



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: 4 credits

CONTACT HOURS: 60 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:

Grammar:

- * Theoretical explanations and use of Spanish grammar.
- * Practical exercises in context of the grammar points explained in class.

Composition and Stylistic:

- * Exploitation didactic (reading and writing) of newspaper articles, advertising, literature, comics ...
- * Lexical exercises appropriate to the level.
- * Exercises communicative functions.
- * Organization of forums Moodle platform.



Conversation:

- * Oral expression and comprehension through improvisational games and situations.
- * Debates on issues of socio-cultural Spanish.
- * Arguments and speeches.
- * Watching movies.
- * Activities outside the classroom.

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

This is teamwork. Students will choose a topic related to the Spanish culture taking advantage of the linguistic and cultural immersion. The instructor will schedule the presentation calendar.

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. 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 & FOCUS AREA	CONTENTS	ASSIGNMENTS	Corresponding Learning Outcomes

Week 1	<p>1.Functional:</p> <ul style="list-style-type: none"> * Making assumptions about something that is happening, that happened in the recent past, happened in the distant past and in the past before another past. *Refer to developing an action in the past. *Refer to an action impossible in the past. *Refer to past into the future. *Giving direct orders and attenuated. *Expressing likelihood and security. *Expressing wishes <p>2.Grammatical:</p> <p>General review of <i>indicative</i> and <i>subjunctive</i> tenses.</p> <ul style="list-style-type: none"> * Temporary Markers. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> * Tales and characters * False Friends <p>4.Culture:</p> <ul style="list-style-type: none"> * "Culture shock": main differences between the two cultures. 	<ul style="list-style-type: none"> * <u>Writing</u>: "My childhood", * Vocabulary and grammar activities. * <u>Activity outside the classroom</u>: discuss with your host family and Spanish friends the main cultural differences and comment them on Moodle. 	<p>I.A.B.</p> <p>II. A.</p> <p>III. A.</p> <p>IV. A</p> <p>V. A. B.</p>
Week 2	<p>1.Functional:</p> <ul style="list-style-type: none"> * Expressing cause (<i>por + infinitive</i>) * Expressing will * Expressing <u>purpose</u> (<i>para + infinitive</i>) * Expressing indifference. * Expressing opinion. * Indicar dirección, tiempo exacto, periodicidad, distancia, situación y lugar, tiempo y lugar aproximado, modo, oposición, inicio y fin, precio, inminencia... <p>2.Grammatical:</p> <ul style="list-style-type: none"> * Use of prepositions. * Uses of POR and PARA. * Verbs and prepositions. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> * Vocabulary about dreaming and sleeping. * Sleeping positions. <p>4.Culture:</p> <ul style="list-style-type: none"> * Madrid night. Leisure and schedules. 	<ul style="list-style-type: none"> * <u>Writing</u>: "My best dream or my worst nightmare" including the specific vocabulary. * Vocabulary and grammar activities. 	<p>I. A.B.</p> <p>II. A.</p> <p>III. A.</p> <p>IV. A. B.</p> <p>V. A.B.</p>

Week 3	<p>1.Functional:</p> <ul style="list-style-type: none"> * Talking about reality and giving opinions. * Asking and giving advice. * Requesting something formally. <p>2.Grammatical:</p> <ul style="list-style-type: none"> * <i>Past imperfect subjunctive.</i> *Tense contrast: <i>presente/imperfecto de subjuntivo.</i> *Correspondence between subjunctive and indicative tenses. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> * Health * Body parts idioms <p>4.Culture:</p> <ul style="list-style-type: none"> *Spanish health system 	<p>* <u>Writing:</u> about health.</p> <p>* Vocabulary and grammar activities.</p> <p>* <u>Activity outside the classroom:</u> read an article about health and comment your findings and opinion on Moodle.</p>	<p>I. A, B, C.</p> <p>II. A, B.</p> <p>III. A.</p> <p>IV. A.</p> <p>V. A, B.</p>
Week 4	<p>1.Functional:</p> <ul style="list-style-type: none"> * Talking about memories * Talking about life changes * Talking about Technologies <p>2.Grammatical:</p> <ul style="list-style-type: none"> * Verbal periphrasis * Verbs expressing change: <i>ponerse, volverse, convertirse, hacerse, llegar a ser, quedarse.</i> * Time expressions to talk about experience. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> *Life phases and physical changes. *Internet. <p>4.Culture:</p> <ul style="list-style-type: none"> *Changes in present society. *Changes in family and education. 	<p>* <u>Writing:</u> About the tv show, <i>Espanoles en el mundo.</i></p> <p>* Vocabulary and grammar activities.</p>	<p>I. A, B.</p> <p>II. A.</p> <p>III. A, B.</p> <p>IV. A, B.</p> <p>V. A, B.</p>

Week 5	<p>1.Functional:</p> <ul style="list-style-type: none"> *Writing a cinema review. *Reporting and summarizing information. <p>2.Grammatical:</p> <ul style="list-style-type: none"> * Reported speech. *Tenses correlation and other transformations in reported speech. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> * Cinema <p>4.Culture:</p> <ul style="list-style-type: none"> * Spanish cinema * Festivals and awards 	<p><u>*Writing:</u> Film review</p> <p>* Work before watching the film: checking the Internet</p> <p>* Work during the film: vocabulary.</p> <p>* Vocabulary and grammar activities.</p>	<p>I. A, B.</p> <p>II. A.</p> <p>III. A, B.</p> <p>IV. A, B.</p> <p>V. A, B.</p>
Week 6 Review	<p>1.Functional:</p> <ul style="list-style-type: none"> * Giving an opinion. *Giving arguments for and against in written and orally. *Expressing agreement, partial agreement and disagreement formally and informally. * Review content weeks 1-5. <p>2.Grammatical:</p> <ul style="list-style-type: none"> * Argumentative linking words. * Review content weeks 1-5. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> *Music * Review content weeks 1-5. <p>4.Culture:</p> <ul style="list-style-type: none"> *Music in Spanish. *Review content weeks 1-5. 	<p>* <u>Work:</u> Review activities.</p>	<p>I. A, B.</p> <p>II. A, B.</p> <p>III. A, B.</p> <p>IV. A, B.</p> <p>V. A, B.</p>

