to cook something special for their host families. They search for food and comparing prices to provide the best options.	• Submission of the revised version of the assignment: Mi Viaje a Chile • Instructions and rubrics for the oral presentation to be found right after class plan

Session	Content	Assignments
Session 6	Exploring the City - Functional: Describing places and location. Giving and asking information on location of building and places. - Grammatical: Imperative mood to give instructions. Difference between verbs “estar/haber” to describe existence, location and position. - Vocabulary: Adverbs and prepositions to express location. Vocabulary related with types of stores, building and services. - Culture: Life in big cities.	Vocabulary and grammatical exercises of the unit.
Session 7	Exploring the City (cont.) - Functional: Expressing likes and dislikes. Comparing places providing explanations. - Grammatical: Comparative and superlative forms of adjectives. - Vocabulary: Adverbs to express intensity. Adjectives to describe places, quality of living, means of exploring the city. - Culture: Advantages and disadvantages of living in Santiago.	- Instructions and rubrics for the oral presentation to be discussed at the end of class - Submission of the report on the course-related trip to the civic center
Session 8	- Functional: Asking and giving directions. - Grammatical: Review of grammatical contents of the unit in the audio and reading passage. Review and expansion of uses of imperative mood. - Vocabulary: Words to describe people who work at the streets and street artists. - Culture: The meaning of landmarks for the locals.	- Vocabulary and grammatical exercises of the unit - Read the article in the dossier: Barrio Lastarria - Audio and class discussion: Landmarks in the city

Session	Content	Assignments
Session 9	What actually happened? - Functional: Describing and narrating events that happened in the past. Discussing the news and their impact on people opinions. Assessing information. Recognizing biased reporting. Writing short articles as for newspapers. - Grammatical: Practice of past tenses. - Vocabulary: Time expressions to describe past actions. The language in the news according to sections like politics, economy, culture, crime, etc. - Culture: Mass media in Chile.	- Submission of written assignment: What moves the young people in my country - Instruction and details to be found right after the class plan
Session 10	What actually happened (cont.) - Functional: Making hypothesis about events in the past. Retelling stories in the past. Describing events as a witness. - Grammatical: Difference between preterit and imperfect. Changes in meaning depending on the past form of certain verbs. Indirect objects. - Vocabulary: Words related to types of thefts. - Culture: News that has an impact.	Vocabulary and grammatical exercises of the unit
Session 11	Workshop on Chilean Culture - Trivia, games, music, food and quizzes. - Reviewing what students have learned about Chile. - Exploring students' familiarization and integration to local culture.	
Session 12	Course-related Trip - Visiting historic buildings in the city. In pairs, students visit different important buildings. - Visiting the historic center of the city. - Using Spanish to talk to locals and obtain some specific information. - Prepare and oral presentation for the class.	Instruction and details to be found in moodle.

Session	Content	Assignments
Session 13	• Functional: Describing specific areas in the city as centers of interest, nightlife or as tourist attractions. • Grammatical: Review and use of ser/ estar/ hay. Contrast between present and past tenses. • Vocabulary: Review of words related to descriptions of places in the city. • Culture: Oral presentation: What to do where to go in the city.	• Instructions and rubrics for the oral presentation to be found right after the class plan.
Session 14	Review before the Midterm Test • Functional: Asking for clarification and reasons. Writing mails and short messages. • Grammatical: Review of all grammatical contents revised already. • Vocabulary: Review of the vocabulary studied so far in the course. • Culture: How my experience has been so far.	• Submission of the report on the fieldtrip to the civic center
Session 15	MIDTERM TEST • Evaluation of all contents studied up to this point in the course. • Test includes: • Audio-visual exercise • Grammar exercises • Reading comprehension exercises • Writing exercises integrating topics discussed in class, grammar, and vocabulary	

