



SP 351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT 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).

The purpose of this course is to further develop linguistic and communicative competences through the effective use of linguistic resources (grammatical, lexical, and communicative) that we cover in class (see Contents). We have three goals: practice and strengthen what students have learned in previous levels, help students attain more advanced discursive abilities, and encourage oral and written fluency.

Another course objective is to start giving students diverse resources to assist in their independent learning, keeping in mind that in later levels, it is important that students continue to learn their second language outside of the classroom. Emphasis will be given giving students resources that will help them independently learn new vocabulary, with the goal of significantly expanding their lexicon.

Finally, taking advantage of the context of linguistic immersion, the student's intercultural competence will grow through two main methods: incorporating, on one hand, authentic materials like magazine and newspaper articles about politics, culture, Spanish societies, as well as artistic materials like movies, songs adapted to their language level that reflects the reality of the country and promote, on the other hand, activities that get the students to interact with their environment.

STUDENT PROFILE:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will start to become creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad *SP303 Spanish Language in Context: Emerging Independent Abroad III* or equivalent, determined by placement test.

ADDITIONAL COST: None



METHOD OF PRESENTATION:

This course focuses on expanding students' knowledge of Spanish through a series of units with well defined functional, grammatical, lexical, and cultural objectives. The learning process will be conducted with an emphasis on the various written and oral comprehension. In addition, production skills will promote the development of the student's communicative competence at all levels. Students work in groups and pair work, they will be asked to prepare individual and group oral presentations, to work with intensive and extensive reading, listening activities, and to participate class discussions and forums in Moodle and audiovisual activities.

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. 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.

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 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 some of the outcomes for the 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

1. Students will begin to identify at a basic level 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.



2. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 3. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.
- II. **Listening**
1. Students will be able to understand some spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 2. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- III. **Speaking**
1. Students will be able to speak on and discuss concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
 2. Students will be able to participate and respond actively in a variety of interactions.
- IV. **Reading**
1. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
 2. Students will begin to read and understand the main ideas of academic texts with assistance.
- V. **Writing**
1. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
 2. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
 3. Students will be able to edit their own and their peers' writing for common errors covered in class.

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:

