



SP 303 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT 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).

STUDENT PROFILE:

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. 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.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad *SP 302 Spanish Language in Context: Emerging Independent II* or equivalent, determined by placement test

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Usually contents will be presented using a task-based approach. Beginning with listening and reading activities to become familiar with the language presented, then with a reflection on grammar and vocabulary that will be complemented with an explanation, exercises and homework, and finally speaking and writing activities to practice and use the contents studied in each unit. After each unit, the student should be able to understand and to use the contents studied in real-life situations, as well as to develop learning strategies and reflect on their progress. Emphasis is made on learning strategies (paraphrasing, deducing words from context...)

REQUIRED WORK AND FORM OF ASSESSMENT:

- **Class and Moodle Participation** - 15%
- **Homework and Written Assignments, and Quizzes** - 20%
- **Midterm Exam** - 20%
- **Final Exam** - 20%



- **Paper** - 10%
- **Final Oral Presentation** - 15%

COURSE ELEMENTS:

Class and Moodle Participation

Being on time and active in class, participating in tasks and activities in groups/pairs. Using Moodle regularly, replying to forums, posting in glossaries. Having daily homework exercises from the workbook, having class prepared and texts read. Presentation of debates is also included in this category.

Homework and Written Assignments, and Quizzes

Some of these written assignments will be through Moodle. In this case, grades for these assignments will count into this 20% of the final grade and not in Moodle participation (above, which would be for forums and glossaries). This grade is based on regular short texts for the students to write and upload or give to the teacher, effort in them, having papers on time and quality of daily homework exercises when asked to correct aloud in class.

Final Exam

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

Final oral presentation

Groups of students will be organized and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation.

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 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:

- 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 reflect 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 to 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.
 - C. Students sometimes will understand commonly-used slang expressions and popular phrases.
- 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.
 - C. Students will respond to some questions that ask for an opinion or a belief on a topic with assistance and practice.
- IV. Reading
 - A. Students will be able to read passages and short texts (newspapers, lyrics, letters, 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.

C. Students will be able to read and understand most text messages on everyday topics.

V. Writing

A. Students will be able to communicate with increasing effectiveness through notes, emails, and simple online discussions and chats.

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.

C. Students will be able to describe things, relate ideas, and express simple opinions in concrete language.

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		Contents	Assignments	Corresponding learning outcomes
1	<p>Introduction</p> <p>Getting to know each other</p> <p>Studying abroad</p>	<p>Communication: Outline difficulties Expressing desires and feelings Discussing our past experiences learning languages</p> <p>Grammatical: Constructions with infinitive (I) Pretérito perfecto and participles</p> <p>Lexical: Feelings</p> <p>Culture: Spanish in numbers Spanish speaking countries Cultural shock</p>	<p>Introducing yourself</p> <p>Describe our past learning experiences</p> <p>Filling out a questionnaire about learning styles and preferences</p> <p>Texts: Cultural shock</p>	<p>I. B, D</p> <p>II. A, B, C</p> <p>III. A, C</p> <p>IV. A, B, C</p> <p>V. B, C</p>

2	Unit 1: El gusto de aprender	Communication: Indicate function and materials to describe objects Expressing desires and feelings Grammatical: Constructions with infinitive and gerund Pretérito indefinido, regular and irregular forms Contrast: Pretérito perfecto and pretérito indefinido (I) Lexical: Desktop objects Character adjectives Culture: Spanish in numbers Los Reyes Magos	Reading a text about a champion and his experience Describe objects, materials and shapes Text about Los Reyes Magos Watching a video about learning foreign languages Tarea final: Narrating past learning experiences	I. A, B, D II. B, C III. A, C IV. A, B, C V. C
3	Unit 2: Te lo compro	Communication: Differentiate pros and cons of types of shops Describing clothing Questions and expressions in a shop Buying clothes Expressing opinions Grammatical: Use qué/ cuál/ cuáles Indefinite pronouns Direct and indirect object pronouns and combination Lexical: Materials Everyday objects Gifts Culture: El Rastro en Madrid El Carnaval	Discussing advantages and disadvantages of types of shops (traditional, online...) Completing a survey about shopping habits Narrating past learning experiences Reading a text about El Rastro Reading a text about Los Reyes Magos Watching a video about shopping Tarea final: Organizing a class flea market	I. A, C, D II. A, B, C III. A, B, C IV. A, C V. A, B