Session	Content	Assignments
Session 16	A Healthy Life - Functional: Describing the parts of the human body. Describing the benefits of sports and exercise have on health. Discussing the relationship between practicing sports and leading a healthy life. Expressing pain and ache. Describing symptoms. Suggest ideas/recommendations for some health/medical problems. - Grammatical: Subjunctive mood to giving advice, recommendations and suggestions. Conjugations and uses of verb “doler.” - Vocabulary: Vocabulary related to parts of the body. Words related to some common diseases and health problems. - Culture: Chileans of the XXI century.	Vocabulary and grammatical exercises of the unit
Session 17	A Healthy Life (cont.) - Functional: Describing how accidents occurred at home. Making an appointment with the doctor. Visiting the doctor. Describing symptoms. Following the doctor’s instructions. - Grammatical: Review of past tenses. Reflexive verbs to describe accidents or processes. - Vocabulary: Words to describe symptoms and intensity of them. - Culture: Local recommendations and home remedies for minor health problems.	Vocabulary and grammatical exercises of the unit
Session 18	The Future of the Environment - Functional: Discuss attitudes towards environment. Expressing opinions, doubt and certainty. Making predictions about the future. - Grammatical: Indicative and Subjunctive mood in expressions related to opinions, doubt and certainty. Verbs like creo que/ estoy seguro que/ pienso que/ no creo que, etc. - Vocabulary: Words related to environment and environmental problems. Word families. - Culture: Attitudes towards environment.	Vocabulary and grammatical exercises of the unit

Session	Content	Assignments
Session 19	The Future of the Environment (cont.) - Functional: Discussing attitudes towards environment. Expressing opinions, doubt and certainty. Making predictions about the future. Assessing the validity of facts. Writing a complaint letter. - Grammatical: Subjunctive mood to express opinions in expressions like: Ser+adjective+que - Vocabulary: Environmental problems. Word formation. - Culture: Complaining and protesting.	- Vocabulary and grammatical exercises of the unit - Audio and class discussion: Environmental issues
Session 20	Audio-visual Activity: Movie – Machuca (Part I) - Functional: Understanding spoken Chilean Spanish. Understanding colloquial Chilean slang expressions recognizing cultural traits in them. Learning about historical/political events presented in the movie. Learning about socio-economic segregation from the movie. Self-assessing listening- comprehension through the movie. - Grammatical: Integration of tenses and expressions. Review of indefinite pronouns. - Vocabulary: Chilean Spanish. - Culture: Education and socioeconomic segregation.	- Watch the movie trailer, available in Moodle - Check and revise the glossary with words/slang used in the movie at the end of the course dossier
Session 21	Audio-visual Activity: Movie – Machuca (Part II) - Functional: Understanding spoken Chilean Spanish. Understanding colloquial Chilean slang expressions recognizing cultural traits in them. Learning about historical/political events presented in the movie. Learning about socio-economic segregation from the movie. Self-assessing listening- comprehension through the movie. - Grammatical: Integration of tenses and expressions. Review of indefinite pronouns. - Vocabulary: Chilean Spanish. - Culture: The impacts of the coup d'état.	Check and revise the glossary with words/slang used in the movie at the end of the course dossier

Session	Content	Assignments
Session 22	Group Activity IES instructors present a topic of discussion with students. Activity is enriched by personal perspectives and experiences on a local historic event instructors have experienced. Grammatical: Integration of tenses and expressions. Review of indefinite pronouns.	
Session 23/24	Course-related Trip to National Cemetery - Exploring the cemetery from a historical, economic, political and social perspective. - Understanding some important aspects of local idiosyncrasies.	Check and read information about the course-related trip in Moodle
Session 25	DEBATE: Free Education for Chile - Expressing opinions. - Discussing topics, persuade people with arguments. - Making hypotheses. - Comparing local education system with American education system.	Check and revise the glossary with words/slang used in the movie at the end of the course dossier
Session 26	Class Interview with Eledín Parraguez	- Submission of written assignment: Fieldtrip to National Cemetery - Prepare interview reading the biography at the end of the course dossier.
Session 27	Review before the Written Exam - Functional: Describing what you have learnt from the personal and academic perspective. Assessing you own experiences and others.' Writing mails and short messages for future students coming to Chile. Expressing regrets. - Grammatical: Review of all grammatical contents revised already. Subjunctive mood in conditional clauses referring to the future. - Vocabulary: Review of the vocabulary studied so far in the course. Word formation: from adjective to adverbs. - Culture: How my experience has been so far.	- Vocabulary and grammatical exercises of the unit - Submission of the written assignment: "Un verdadero Machuca"

Session	Content	Assignments
Session 28	WRITTEN EXAM • Test includes: • Audio-visual exercise • Grammar exercises • Reading comprehension exercises • Writing exercise integrating topics discussed in class, grammar, and vocabulary	
Session 29	ORAL EXAM • Reflection on the experience, assessment of personal objectives, goals and achievements	
Session 30	Final Session • Students discuss their final grades, receive their graded written exams and assess their experience.	