Module	Content	Assignments	Corresponding Learning Outcome(s)
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<p>MODULE 1:</p> <p>CULTURAL DIVERSITY DAY</p> <p>WEEK 1</p>	<p>1.Functional: Understand past cultural experiences of different interlocutors Tell and describe events in the past. Invite. Accept or decline an invitation. Summarize a conversation. Communicate information from another. Ask and give opinion. Express agreement and disagreement. Describe common actions in the past. Request, give, and organize information.</p> <p>2.Grammar: The simple/imperfect perfect past contrast. The expressions of time: <i>yesterday, the other day, two years ago, etc.</i> The simple past perfect and imperfect past tense. The indirect style with verbs of speech, perception and thought: <i>say, see, think.</i> The imperfect past tense and expressions of time (<i>always, usually, every year/day, etc.</i>) Pronouns and interrogative adverbs with preposition. The organizers of information: first, then, <i>then something else, as to, finally, at the end, etc.</i></p> <p>3.Vocabulary: Idiomatic expressions. Life on the street. The beach. Christmas.</p> <p>4.Culture: World Day for Cultural Diversity (21 May) Cultural misunderstandings. Customs of the Spanish-speaking world. Traditions: Christmas.</p>	<p>Student Book Grammar Practice, p. 22-23. Oral interaction: Invitations, p. 12-13. Class conversation: <u>Debate:</u> "beach bars yes, no, it depends", p. 18-19. Written expression: Traditions, p. 20-21. Composition 1: Descriptive text.</p> <p>Exercises Book: Lexicon practice, grammar and module functions, p. 2-9. Learning sheet: Vocabulary and functions of the module, p. 10-11.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 2:</p> <p>FAMILY DAY</p>	<p>1.Functional: Understand simultaneous or consecutive personal experiences in the past. Talk about simultaneous and consecutive past actions. Express delimitation (I) Ask if you remember or have forgotten. Express that it is remembered/not remembered. Ask about the ability to do something. Express ability to do something. Talk about character and physical and mood. Describe physical qualities and character. Highlight a quality. Compare. Start a topic. Indicate that the conversation is followed with interest. Take turns to speak. Indicate inexact quantity. Distribute a quantity.</p> <p>2.Grammar: Use of the infinitive and indicative to express simultaneous, consecutive actions and delimitation: <i>al + infinitive, when, while, until</i>. Adjectives with being and <i>being</i>. The superlative. The comparisons of equality, superiority, inferiority and quantity. The indefinite: <i>several, each</i>.</p> <p>3.Vocabulary: Kinship relationships. Personal relationships: <i>getting along, liking, etc.</i> The types of families. Character. Physical and mood states. Idiomatic expressions. Domestic activities. Family roles. Family models and adoptions.</p> <p>4.Culture: International Day of Families (15 May) Family structures. Distribution of family roles.</p>	<p>SB: Grammar Practice, p. 58-59. Oral interaction: Proposals to improve the city, p. 48-49. Conversation in class: Tertulia: "Travel and stay for free", p. 54-55. Written expression: Letters, p. 56-57. Composition 3: Letter to the editor of a newspaper.</p> <p>EB: Lexical practice, grammar and module functions, p. 22-29. Learning sheet: Vocabulary and functions of the module, p. 30-31.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 3:</p> <p>HABITAT DAY</p> <p>WEEK 2</p>	<p>1.Functional: Submit proposals for improving cities. Express cause. Express a past action in a (not) finished time. Indicate whether or not an action has occurred. Tell (not) recent past events. Ask for knowledge of something. Express knowledge and ignorance. Express consequence.</p> <p>2.Grammar: The article. Contrast between the determined and the indeterminate article. Use of the indicative to express cause: <i>by, as, because of (that), because of (that), because of (that)</i> Contrast past perfect compound/past perfect simple. The expressions of time: <i>today, this week, this month/year, lately, currently, until now, a while/five minutes/an hour ago, already, yet/not yet.</i> Time expressions: <i>yesterday, the other day, last week, last year, April 23, a week/a year/a long time ago.</i> Use of the indicative to express consequence: <i>so (is) that, therefore, therefore, then, therefore.</i></p> <p>3.Vocabulary: Rural and urban habitat. Services in the city and in the countryside. The house and its characteristics. Idiomatic expressions. The city.</p> <p>4.Culture: World Habitat Day (first Monday in October) Types of housing. SIMA (Madrid Real Estate Exhibition)</p>	<p>SB: Grammar Practice, p. 58-59. Oral interaction: Proposals to improve the city, p. 48-49. Conversation in class: Tertulia: "Travel and stay for free", p. 54-55. Written expression: Letters, p. 56-57. Composition 3: Letter to the editor of a newspaper.</p> <p>EB: Lexical practice, grammar and module functions, p. 22-29. Learning sheet: Vocabulary and functions of the module, p. 30-31.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 4:</p> <p>FOOD DAY</p>	<p>1.Functional: Express (lack of) obligation and need. Express feelings: pride and shame; anger and indignation; Joy and satisfaction Refer to something or someone. Ask if you agree. Express agreement and disagreement. React by expressing agreement and disagreement. Ask someone to be silent. Reference something. Express purpose.