4	Unit 3: Qué descanso	Communication: Asking about health Classifying and describing the symptoms of an illness Find our way around a pharmacy Suggesting remedies for an illness Indicate how an action is performed Talking about states and habitual actions in the past Using time markers of the past Grammatical: Adjectives and adverbs Adverbs in -mente Imperfect past tense Lexical: Parts of the body Medications Healthy activities Health treatments Culture: La Siesta Mondariz Spa Teletienda Las Fallas	Evaluating symptoms and suggesting remedies Comparing life then and now Watching a video about shopping Reading a text about Las Fallas Tarea final: Presenting traditional remedies	I. A, C, D II. A, B III. A, B, C IV. A, C V. A, B, C
5	Unit 5: ¿Te acuerdas?	Functional: Narrating memories Expressing habitual actions in the past Structuring a story: discourse markers Grammatical: Reflexive and non reflexive uses of verbs Diminutives Contrast Pretérito indefinido and imperfecto Lexical: Gadgets Technology Animals Toys Culture: El Ratoncito Pérez La Semana Santa	Arguing technological innovations Reading a story about El Ratoncito Pérez Listening to a story about childhood memories Narrating stories in the past: actions, circumstances Reading a text about Semana Santa Tarea final: Composing stories in groups	I. A, B, D II. A, B, C III. A, B IV. A, C V. A, B, C

6	Unit 6: ¡Qué amable!	Functional: Articulate messages and wishes at special occasions React to the narration of an event Invite, accept and reject invitations Start a conversation Offering something Asking for permission Discussing social norms and conventions Grammatical: Ir vs. venir and llevar vs. traer contrast The absolute superlative Shortening some adjectives: grande, bueno/a, malo/a Affirmative imperative Lexical: Celebrations Holidays Culture: Social conventions La Fiesta El Velatorio de la Cruz de Mayo	Reading text messages about planning a party Listening to an audio of oral interactions Performing a role play about being in a party Text about La Cruz de Mayo Tarea final: Designing a guide for courtesy abroad	I. A, B, C, D II. A, B III. A, B, C IV. A, C V. B, C
7	Mirador (unit 4) / Review for midterm MIDTERM EXAM			
8	Unit 7: Vamos al parque	Functional: Organizing an excursion Holding a telephone conversation Communicating feelings Expressing prohibition and obligation Making a recommendation Grammatical: Imperative negative (regular/ irregular) Demonstratives Possessive pronouns Lexical: Animals Landscapes Parks and gardens Culture: Doñana National Park Sumidero Canyon Urban Garden No nos mires, únete La noche de San Juan	Reading a text about Noche de San Juan Listing actions to take care of the environment Tarea final: Expressing a proposal for a neighborhood improvement	I. A, B, D II. B, C III. A, C IV. A, B, C V. C

9	Unit 9: Proyectos con futuro PAPER DUE	Functional: Describing character and ability Expressing emotions and experiences Formulating hypothesis Indicating need and obligation Speak about future actions Comparing and contrasting qualities Grammatical: Ser and estar contrast Comparison with tanto + verb and tanto/a/os/as + noun Regular and irregular future Lexical: Social initiatives Personal qualities Music Emotions Culture: NGO's and social projects "El Sistema: Music social project in Venezuela La Verbena de la Paloma	Reading about a volunteer in a second-hand organization Describing your classmates Asking for your classmates' reading habits Tarea final: Writing a volunteering proposal	I. A, C II. A,B,C III. A, B, C IV. A. B V. A, C
10	Unit 10: La tecnología y yo	Functional: Expressing agreement, doubt and disagreement Describing a process Indicating the simultaneity of two actions Indicating the frequency of an action Giving advice Grammatical: Mismo as an adjective, intensifier and pronoun Para and por contrast Regular and irregular conditional Lexical: Electronic devices and the Internet Daily activities Television programmes Social media Culture: Mobile phone use Audiovisual content platforms La Vendimia	Written advice: Problem solving regarding electronic devices Discussing the impact of Internet in our daily life Differentiate life now and then Writing an argumentative text debating the use of Internet Tarea final: Creating a survey	I. A, C, D II. A, B III. A, C IV. A, B V. C