Week 7 MIDTERM EXAM	1.Functional: * Defining and describing. *Valuating people, actions, states, objects and facts. *Judging situations. *Talking about different art expressions. 2.Grammatical: * Uses of <i>ser</i> and <i>estar</i> verbs. * Passive voice. * Descriptive expressions with <i>ser</i> and <i>estar</i> verbs. 3.Vocabulary: * Art vocabulary * Critical description and valuation language. *Adjectives changing its meaning with <i>ser</i> and <i>estar</i> verbs. 4.Culture: * Art expressions. * Frida Kahlo.	* <u>Writing</u> : Description and critical opinion about a piece of art that students have seen in Spain. * Vocabulary and grammar activities. * <u>Activity outside the classroom</u> : Visit a museum.	I. A, B. II. A, B. III. A, B. IV. A, B. V. A, B.
Week 8	1. Functional: *Expressing hypothesis, wishes and lamentations in the past. *Expressing possible and unlikely conditions in the present and the future and unreal in the past. *Expressing the minimal or only condition for the accomplishment of the action. 2.Grammatical: * <i>Past pluperfect subjunctive</i> . *Conditional sentences and linking words. 3.Vocabulary: * History related vocabulary * Personal experience vocabulary 4.Culture: * Historic events. * Spanish sayings and proverbs.	* <u>Writing</u> : “¿Cómo hubiera sido tu vida si...?” * Vocabulary and grammar activities. * <u>Activity outside the classroom</u> : Ask about the use of Spanish sayings.	I. A, B. II. A, B. III. A, B. IV. A, B. V. A, B.

Week 9	<p>1. Functional:</p> <ul style="list-style-type: none"> * Expressing feelings, likes and emotions. * Talking about smells, tastes and memories associated with them. * Expressing purpose. <p>2. Grammatical:</p> <ul style="list-style-type: none"> * Verbs about feelings. * Verbal concordance: indicative and subjunctive. * Purpose sentences and linking words. <p>3. Vocabulary:</p> <ul style="list-style-type: none"> * Gastronomy and senses. * Food idioms. <p>4. Culture:</p> <ul style="list-style-type: none"> * Spanish gastronomy. * Restaurants. 	<p>* <u>Writing</u>: Opinion article about a restaurant.</p> <p>* Vocabulary and grammar activities.</p>	
Week 10	<p>1. Functional:</p> <ul style="list-style-type: none"> * Expressing concession. * Arguing to convince. * Discussing different professions and professional profiles. * Showing indignation, rejecting a proposal kindly, expressing purpose. <p>2. Grammatical:</p> <ul style="list-style-type: none"> * Concession sentences and linking words. * Circumstantial gerund. * Reduplicative structures to express concession. <p>3. Vocabulary:</p> <ul style="list-style-type: none"> * Vocabulary related to new technologies. * Work and professions. * Work idioms. <p>4. Culture:</p> <ul style="list-style-type: none"> * Old and new professions. 	<p>* <u>Writing</u>: Job interview.</p> <p>* Vocabulary and grammar activities.</p>	<p>I. A, B.</p> <p>II. A, B.</p> <p>III. A, B.</p> <p>IV. A, B.</p> <p>V. A, B, C.</p>

<p>Week 11</p> <p>Oral presentations</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> * Give and organize information. * Expressing an opinion. * Asking if someone agrees. * Expressing agreement and disagreement. * Presenting a counterargument. * Assessing * Showing skepticism. * Interrupting. * Give the word. * Asking for silence. * Conclude. <p>2. Grammatical:</p> <ul style="list-style-type: none"> * Subordinated concessive sentences: <i>aunque</i> with indicative and subjunctive. * Reduplicative structures with subjunctive. * Linking words: temporary, causal, consecutive, and concessive. <p>3. Vocabulary:</p> <ul style="list-style-type: none"> * Linking words: <i>En primer lugar, por otro lado, por último, en definitiva...</i> <p>4. Culture:</p> <p>Discussion about the topics presented.</p>	<p>*Presentations:</p> <ul style="list-style-type: none"> - Previous: looking for the information that is going to be presented in class. - During the presentation: Taking notes, asking questions. - After: Commenting on the presentations and participating in the discussion. 	<p>I. B.</p> <p>II. B.</p> <p>III. C.</p>
<p>Week 12</p> <p>Review and final exam</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> * Talking about the others, expressing indifference or disagreement, clarify, specify, expressing an opinion with more or less implication. * Emphasize personality features. * Diminish opinion. * Function review. <p>2. Grammatical:</p> <ul style="list-style-type: none"> * Grammar review. <p>3. Vocabulary:</p> <ul style="list-style-type: none"> * Personality adjectives * Vocabulary review. <p>4. Culture:</p> <ul style="list-style-type: none"> * Final conclusion of their experience in Spain. 	<p>* In class: Review and doubts resolution.</p> <p>* Study and preparation for the final exam.</p>	<p>I. B.</p> <p>II. B.</p> <p>III. C.</p> <p>IV. C.</p> <p>V. C.</p>

COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:

VV.AA. Nuevo Prisma Nivel B2, Madrid, 2015, Edinumen.



- Libro del alumno
- Libro de ejercicios

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.