</p> <p>2.Grammar: The present subjunctive of regular and irregular verbs. Use of the infinitive and subjunctive to express feelings. The verb <i>to put</i> and <i>put</i> with adjective. The pronouns of OD and OI. Combination and position. The neuter pronoun <i>lo</i>. Use of the infinitive, subjunctive and indicative to express agreement and disagreement. Use of the infinitive and subjunctive to express the purpose: <i>for (that)</i>, <i>in order to (that)</i></p> <p>3.Vocabulary: Food. Feelings of anger and joy. The senses. Idiomatic expressions. Actions related to food. The consumer office.</p> <p>4.Culture: World Food Day (16 October). Consumer rights.</p>	<p>SB: Grammar Practice, p. 76-77. Oral interaction: Feelings, p. 66-67. Class conversation: <u>Colloquium:</u> "Eating: pleasure or need," p. 72-73. Written expression: Letters, p. 74-75. Composition 4: Letter of complaint.</p> <p>EB: Lexicon practice, grammar and module functions, p. 32-39. Learning sheet: Vocabulary and functions of the module, p. 40-41.</p>	<p>IA, IB, IC, IIA,</p> <p>IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 5:</p> <p>BOOK DAY</p> <p>WEEK 3</p>	<p>1.Functional: Express time, frequency, affirmation and mode. Highlight an element in the sentence. Organize information. Tell a past event before another past event Appraise. Express an action no matter who performs it. Express impersonality or generalize. Reformulate an idea. Ask someone to repeat what they have said. Position yourself in favor of or against it. Express an opposition to information said above.</p> <p>2.Grammar: The adverbs in –mind. The past tense pluscuamperfecto. The pronoun is: passive reflex and sentences impersonal. Use of the infinitive and subjunctive to indicate that you are for or against. Use of the infinitive, indicative and subjunctive to express the concession: but, although, despite (that), nevertheless</p> <p>3.Vocabulary: The world of reading. Information organizers. Literary genres. Cultural activities. Idiomatic expressions. Reading media. The plot of a literary work.</p> <p>4.Culture: World Book Day (23 April). The Cervantes Prize. Reading habits of Spaniards. Book fairs.</p>	<p>SB: Grammar Practice, p. 94-95. Oral interaction: Reader self-portrait, p. 84-85. Class conversation: Debate: "Books, yes, but in what medium?", p. 90-91. Written expression: Book arguments, p. 92-93. Composition 5: Plot of a book.</p> <p>EB: Lexical practice, grammar and module functions, p. 42-49. Learning sheet: Vocabulary and functions of the module, p. 50-51.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 6:</p> <p>HEALTH DAY</p>	<p>1.Functional: Indicate: an action in progress, continuity of action, progress in the development of the action, result of a previous action, final result of something, end of an action and repetition of an action. Ask for valuation and value. Encourage someone to do something. Warn of something. Persuade someone to do something. Give an example. Refer to an idea or phrase said before. Referring to something whose name we do not know. Enter someone else's exact words.</p> <p>2.Grammar: Infinitive paraphrase, gerund and participle. Use of the infinitive, indicative and subjunctive to assess. The affirmative and negative formal imperative and the pronouns of OD and OI Neutral demonstratives: special uses.</p> <p>3.Vocabulary: Parts of the body: the joints. The remedies. Wounds and trauma. Public and private healthcare. Conventional and alternative medicine. Idiomatic expressions. The health sector.</p> <p>4.Culture: World Health Day (7 April) The health system in Spain.</p>	<p>SB: Grammar Practice, p. 112-113.</p> <p>Oral interaction: Assessments on the health system, p. 102-103.</p> <p>Class conversation: <u>Tertulia:</u> "Conventional or alternative medicine", p. 108-109.</p> <p>Written expression: Patient Complaints, p. 110-111.</p> <p>Composition 6: Letter of complaint.</p> <p>EB: Lexical practice, grammar and module functions, p. 52-59.</p> <p>Learning sheet: Vocabulary and functions of the module, p. 60-61.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 7:</p> <p>TOURISM DAY</p> <p>WEEK 4</p>	<p>1. Functional: Instructions on conscious and responsible tourism. Advise (I). Propose and suggest. Accept and reject a proposal. Express boredom and weariness. Express fun Ask and give opinion. Ask for wishes. Express wishes. Deny and affirm something. Show skepticism.</p> <p>2. Grammar: The informal, affirmative and negative imperative of regular and irregular verbs and OD and OI pronouns. Uses of the subjunctive and the imperative to advise. Uses of the infinitive, indicative and subjunctive to propose and suggest; express boredom and fun; express wishes. Uses of the indicative and the subjunctive to give opinion. The simple conditional. Regular verbs. Verbs with preposition.</p> <p>3. Vocabulary: Factors of the tourism sector. Types of tourism. The airport. Idiomatic expressions. Reasons to travel. Aspects to know a country.</p> <p>4. Culture: World Tourism Day (27 September) Tourist destinations in the Spanish-speaking world.</p>	<p>SB: Grammar practice, p. 130-131. Oral interaction: Travel Proposals, p. 120-121. Conversation in class: <u>Colloquium:</u> "The Journeys", p. 126-127. Written expression: Countries, p. 128-129. Composition 7: Expository text.</p> <p>EB: Lexicon practice, grammar and module functions, p. 62-69. Learning sheet: Vocabulary and functions of the module, p. 70-71.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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<p>MODULE 8:</p> <p>LABOR DAY</p>	<p>1.Functional: Advise II. Express surprise and surprise. Ask and express preferences. Ask and express tastes and interests. Express indifference or absence of preference. Express aversion. Highlight something in a conversation. Downplaying something in a conversation. Express personal changes.