11	Unit 11: Buen trabajo	Functional: Expressing difficulties Talking about roles and activities at work Expressing qualities and abilities Explaining data Writing a job application Grammatical: The participle with the present perfect The participle with estar The pluperfect Lexical: Professions Job offers Volunteering Culture: El Camino de Santiago Work world Día de Muertos	Debating about work: ¿vocation or need? Discussing the key aspects of a job Writing a description of your current or last job Text about La Guía, a news magazine Tarea final: Replying to ads about jobs	I. A, B II. A, C III. A, B IV. A, C V. A, C
12	Extra materials	Functional: Expressing opinions, attitudes and knowledge. Grammatical: Present subjunctive. Usage of present subjunctive with verbs to express desire (Querer, esperar) Oraciones de relativo Lexical: Social activism Culture: Spanish media	Discussing current problems and issues. Tarea: Expressing needs and desires to solve problems	I. A, B, D II. B, C III. A, C IV. A, B, C V. C

13	Extra materials Oral presentations	Functional: Expressing opinions, attitudes and knowledge. Counter-arguing. Grammatical: Usage of present subjunctive assessing/perception verbs with I.O. (gustar, encantar, interesar) Contrast: Present subjunctive or infinitive. (Quiero viajar, vs Quiero que vengas) Lexical: Verbs to express interests and feelings. Lifestyles	Reacting in different situations Tarea: Writing wishes for ourselves and for the class	I. A, C, D II. B, C III. A, C IV. A, C V. A, B
14	Mirador (unit 8, unit 12) / Review Oral presentations			
15	Final exam			

COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS

- VV.AA. (2022) *Nos Vemos Hoy 2- Edición Híbrida - Spanish course for English speakers*. Barcelona: Difusión

RECOMMENDED READINGS:

- VV.AA. (2021) *Gramática Básica del estudiante español. Nueva Edición Revisada*. Barcelona: Difusión
- English version: VV.AA. (2013) *Student's Basic Grammar of Spanish: English Edition. Revised and Expanded*. Barcelona: Difusión
- Morley, J. and Niño, A. (2009) *Basic Spanish Grammar for English Speakers*. Salamanca: Santillana
- VV.AA. (2012) *Cuadernos de gramática española, A2*. Edición revisada. Barcelona: Difusión.
- VV.AA. (2011) *Cuadernos de gramática española, B1*. Barcelona: Difusión.
- VV.AA. (2008) *Competencia gramatical en uso, A2*. Madrid: Edelsa.
- Cortes, M. (2003) *Guía de usos y costumbres de España*, Madrid: Edelsa.
- VV.AA. (2018) *Cultura en el mundo Hispanohablante A2-B1*. Madrid: EnClave ELE.
- Castro, Francisca (2020) *Uso de la gramática española, elemental*. Nueva edición. Madrid: Edelsa
- Fernández Agüero, M. (2007) *Español para hablantes de inglés*. Madrid: SGEL.
- VV.AA. (2009) *Speed Up Your Spanish. Strategies to Avoid Common Errors*. London: Routledge
- Yates, Jean. (2004) *Correct Your Spanish Blunders: How to Avoid 99% of the Common Mistakes Made by Learners of Spanish*. London: McGraw-Hill
- Quesada, Sebastián (2018). *España siglo XXI Nueva edición*. Madrid: Edelsa
- VV.AA. (2019) *El mundo en español A2*. Madrid: HablaconEñe