



SP403 Spanish Language in Context: Emerging Competent Abroad III IES Abroad Madrid

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).

The student, as a social agent, is expected to be able to complete activities and tasks that entail interpreting texts that are related to the fields in which they organize their social lives (personal, public, educational, professional) and that require the development of a high level of communicative competency. This level of communication allows the student to differentiate between linguistic uses and to select the most appropriate one in each situation according to context, the speaker's intention, and the characteristics of the speakers.

STUDENT PROFILE:

This course builds upon the skills introduced in Emerging Competent Abroad II. Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*, as well as selected outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic advisor on course selection.

By the end of this course, students will have started to acquire the subtlety of expressions and control complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. They lack some of the depth of understanding and sophistication of those who have spent more time living and working in the local context.

CREDITS: 3

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad *SP401 Spanish Language in Context: Emerging Competent Abroad I* or equivalent, determined by placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Readings: Through in-depth study of authentic texts from different genres, students will be expected to interpret the explicit and implicit meanings of a text, recognize grammatical and discursive structures, analyze vocabulary and context, and engage in discussions or debates about current topics.
- Vocabulary: Lexicon development from many perspectives (context, proportional relationships, groups, layout, dictionary, games).
The uses and nuances of lexical units.
- Grammar: Review of grammatical structures according to the necessities of an individual or group. Incorporating new structures with a higher level of complexity. Description of and practice with grammatical uses.
- Essays: Producing clear and well-structured texts about topics related to the Spanish reality. Practice with structures and vocabulary in context. Use of different forms of cohesion. Use of different genres of written communication.
- Debates: Group participation (required). Practice with written comprehension (grammar, functions, lexicon, and contextual phrases).
- Course-related trips: Integration of linguistic and cultural aspects while observing and analyzing behavior, especially interaction between Spaniards and foreigners. Pre- and post- activities to enhance students' sociocultural awareness.
- Moodle: Comments on the forums concerning cultural topics covered in class.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm Exam - 20%
- Final Exam - 20%
- Oral presentation - 20%
- Homework and Written Assignments - 20%
- Participation - 15%
- Course-Related Trips - 5%

COURSE ELEMENTS:

Midterm Exam

On contents covered in class.

Final Exam

On contents covered in class (specific contents tested in the midterm exam will not be included).

Oral Presentation

It is a group project. Students will choose a topic of their interest related to Spanish culture, taking advantage of the linguistic and cultural immersion in Madrid. The professor will arrange the calendar for presentations, and this will be a part of the assessment of speaking of students (see guidelines in Moodle).

Students can discuss the difficulties they may find in the realization of the work to the professor.

Homework and Written Assignments

All homework and written assignments required by the instructor must be handed in on time.

Participation

Your participation involves a number of variables, including, but not limited to the following: Your use of Spanish in the classroom;



your willingness to participate in all class activities; your cooperation during group- and pair- work; your respect and attitude toward your peers and toward your instructor.

Course-Related Trips

Students will have the opportunity to participate in several activities outside the classroom. Your instructor is allowed to plan an activity for the group if such activity is considered necessary. You can also take part in activities organized by IES Abroad. Preparation and further reflection on this event will be worked in the classroom.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the 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 some of the outcomes for the Emerging Competent Abroad level as defined by the 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 describe and analyze key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will be able to analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing them with the host cultures.
- C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
- D. Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. Listening

- A. Students will be able to identify a wide range of social and cultural dialects of the spoken language.
- B. Students will be able to understand most native speakers and non-native experts and comprehend a wide array of moderately complex interactions.

III. Speaking

- A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B. Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
- C. Students will talk about abstract topics, but only if they are topics previously studied or which they are personally familiar.
- D. Students will be able to understand different levels of formality.

IV. Reading

- A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
- B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with limited assistance.
- C. Students will take responsibility for the selection of their reading materials based on their own interests.

V. Writing

- A. Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
- B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with limited assistance.
- C. Students will be able to use a variety of formal written styles with accuracy.

ATTENDANCE POLICY:

Attendance is mandatory for IES Abroad Madrid classes, including course-related field trips. Please read our attendance policy posted in Moodle and in IES Abroad Madrid Student Handbook.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 INDIVIDUO Unit 1	Introductions and course presentation Accents Personality and interpersonal relations 1.Functional: Describing character and interpersonal relationships 2.Grammatical: Superlative adjectives with prefixes and suffixes Adverbs for emphasis Verbs of change Prepositional verbs Subjunctive is logical 3.Vocabulary: Character adjectives Idiomatic expressions 4.Culture: <i>National Geographic</i> press article	Interviewing classmates and introducing them in plenary Biography of Spanish and needs test completion Oral and written activities to work on and expand vocabulary and grammar Reading comprehension “Nature versus Nurture” and answering the questions Writing a 500 word composition on “A person you admire” which includes the required items (2 versions) (see guidelines in Moodle) Moodle Forum on the Argentinian short film <i>Hasta que la muerte nos separe</i> (see guidelines in Moodle)	I. A, D II. A III. B IV. B V. A
Week 2 GEOGRAFÍA Y VIAJES Unit 8	1.Functional: Describing places in the world Giving and asking for information Expressing opinions and preferences Talking about changes 2.Grammatical: Veritative matrices Verb periphrases 3.Vocabulary: Geography and climate Description of places Tourism 4.Culture: Massive tourism in Spain Fomo	Oral and written activities to work on and expand vocabulary and grammar Debate 1: Press article “El desafío del turismo masivo”: pre- and post- activities Error correction of the narrative of a nature excursion	I. A, B, C II. A, B III. A, B IV. A, B V. A, B, C