</p> <p>2.Grammar: The irregular simple conditional. Use of the infinitive, indicative, subjunctive, imperative and conditional to advise. Use of the infinitive and subjunctive to express surprise and strangeness; likes and interests and dislike. Use of the indicative, subjunctive, and infinitive to express preference or indifference The verbs of change: to do, to stay, to become, to <i>become</i>, to <i>become</i>, to <i>wear</i>.</p> <p>3.Vocabulary: Unemployment and job search. Work activity. Labor factors. Personnel selection interview. Idiomatic expressions. Professions and actions according to personality. Types of personal changes.</p> <p>4.Culture: International Labor Day (1 May) Structure of a recruitment interview.</p>	<p>SB: Grammar Practice, p. 148-149. Oral interaction: Companies, p. 138-139. Conversation in class: <u>Colloquium</u>: "Work and personality", p. 144-145. Written expression: Personal changes, p. 146-147. Composition 8: Descriptive text.</p> <p>EB: Lexicon practice, grammar and module functions, p. 72-79. Learning sheet: Vocabulary and functions of the module, p. 80-81.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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Module 9: TELECOMMUNICATIONS DAY WEEK 5	<p>1.Functional: Talk about possible and future actions. Express precedence and aftermath. Express delimitation (II) Talk on the phone. Refer to specific people and objects. Ask about the existence of something or someone. Denying the existence of something or someone. Propose solutions. Ask for clarification. Express simultaneity.</p> <p>2.Grammar: The imperfect future. Regular verbs. Time markers to express future: <i>then, later, tomorrow, the/week/year... next, next year, in a few years, in a few years, in 2025</i> Use of the subjunctive and infinitive to express precedence, posteriority and delimitation: before (that), <i>after (that), until (that)</i> The relative pronouns: <i>that, who(s)</i> Use of the relative to refer to people and objects known or not. The relative sentences with indicative and subjunctive. Use of the indicative and conditional to make proposals. Use of the subjunctive to express simultaneity: <i>when</i>.</p> <p>3.Vocabulary: Television. The phone. The radio. Idiomatic expressions. Internet. Telecommunications.</p> <p>4.Culture: World Telecommunication Day (17 May) Structure of an informal telephone conversation.</p>	<p>SB: Grammar Practice, p. 166-167.</p> <p>Oral interaction: Telephone conversations, p. 156-157.</p> <p>Conversation in class: <u>Colloquium</u>: "To regulate or not the contents on the Internet?", p. 162-163.</p> <p>Written Expression Telecommunications, p. 164-165.</p> <p>Composition 9: Comments on a media.</p> <p>EB: Lexicon practice, grammar and module functions, p. 82-89.</p> <p>Learning sheet: Vocabulary and functions of the module, p. 90-91.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
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MODULE 10: ENVIRONMENT DAY	<p>1.Functional: Express (lack of) certainty and evidence. Make forecasts and predictions. Express fear and concern. Express probability. Express hope. Express disappointment. Express resignation. Express empathy. Interrupt. Indicate that the speech can be resumed. Express condition about something that is going to happen. Advise.</p> <p>2.Grammar: Use of the indicative and subjunctive to express (lack of) certainty and evidence and probability. The imperfect future irregular. Use of the infinitive and subjunctive to express fear and concern; hope, disappointment and resignation. The adverbs of mode. Use of the conditional to express conditions and advise.</p> <p>3.Vocabulary: Effects of climate change. Pollution. Environmental volunteering. Ecology in the world. Idiomatic expressions. Waste.</p> <p>4.Culture: World Environment Day (5 June) Environmental organizations.</p>	<p>SB: Grammar Practice, p. 184-185. Oral interaction: Environmental concerns, p. 174-175. Class Conversation: <u>Debate:</u> "How do the 7 "R's" affect the environment?", p. 180-181. Written expression: Ecological footprint and environmental conduct, p. 182-183. Composition 10: Self-assessment "my environmental conduct". Lexicon practice, grammar and module functions, p. 92-99. Learning sheet: Vocabulary and functions of the module, p. 100-101.</p>	<p>IA, IB, IC, IIA, IIIA, IIIB</p> <p>IIA, IIB, IIIA, IIIB</p> <p>IVA, IVB, VA, VB, VC</p>
WEEK 6	Oral presentations Review final exam		

COURSE-RELATED TRIPS:

TBA

REQUIRED READINGS:

- Montserrat Alonso Cuenca y Rocío Prieto Prieto (2012): Embarque ELE. Curso de español lengua extranjera. Libro del alumno 3. Edelsa, Madrid.
- Montserrat Alonso Cuenca y Rocío Prieto Prieto (2012): Embarque ELE. Curso de español lengua extranjera. Libro de ejercicios 3. Madrid: Edelsa.

RECOMMENDED READINGS:

- VV.AA. (2011) Basic Grammar of the Spanish student. Revised and Expanded Edition. Barcelona: Diffusion
- English version: VV.AA. (2013) Student's Basic Grammar of Spanish: English Edition. Revised and Expanded. Barcelona: Difusión.
- Isa, D. (2012) Spain, yesterday and today. Madrid: Edinumen
- Garnacho, P. and Martín L. (2014) Dictionary of doubts of the student of Spanish as a foreign language. Madrid: SGEL.
- VV.AA. (2018) Culture in the Spanish-speaking world: Book A2/B1 - New edition. Madrid: In ELE Key
- Fernández Agüero, M. (2007) Spanish for English speakers. Madrid: SGEL