



## SP347 SPANISH CONVERSATION: EMERGING INDEPENDENT ABROAD

IES Abroad Barcelona

### DESCRIPTION:

This course is designed for students with an intermediate Spanish level to improve oral expression, taking advantage of the linguistic and cultural immersion which is characteristic of study abroad. The SP347 student has already acquired basic linguistic, communicative, and intercultural competences and wants to reinforce them through review and improvement. The student will be able to express them self in a broad array of scenarios, talking about self or others, with precision and a large degree of understanding. Immersion in Spanish daily life, use of authentic materials, and the improvement of oral and written strategies, will favor the acquisition of the necessary linguistic resources to better manage daily life in Spanish society. 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).

**CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:** Spanish

### INSTRUCTOR:

**PREREQUISITES:** Completion of IES Abroad's SP 301 Emerging Independent Abroad outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

**ADDITIONAL COST:** Textbook

### METHOD OF PRESENTATION

The course content will be delivered through a communicative student-centered methodology. Students will work individually and in groups in order to acquire and practice the new concepts studied in the course.

- Students will be required to work on written and oral assignments such as compositions, oral presentations, videos, interviews, group discussions, role-play activities, etc., which will provide students with the opportunity to put new vocabulary, grammar, and cultural contents into practice.
- The city of Barcelona and its people are the perfect scenario for practicing the target language and learning about the ways people live. To that aim, students will be encouraged to analyze the new cultural context and share their observations in class discussions and assignments. Students are expected to take initiative and engage with the community.
- Information and communication technology will be very present in the learning process. Some assignments will involve interacting on social media. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.
- In addition, daily homework will be assigned so that the students can systematize, practice, and clarify doubts about the course material.

### REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 5%
- Quizzes - 10%
- Oral production - 15%
- Written production - 15%
- Midterm - 15% (10% oral, 5% written)



- Final exam - 15% (10% oral, 5% written)
- Independent learning in context - 25%

The evaluation criteria will be explained to students at the beginning of the course. Feedback will be provided by the instructor (rubrics, check-lists, oral and written feedback) and fellow students (peer evaluation) to help them achieve the learning outcomes.

### **Independent Learning in Context (ILC)**

Being able to learn independently is a central aspect of the experience abroad. In order to complete the corresponding credit hours to the Independent Learning in Context (ILC) component, students will undertake assignments and projects outside the classroom that will be monitored and assessed by the instructor. These may include: course-related trips and language lessons. All of them will be linked to cultural and linguistic components designed for this level.

#### **Course-related Trips**

Students will participate in activities outside class where they will interact with Spanish speakers. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative of the local culture.

#### **Language Lessons**

Language lessons activities will present new grammar, vocabulary as well as practice contents studied in class. These activities will be connected to the students' experiences in the local culture.

### **Midterm & Final exams**

The midterm and the final have the same structure. As in class we ask the students to use different skills, we want to assess them in all those skills too. So each exam will consist in: 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing 5. Intercultural communication.

### **Quizzes**

Quizzes will help the student to guide their learning progress. They include a variety of questions and exercises to test the student skills in different areas of their language competency.

### **Oral production**

Oral assignments are oriented to developing and improving communicative skills. They will be linked to cultural and linguistic components designed for this level. These may include oral presentations, role-playing, debates, interactive and situational linguistic exchanges, video projects, interviews, etc.

Oral presentations are an integral part of the course as they encourage students to improve their speaking skills. A list of topics, previously worked in class, will be provided to the students in order to present them to the rest of the class.

### **Written production**

Throughout the course students will have to complete between two and four compositions. Students will be given precise guidelines to each assignment.

### **Class Participation**

The Class Participation involves making a consistent effort to speak Spanish during class, regardless of accuracy, giving full attention to class activities, demonstrating a positive and supportive attitude to instructor and classmates, coming to class with the required materials and ready to learn when class begins. Students will work individually and in groups to systematize and to practice orally all the grammatical concepts learned in class. Also, an adequate use of electronic devices will be expected for learning purposes only.