<p>Week 3</p> <p>EXPERIENCIA GATRONÓMICA</p> <p>Unit 4</p>	<p>1.Functional: Talking about gastronomy Presenting and valuing a dish</p> <p>2.Grammatical: Valorative matrices Comparative structures Dative of interest</p> <p>3.Vocabulary: Collocations Amounts Food and senses</p> <p>4.Culture: Traditional cuisine versus designer cuisine Spanish chefs</p>	<p>Oral and written activities to work on and expand vocabulary and grammar</p> <p>Video recording of a Spanish recipe both cooked and explained step by step by the student. The videos will be shared in class (see guidelines in Moodle)</p> <p>Writing an entry on a gastronomy website</p>	<p>I. A, B, C, D II. B III. A, B, C IV. B, C V. A, B, C</p>
<p>Week 4</p> <p>EL MUNDO LABORAL</p> <p>Unit 3</p>	<p>1.Functional: Describing jobs and selection processes Agreement and disagreement Talking about qualities of a worker</p> <p>2.Grammatical: Defining and non-defining matrices: Relative structures Time structures Advanced relatives Discourse markers</p> <p>3.Vocabulary: Collocations Working conditions</p> <p>4.Culture: Conciliation in Spain</p>	<p>Oral and written activities to work on and expand vocabulary and grammar</p> <p>Debate 2: Press articles on the working market: pre- and post-activities</p> <p>500 word review on the Spanish film <i>El buen patrón</i> (2 versions) (see guidelines in Moodle)</p>	<p>I. A, B II. A, B, C III. A, C, D IV. A, B, C VI. A, B</p>

<p>Week 5</p> <p>TIEMPO LIBRE</p> <p>Unit 2</p>	<p>1.Functional: Expressing purpose Inviting, proposing, accepting and rejecting</p> <p>2.Grammatical: Intentional matrices: Finality structures Finality links Conditional structures Conditional links Conditional structures with “SI” and their colloquial combinations</p> <p>3.Vocabulary: Collocations Adjectives Literature, Drama, and Movies</p> <p>4.Culture: Leisure habits in Spain</p>	<p>Oral and written activities to work on and expand vocabulary and grammar</p> <p>Interviewing on leisure habits in Spain</p>	<p>I. A, B, C, D II. A, B III. A, B, C IV. B, C V. A, B, C</p>
<p>Week 6</p> <p>EDUCACIÓN</p> <p>Unit 6</p>	<p>1.Functional: Expressing causes Expressing consequences Talking about different educational styles Talking about extraordinary talents Learning how the brain works</p> <p>2.Grammatical: Causal structures Causal links Consecutive structures Consecutive links Punctuation</p> <p>3.Vocabulary: Education</p> <p>4.Culture: Alternative teaching Educational system in Spain</p>	<p>Oral and written activities to work on and expand vocabulary and grammar</p> <p>Oral presentation after reading the press article “Homeschooling: 4000 familias en España practican la formación escolar en casa”</p>	<p>I. A, B II. A, B III. A, C, D IV. A, B V. A</p>

COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS:

- *Vitamina C1. CURSO DE ESPAÑOL DE NIVEL SUPERIOR*. Editorial SGEL, 2016 ISBN: **978-84-9778-904-2**
- *Vitamina C1. CUADERNO DE EJERCICIOS*. Editorial SGEL, 2018 ISBN: **978-84-9778-602-7**

RECOMMENDED READINGS:

Grammar

- Matte Bon, F. (1992): *Gramática comunicativa del español*. De la lengua a la

Vocabulary

- Prada, M, Salazar D y Melero, C. (2012): *Uso interactivo del vocabulario y sus combinaciones más frecuentes*, B2-C2 Madrid: Edelsa, 2012.
- Buitrago, A. (1999): *Diccionario de dichos y frases hechas*. Madrid, Espasa.

Culture

- Balea, Amalia y Ramos, Pilar (2006): *Cultura de España*, Madrid, en CLAVE ELE.
- Cortes, M. (2003): *Guía de usos y costumbres de España*, Madrid, Edelsa.
- Isa de los Santos, D. (2012): *España, ayer y hoy*. Madrid, Edinumen
- Cortes, M. (2003): *Guía de usos y costumbres de España*, Madrid, Edelsa.
- Hooper, John (2006): *The New Spaniards*, Londres, Penguin Books Ltd.
- Valdes, Joyce Merrill (2001) [1986]: *Culture Bound*, Cambridge, CUP.

Written digital press (the most popular)

- <http://www.elpais.com/> (center-wing general newspaper)
- <http://www.elmundo.es/> (liberal-conservative general newspaper)
- <http://www.eldiario.es/> (progressive general newspaper)
- <http://www.marca.com/> (sports newspaper)

Spanish language on the Internet

- <http://lema.rae.es/drae/> (Real Academia Española)
- <http://www.fundeu.es/> (Fundación del Español Urgente)
- <http://www.cervantes.es/> (Instituto Cervantes)