



SP 401 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD I
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).

STUDENT PROFILE:

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. 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 adviser on course selection.

By the end of this course, students will have started to acquire the subtlety of expression and control of 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. Students at this level begin to understand some local cultural attitudes, values, beliefs, and behavior patterns. However, there will be numerous gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion or IES abroad *SP353 Spanish Language in Context: Independent Abroad III* 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.

Global brilliance begins here.®

Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America



- 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).
- Oral Presentation: Research, reflection, and presentations about sociocultural topics.
- Out of classroom activity: Integration of linguistic and cultural aspects while observing and analyzing behaviour, 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%
- Activity outside the classroom - 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.

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.

Activity outside the classroom

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

Students will begin to recognize and describe 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. Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures. Students will demonstrate openness toward different beliefs and styles even when they do not agree with them. Students will accept 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 range of social and cultural dialects of the spoken language.
- B. Students will be able to understand a variety of native speakers and non-native experts and comprehend an array of moderately complex interactions.

III. Speaking

Students will participate reasonably well in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence. Students will be able to make arguments and form opinions on almost any topic of their interest.

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 some 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 some assistance at times.

V. Writing

- A. Students will be able to write for certain native audiences and express themselves somewhat clearly and effectively.
- B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

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	1.Functional: Combine past tenses Relate past events Request and warn Tell stories 2.Grammatical: Time connectors Verbal periphrasis Past doubts Gerund uses Present Subjunctive review 3.Vocabulary: Childhood: cartoons and fairy tales Articles and media 4.Culture: Neighborhoods	Composition: "My childhood", including past tenses and time connectors Poster about a neighborhood	IABCD, IVB, VA IIB IVA
Week 2	1.Functional: Describe activities, movements and location of people and things Give instructions Talk about body position Talk about feelings and emotions 2. Grammatical: Adjectives, gerunds and adverbs to describe actions Time connectors (infinitive/indicative/subjunctive) Pronominal verbs Imperfect subjunctive 3.Vocabulary: Theater, sports and dancing Uses of <i>poner</i> and <i>quedar</i> 4.Culture: Gestures El flamenco	Moodle Forum: leisure time Yoga class Writing about emotions	IABCD, IIA, IIIAB IVA VB

Week 3	1.Functional: Describe a job position Describe a company Formal writing	Write a Company introduction for its webpage	IABCD, VB
Midterm exam	2.Grammatical: Concessive connectors (indicative/ subjunctive) Reformulation language 3.Vocabulary: Related to professional world 4. Culture: Family and work life balance in Spain and USA Immigration	Grammar activities about concessive sentences Watching a film about professional world and activities related.	IABCD, IIA,IIIAB IVA
Week 4	1.Functional: Show purpose Show intention Talk about promises using reported speech Asking to keep a commitment 2.Grammatical: Purpose sentences (infinitive/present or subjunctive) Time connectors (present/ subjunctive imperfect) Se to talk about involuntariness 3.Vocabulary: Adjectives with prefixes IT field 4.Culture: Picaresque novel	Hacer un simulacro de una mediación Paquete gramatical con otros conectores finales Redactar una reclamación	IABCD, IIA,IIIAB IIIB, IVB, VB IVA

Week 5 Oral Presentations	1.Functional: Make predictions Talk about environmental issues 2.Grammatical: Future perfect Time structures Present Perfect Subjunctive Text cohesion 3.Vocabulary: Environment Nominalization 4.Culture: Poems	Create an awareness campaign Article research and debate preparation (related to environment)	VB IVA IVA IABCD, IIA, IIIB
Week 6 Review and Final Exam	1.Functional: Evaluate past events Talk about an imaginary past 2.Grammatical: Conditional sentences 3.Vocabulary: Education 4.Culture: Educative system in Spain and USA		IIIB, IVB, VB IVA

COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS:

CORPAS, J. Et al.: Aula 5. Curso de español. Barcelona: Difusión, 2007. (ISBN: 978-84-8443-191-6)

RECOMMENDED READINGS:

- De Prada, M, Salazar D y Melero, C. (2012) Uso interactivo del vocabulario y sus combinaciones más frecuentes, B2-C2 Madrid: Edelsa 2012.
- VV.AA. (2017) C de C1. Barcelona: Difusión
- Garnacho, P. y Martín L. (2014) Diccionario de dudas del estudiante de español como lengua extranjera. Madrid: SGEL
- Bueso, I. y Casamián, P. (2010) Diferencias de usos gramaticales entre el español y el inglés. Madrid: Edinumen
- López Moreno, C. (2014) España contemporánea: Nueva Edición. Madrid: SGEL
- Cortes, M. (2003) Guía de usos y costumbres de España, Madrid: Edelsa.
- Isa de los Santos, D. (2012) España, ayer y hoy. Madrid: Edinumen
- Fernández Agüero, M. (2007) Español para hablantes de inglés. Madrid: SGEL.

- Cascón, E. (2006) Mil preguntas y respuestas de la lengua española. Madrid: Edinumen
- Olimpio, M.E., Penadés, I. y Ruiz Martínez, A.M. (2006) Ni da igual, ni da lo mismo. Madrid: Edinumen
- Sánchez Lobato, J. y Acquaroni Muñoz, R. (2013) Vocabulario ELE B2. Madrid: SGEL
- Álvarez, M. y Álvarez Martínez M.A. (2012) Escritura, nivel avanzado. B2. AnayaELE En. Madrid: Anaya
- Cáceres Lorenzo, M.T. y Díaz Peralta, M. (2014) Ortografía. AnayaELE En. Madrid: Anaya.