COURSE-RELATED TRIPS:

- Civic Center
- National Cemetery
- Historic buildings around the city

REQUIRED READINGS:

- Course workbook (designed and compiled by the course instructor).

APPENDIX I - RÚBRICA DE EVALUACIÓN DE PRESENTACIÓN ORAL

Item	Puntaje	Observaciones
CONTENIDOS (nota grupal)	6.0 - 7.0	- Es evidente que manejan los contenidos, los expresan en ideas claras, precisas y bien explicadas. - Información completa y bien detallada.
	5.0 - 5.9	- Algunas ideas no están bien desarrolladas, pero en general la información es coherente y las ideas están relacionadas con el contenido. - Alguna(s) parte(s) de la presentación del contenido es/son poco clara(s).
	4.0 - 4.9	- Información correcta y buenas ideas, pero no bien desarrolladas de modo que el resto del curso no necesariamente comprende lo que está escuchando. - Información muy general o extraída de fuentes no apropiadas (Wikipedia). - Manejan poco los contenidos lo que sugiere poca preparación. - Ideas confusas
	2.0 - 3.9	- Poca información, mínimo o nulo desarrollo de los contenidos. - Los contenidos presentados son poco relevantes para el tema y los objetivos de la presentación.
LECTURA (nota grupal)	6.0 - 7.0	- No leen nada de su participación en la presentación. Se guían naturalmente por notas que les recuerdan la información relevante de sus intervenciones. (si las hay) Las diapositivas contienen información, general y de ayuda para presentar los contenidos.
	5.0 - 5.9	Leen lo que está escrito en las diapositivas o parte de sus notas para apoyar lo que están diciendo.
	4.0 - 4.9	- Lo que presentan es la lectura absoluta de lo que aparece en las diapositivas y hay solo algunos datos extras que no son leídos. - Algunos miembros del grupo leen y otros, no.
	2.0 - 3.9	Leen completamente la presentación y no elementos nuevos o extra que se agreguen.
MATERIALES AUDIOVISUALES (nota grupal)	6.0 - 7.0	- Tienen los materiales apropiados, los utilizan bien, de modo que están al servicio de la presentación en tanto son relevantes y claros. - Hay mínimos o no hay errores en las diapositivas o en la presentación.
	5.0 - 5.9	- Los materiales son apropiados, pero están poco o malamente desarrollados o usados. - Hay errores en el español escrito o usado, ya sea en el vocabulario y/o en la gramática directamente relacionada con el tema que se está presentando.
	4.0 - 4.9	- Tienen materiales pero no los usan exitosamente como herramientas para desarrollar su presentación. - Es evidente que <u>no fueron preparados en conjunto</u>.
	2.0 - 3.9	- Los materiales que usan no son apropiados, no se relacionan con el tema de manera directa o no sirven para clarificar los contenidos. - No usan materiales audiovisuales o no realizan la presentación
MOTIVACION (nota grupal)	6.0 - 7.0	Es obvio que se han informado personalmente del tema, y desarrollaron una presentación interesante e interactiva que atrae al curso.
	5.0 - 5.9	La presentación es interesante en cuanto a contenidos, pero no es atractiva para los compañeros de clase porque no tiene elementos atractivos o interactivos.
	4.0 - 4.9	El tema es interesante para la clase, pero los integrantes del grupo no están involucrados en tema, y solo presentan sus contenidos individualmente.
	2.0 - 3.9	- La presentación evidencia falta de interés por parte de sus integrantes. - La presentación es monótona sin matices por lo que no es atractiva para la clase.
TRABAJO GRUPAL	6.0 - 7.0	La contribución individual es coherente con el desarrollo de la presentación. La participación es equilibrada.