### **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*. This course includes all the skills needed to become a competent user of

Spanish. However, it is focused on improving the student's oral skills. That is why most of the tasks involve speaking, listening, and reading mainly. By the end of the course, students will be able to achieve some of 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 many daily troublesome situations and meet needs with limited help.
  - b. Increasingly, 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 begin to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
  - d. Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.
- II. Listening
  - a. Students will be able to understand some interactions of increasing 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 many direct requests, questions, and basic conversations on familiar and concrete topics.
- III. Speaking
  - a. Increasingly, 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 number of supporting details.
  - b. Students will be able to address and attempt to resolve moderately complicated situations involving familiar subjects.
- IV. Reading
  - a. Students will be able to read passages and short texts (advertisements, schedules, menus, recipes, etc.) and understand overall meaning.
  - b. Students will be able to support their understanding of texts using context, dictionaries, or with the assistance of others at times.
- V. Writing
  - a. Students will be able to communicate with some 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 with some reliance on the communicative patterns of their native language.

#### **ATTENDANCE POLICY:**

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

**CONTENT:**

Week	Content	Assignments	Learning Outcome(s)
<b>Week 1</b>	<b>Unit 1</b> <ul style="list-style-type: none"> <li>Functional: Introductions, talking about hobbies and interests. Describing personality.</li> <li>Grammatical: Ser/Estar, Present Indicative, requests</li> <li>Vocabulary: Adjectives of personality, interests and hobbies, stereotypes, useful expressions for class</li> <li>Culture: Spanish Autonomous Communities (Regions)</li> </ul>	<ul style="list-style-type: none"> <li>Who am I? Oral presentation in class, and video record assignment (Moodle)</li> <li>Famous people: description</li> <li>Debate / podcast: What foreign people think about our own country?</li> <li>Reading Comprehension: Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B, V.A</li> <li>I.B, I.D, II.A, III.A, III.B, IV.A, IV.B</li> <li>I.A, I.C, I.D, II.A, II.B, III.A, III.B</li> </ul>
<b>Week 2</b>	<b>Unit 2</b> <ul style="list-style-type: none"> <li>Functional: Interacting in debates: giving opinion, (dis)agreeing, interrupting</li> <li>Grammatical: Personal pronouns, Pronominal verbs with changing meaning.</li> <li>Vocabulary: Learning activities, educational institutions.</li> <li>Culture: Spanish educational system vs. American system</li> </ul>	<ul style="list-style-type: none"> <li>Description: How is the US educational system compared to the Spanish one?</li> <li>Debate/podcast: Public or private education</li> <li>Expressing opinion about school failure</li> </ul>	<ul style="list-style-type: none"> <li>I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B</li> <li>I.B, I.D, II.A, II.B, III.A, IV.A, IV.B</li> <li>I.A, I.B, I.C, V.B</li> </ul>
<b>Week 3</b>	<b>Unit 3</b> <ul style="list-style-type: none"> <li>Functional: Comparing different dance styles. Giving advice and opinion</li> <li>Grammatical: Comparisons. Superlative. Advice with conditional and subjunctive</li> <li>Vocabulary: Musical instruments, musical styles</li> <li>Culture: Spanish popular music vs. American folk music</li> </ul>	<ul style="list-style-type: none"> <li>Folk festival in Ortigueira: Musical experiences</li> <li>Popular dance styles in Spain. How is it in your country?</li> <li>Course-related trip: Barrios de Barcelona</li> <li>Discovering different places of Barcelona</li> </ul>	<ul style="list-style-type: none"> <li>I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B</li> <li>I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B, V.A, V.B</li> </ul>

