



SP 301 SPANISH LANGUAGE IN CONTEXT: EMERGENT INDEPENDENT ABROAD I

IES Abroad Granada

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 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: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES:

Students entering this level must be able to fulfill 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. 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.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in Spanish, as described in the learning outcomes below

METHOD OF PRESENTATION:

The aim of this Spanish language course is to develop the communication skills of the students, taking advantage of the situation of linguistic immersion they live in while they are in Granada. Language is conceived as an instrument of communication used in varied environments and through different channels of communication.

- Introduction of new concepts by the instructors.
- Exercises and activities to practice the different communicative skills (speaking, reading, listening and writing).
- Group and cooperative work.
- Linguistic immersion in Spain.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Mid-term exam: 15%
- Final exam: 20%
- Daily exercises: 15%
- Journal: 15%
- Intercultural research project: 25% (15% written project; 10% oral presentation)
- Class participation: 10%

Active participation will be evaluated positively if the student:

- Is actively present in class.
- Shows a real willingness and a positive attitude to learn.

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- Is attentive to the instructor's explanations.
- Participates in the class activities.
- Hands in the assignments within the expected deadlines.
- Interacts with the instructor and with the other students.
- Shows respect towards the instructor and the other students.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in 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 some of the outcomes for the Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

1. Intercultural Communication

1. Students will be able to solve some daily troublesome situations and meet needs with limited help.
2. Students will be able to make some informed comparisons between the host culture and the students' home cultures.
3. Students will be able to distinguish between verbal and non-verbal communication that reflects politeness, formality, or informality.
4. Students will be able to recognize simple patterns of intonation and their meaning.

2. Listening

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

3. Speaking

1. Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
2. Students will be able to address moderately complicated situations involving familiar subjects.

4. Reading

1. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics and understand the general meaning.
2. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

5. Writing

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

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including course-related trips. For this course, if a student misses more than three classes, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENT:

Week	Contents (Functional, grammatical, lexical and cultural)	Assignments
Week 1 Somos lo que hacemos	- Greetings and farewells. Introducing ourselves. - Identifying ourselves and describing (<i>ser, estar, llevar, tener</i> + vocabulary). - Talking about daily actions.	- Grammar dossier: exercises.

	<ul style="list-style-type: none"> - Explaining routines (present indicative, reflexive verbs). - Gender: masculine and feminine. - A little bit of culture: new schedules and routines. - Expressing sensations and likes (evaluative structures). - Talking about stereotypes and giving general opinions: <i>todo el mundo, la gente</i>. - Giving recommendations: <i>es bueno, va bien, es importante, es necesario + infinitivo</i>. - Describing physical pain, aches and symptoms. Defective verbs and vocabulary related to health. - Culture: Shopping 	<ul style="list-style-type: none"> - Review of basic grammatical principles (alphabet, numbers, present indicative, greetings and petition structures). - Intercultural reflection journal. First entry. Do I have culture shock?
Week 2 Estás en tu casa	<ul style="list-style-type: none"> - Describing places and houses. Types of houses (apartment, semi-detached house, detached house, cottage, etc.). - Vocabulary related to the house: rooms, furniture. - Talking about daily routines related to our domestic life. - Review of <i>ser</i> and <i>estar</i>. Integration of <i>hay</i>. - Expressing possession, I (possessive pronouns). - Comparative structures. - Prepositions of place: <i>encima de, debajo de, al lado de</i> etc. - Culture: Habits and behaviors at home. 	<ul style="list-style-type: none"> - Group work: carrying out a real estate project and presenting it in class. - Grammar dossier: exercises. - Intercultural reflection journal: video presentation of your housing in Granada.
Week 3 Vamos de paseo	<ul style="list-style-type: none"> - The city. Urban vocabulary, places and interesting locations. - Asking for drinks and food in bars and restaurants. - Organizing a trip (vocabulary of means of transport) and giving directions. - Expressing possession II (possessive adjectives). - Infinitive, gerund and participle. - Talking about actions in development (<i>estar + gerundio</i>), about plans (<i>ir a + infinitivo</i>), about possibility (<i>poder + infinitivo</i>) and about desires (<i>querer + infinitivo</i>). - Basic uses of <i>por</i> y <i>para</i>. - Affirmative imperative to make requests and give orders. - Culture: The city of Granada 	<ul style="list-style-type: none"> - Grammar dossier: exercises. - Intercultural reflection journal: Video of my favorite bar in Granada. - Review of the contents for the mid-term exam. Questions and answers
	MIDTERM EXAM	
Week 4 Érase una vez...	<ul style="list-style-type: none"> - Demonstrative pronouns: <i>este, ese, aquel</i>. - Talking about events in the recent past: present perfect - Contrastive use of present and present perfect - Temporal markers in present perfect - Prepositions and their use. - Talking about events in a distant past: Preterite - Temporal markers in Preterite - Contrastive use of present perfect and preterite - Vocabulary about historical events. - A little bit of culture: Creating our own quiz of general Spanish culture. 	<ul style="list-style-type: none"> - Grammar dossier: exercises. - Intercultural reflection journal: My life before coming to Granada and now. - Preparation of the final presentation of your intercultural journal.
Week 5 Mañana podría ser...	<ul style="list-style-type: none"> - Vocabulary related to social topics and world problems. - Future tense. Contrastive use with "<i>ir a + infinitive</i>". - We predict the future. Technology's vocabulary. - Probability markers (<i>seguramente, probablemente...</i>) - Conditional tense to express simple hypotheses and courtesy requests (<i>me gustaría, me encantaría, desearía...</i>). 	<ul style="list-style-type: none"> - Grammar dossier: exercises. - Intercultural reflection journal: a letter to myself. - Presentation of final projects.

	<ul style="list-style-type: none"> - Verbs and structures related to giving an opinion and taking part in a discussion. - Indirect object pronoun. Forms and uses. - Contrast and position of direct and indirect object pronouns - Pronouns with prepositions. - Culture: Spanish food and cuisine. Vocabulary and activities. 	
	FINAL EXAM	

REQUIRED MATERIALS:

- Grammar dossier created by the instructor
- Materials and exercises provided by the instructor in Moodle.
- Spanish/English dictionary.

RECOMMENDED RESOURCES:

Grammar

- *Gramática básica del estudiante de español*. Barcelona: Difusión.
- MATTE BON, Francisco. *Gramática comunicativa del español*. Madrid: Edelsa.

Phonetics and pronunciation:

- Siles Artés, José. *Ejercicios prácticos de pronunciación de español*. Madrid, SGEL.
- Romero, c. & Hermoso, A. *Tiempo para pronunciar*. Madrid: Edelsa.
- soundsofspeech.uiowa.edu

Dictionaries

Monolingual:

- *Diccionario de uso del español*. Madrid: Gredos.
- *Diccionario de la lengua española*. Real Academia Española. Also dle.rae.es
- *Diccionario Panhispánico de Dudas*. Madrid, Real Academia de la Lengua Española. Also www.rae.es/dpd
- *Redes*. Madrid: SM.
- *Clave: diccionario de uso del español actual*. Madrid: SM. Also with online subscription.

Bilingual:

- www.wordreference.com
- *Collins Spanish Dictionary* (Español-Inglés/ Inglés-Español)
- *Diccionario Larousse Moderno* (Español-Inglés/Inglés-Español)

Other online resources

- Fundación Español Urgente: www.fundeu.es
- RTVE: www.rtve.es
- Grammar exercises: www.profedelee.es/gramatica
- Instituto Cervantes: www.cervantes.es
- Youtubers: *Superholly* and *Linguriosa*.