Item	Puntaje	Observaciones
(nota grupal)	5.0 - 5.9	Es evidente que algunos miembros del grupo están más preparados que otros.
	4.0 - 4.9	La intervención individual contribuye de forma parcial al desarrollo de la presentación.
	2.0 - 3.9	No es evidente que todos los integrantes han participado de manera equilibrada en la realización del trabajo. La intervención individual no contribuye al grupo, llegando a dificultar el desarrollo de la presentación
INSTRUCCIONES (nota grupal)	6.0 - 7.0	La presentación cumple con incluir todos los elementos que se detallan en las instrucciones y con desarrollarlos bien. Por ejemplo, incluye recomendaciones, videos, comparaciones, reflexiones personales o cualquier elemento que se describa en los detalles del trabajo a realizar.
	5.0 - 5.9	La presentación incluye parcialmente todos los elementos que se describen en las instrucciones, pero no todos están bien desarrollados.
	4.0 - 4.9	La presentación sólo incluye algunos elementos descritos en las instrucciones. Y se han dejado de lado parte importante de los elementos que debían incluirse.
	2.0 - 3.9	- Es evidente que el grupo no leyó cuidadosamente las instrucciones porque hay errores serios que evidencian que no siguieron las instrucciones. - La presentación no se relaciona con las instrucciones.
Español: VOCABULARIO (nota personal)	6.0 - 7.0	- Excelente manejo de vocabulario pertinente al tema tratado. El estudiante incorpora nuevas palabras con sus asociaciones correspondientes para hacer más precisa la comunicación. Utiliza satisfactoriamente el vocabulario de la unidad. - Con algunos errores menores que no se relacionan directamente con el contenido de la presentación.
	5.0 - 5.9	En general, utiliza buen vocabulario para expresar contenidos generales, pero no incorpora nuevas palabras. Usa, sin embargo, buenas estrategias para compensar las deficiencias léxicas.
	4.0 - 4.9	- Comete errores constantes relacionados directamente con el tópico al que se refiere la presentación. - Evidente falta de preparación y atención al vocabulario (que es parte de los contenidos del curso y de la preparación para la presentación).
	2.0 - 3.9	Usa inglés para compensar falta de vocabulario, evidencia falta de preparación.
Español: GRAMÁTICA (nota personal)	6.0 - 7.0	- Sólo comete errores menores que no entorpecen la comunicación. - Demuestra que ha integrado los contenidos estudiados usando estructuras complejas.
	5.0 - 5.9	Comete algunos errores gramaticales que a veces hacen difícil la comprensión de algunos pasajes de la presentación. Pero estos no tienen un impacto profundo en la comprensión de los contenidos. Comete pocos errores elementales e intenta corregirse cuando se da cuenta de que ha cometido un error.
	4.0 - 4.9	Uso deficiente de los recursos gramaticales. El mensaje es confuso porque está lleno de errores elementales.
	2.0 - 3.9	Discurso lleno de errores gramaticales que no permiten la comunicación efectiva.
Español: PRONUNCIACIÓN (nota personal)	6.0 - 7.0	Pronunciación inteligible con algunos sonidos del inglés que se han suavizado y que no interrumpen la comprensión.
	5.0 - 5.9	Pronunciación medianamente inteligible. Mantiene algunos sonidos del inglés que sobresalen en su discurso, pero la comunicación no se ve afectada en gran medida.
	4.0 - 4.9	- Muchos de sonidos del inglés que afectan la comprensión. - Algunos cognados son pronunciados como en inglés.
	2.0 - 3.9	Pronunciación poco comprensible. Afecta la comunicación y comprensión de enunciados.

Item	Puntaje	Observaciones
Español: FLUIDEZ (nota personal)	6.0 - 7.0	La comunicación es clara, con pausas normales que no interfieren en la comunicación, las vacilaciones son las usadas en español. Escasa presencia de pausas o silencios durante el discurso. Las pausas son llenadas con sonidos/poses propios del español. Bastante natural.
	5.0 - 5.9	La comunicación es interferida por pausas, especialmente en busca de vocabulario o reestructuración de las frases para compensar un deficiente manejo lingüístico de algunos aspectos, usa vacilaciones en inglés o lengua materna. Pausas no muy prolongadas y pequeños silencios durante el discurso, aunque la comunicación no se ve demasiado afectada.
	4.0 - 4.9	Habla poco, con muchas pausas para evitar los riesgos, usa vacilaciones en inglés o lengua materna. La comunicación es difícil. Presencia de pausas prolongadas y silencios que interrumpen la comunicación.
	2.0 - 3.9	Casi no interviene.

APPENDIX II – RÚBRICA PARA EXAMEN FINAL

Ítem	No logrado 0-1	Desempeño insatisfactorio 1-1.9	Medianamente logrado 2-2.9	Totalmente logrado 3-4
Contenido discursivo	No desarrolla el tema asignado y se comunica con problemas.	Desarrolla el tema asignado de forma superficial o incluye ideas no pertinentes al tópico.	Desarrolla el tema asignado parcialmente. Presenta algunas ideas interesantes aunque le falta un poco de cohesión.	Desarrolla el tema asignado de forma coherente y satisfactoria.
Contenido intercultural	No es capaz de establecer relaciones entre el tema y la cultura local. Evidencia un casi nulo conocimiento y manejo de la cultura e idiosincrasia chilena.	Es evidente que ha desarrollado muy poco conocimiento y manejo de la cultura e idiosincrasia chilena. Mantiene estereotipos y hace aseveraciones equivocadas.	Intenta establecer relaciones entre el tema asignado y la cultura local, sin embargo son superficiales, basados en estereotipos o no pertinentes. Evidencia poco conocimiento y manejo de la cultura e idiosincrasia chilena.	Evidencia conocimiento y manejo de la cultura e idiosincrasia chilena. Establece relaciones pertinentes entre el tema y la cultura local.
Español: Vocabulario	No utiliza vocabulario aprendido durante el curso. Usa palabras en inglés.	Incorpora poco vocabulario aprendido durante el curso. En ocasiones el léxico utilizado no es apropiado para el tema asignado. - Su vocabulario es limitado.	El estudiante incorpora palabras aprendidas durante el curso con sus asociaciones correspondientes para hacer más precisa la comunicación. Con algunos errores menores que no se relacionan directamente con el tema del examen.	Excelente manejo de vocabulario pertinente al tema tratado. Utiliza vocabulario aprendido durante el curso.
Español: Gramática	Evidencia muy pobre dominio gramatical. No incorpora la gramática vista en los contenidos del curso.	Su gramática es elemental, le permite comunicarse a nivel superficial, pero es evidente que no ha integrado (la mayoría) los contenidos vistos en el curso.	Tiene un dominio gramatical que le permite discutir variados temas, sin embargo comete errores frecuentes que demuestran que no ha integrado todos los contenidos esperados para su nivel. No siempre es capaz de autocorregirse.	Maneja una gramática apropiada para su nivel, es evidente que ha incorporado los contenidos vistos en el curso. Se autocorrigió

Ítem	No logrado 0-1	Desempeño insatisfactorio 1-1.9	Medianamente logrado 2-2.9	Totalmente logrado 3-4
Español: Pronunciación	Poco inteligible y afecta la comunicación.	Medianamente inteligible. Con bastantes sonidos del inglés y pronunciación de algunas palabras como en inglés.	Pronunciación medianamente inteligible. Mantiene algunos sonidos del inglés que sobresalen en su discurso, pero la comunicación no se ve afectada en gran medida.	Totalmente inteligible. No afecta la comunicación.
Fluidez	Pausas reiteradas y silencios largos que interrumpen la comunicación. Usa vacilaciones en inglés.	Habla poco, con muchas pausas para evitar los riesgos, usa vacilaciones en inglés o lengua materna. La comunicación es difícil. Presencia de pausas prolongadas y silencios que interrumpen la comunicación.	Pausas no muy prolongadas y algunos silencios que no interrumpen la comunicación. Usa vacilaciones en inglés.	No hay pausas ni silencios prolongados que interrumpen la comunicación. Las vacilaciones que utiliza son las que se usan en español