Week	Content	Assignments	Learning Outcome(s)
<b>Week 4</b>	<b>Unit 4</b> <ul style="list-style-type: none"> <li>Functional: Talking about politics in Spain. Speak turns</li> <li>Grammatical: Temporary sentences (infinitive/indicative /subjunctive present)</li> <li>Vocabulary: Politics</li> <li>Culture: Spanish political parties. Political situation in Spain</li> </ul>	<ul style="list-style-type: none"> <li>Talking about different Spanish political parties</li> <li>Debate/podcast: Political situation in Catalonia.</li> <li>Reading Comprehension: Politics in Spain</li> </ul>	<ul style="list-style-type: none"> <li>I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B</li> <li>I.D, II.A, II.B, III.B</li> <li>I.B, I.C, I.D, IV.A, IV.B, V.A, V.B</li> </ul>
<b>Week 5</b>	<b>Unit 5</b> <ul style="list-style-type: none"> <li>Functional: Talking about past events</li> <li>Grammatical: Past tenses: Simple past and Present perfect</li> <li>Vocabulary: Storytelling, biographies</li> <li>Culture: Main personalities in Spain.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about personal experiences.</li> <li>Key events in the History of Spain and the US. Main personalities. Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>I.B, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B</li> <li>I.B, I.C, I.D, III.A, III.B, V.A, V.B</li> </ul>
<b>Week 6</b>	<b>Unit 6</b> <ul style="list-style-type: none"> <li>Functional: Talking about past events.</li> <li>Grammatical: Simple past vs Imperfect. Past perfect</li> <li>Vocabulary: Travels, transportation, leisure</li> <li>Culture: Spanglish</li> </ul>	<ul style="list-style-type: none"> <li>A mysterious story</li> <li>Ana y Manuel (Video)</li> <li>Written Assignment: Explaining anecdotes</li> <li>Reading Comprehension: Anecdotes</li> <li>Oral Exam</li> <li>Midterm</li> </ul>	<ul style="list-style-type: none"> <li>I.B, I.C, I.D, II.A, II.B, IV.A, IV.B, V.A</li> <li>II.A, II.B, III.A, III.B, IV.A, V.B</li> <li>V.A, V.B</li> </ul>
<b>Week 7</b>	<b>Unit 7</b> <ul style="list-style-type: none"> <li>Functional: Mass Media</li> <li>Grammatical: Verbs of Perception. Indicative/Subjunctive. Comparisons. Connection Marks</li> <li>Vocabulary: Mass media, professions</li> <li>Culture: American Press vs Spanish Press</li> </ul>	<ul style="list-style-type: none"> <li>Oral Presentation of topical issues</li> <li>Reading and Understanding Spanish Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>I.B, I.C, II.A, II. B, III.A, III. B</li> <li>I.B, I.C, II.A, II.B, III.A, III.B, IV.A, IV.B</li> </ul>

Week	Content	Assignments	Learning Outcome(s)
<b>Week 8</b>	<b>Unit 8</b> <ul style="list-style-type: none"> <li>Functional: Talking about Architecture and Art. Describing objects, and places. Expressing feelings and emotions. Use of Indicative/Subjunctive with verbs of opinion and feelings</li> <li>Grammatical: Verbs of Perception, and Emotions. Contrast between indicative and subjunctive mood. Comparisons</li> <li>Vocabulary: Mass media, professions</li> <li>Culture: Architecture and Art in Barcelona. Comparing Barcelona to some cities in the US</li> </ul>	<ul style="list-style-type: none"> <li>Describing cities: Barcelona</li> <li>Debate/podcast: How can cities be more eco-friendly cities?</li> <li>Written Assignment: The ideal city</li> <li>Course-related trip: Barrios de Barcelona</li> <li>Discovering hidden places of Barcelona</li> </ul>	<ul style="list-style-type: none"> <li>I.B, I.C, II.A, II.B, III.A, III.B</li> <li>I.B, I.C, II.A, II.B, III.A, III.B</li> <li>V.A, V.B</li> <li>I.A, I.B, I.C, II.A, II.B, III.A, III.B, IV.A, IV.B, V.A, V.B</li> </ul>
<b>Week 9</b>	<b>Unit 9</b> <ul style="list-style-type: none"> <li>Functional: Expressing probability, and hypothesis</li> <li>Grammatical: Future and Conditional tenses. Temporary sentences (indicative or subjunctive)</li> <li>Vocabulary: Health (doctors, illnesses, body)</li> <li>Culture: Spanish Public Health System vs. American Health System</li> </ul>	<ul style="list-style-type: none"> <li>At the Doctor's (role play)</li> <li>Debate: What does "healthy life" mean? Consider the following points: vegetarianism, smoking, fast food, practicing sports...</li> <li>A healthy menu for one week</li> </ul>	<ul style="list-style-type: none"> <li>I.A, I.B, II.A, II.B, III.A, III.B</li> <li>I.A, I.B, II.A, II.B</li> <li>III.A, III.B, IV.A, IV.B</li> <li>II.A, II.B</li> <li>III.A, III.B, V.A</li> </ul>
<b>Week 10</b>	<b>Unit 10</b> <ul style="list-style-type: none"> <li>Functional:</li> <li>Grammatical: Use of conditional clauses</li> <li>Vocabulary: Jobs and working conditions</li> <li>Culture: Jobs in Spain vs. USA.</li> </ul>	<ul style="list-style-type: none"> <li>Debate/podcast:</li> <li>The best job in the world.</li> <li>Contrast between Working conditions in Spain and the US</li> </ul>	<ul style="list-style-type: none"> <li>II.A, II.B, III.A, III.B</li> <li>I.B, I.C, I.D, II.A, II.B, III.A, III.B</li> </ul>

Week	Content	Assignments	Learning Outcome(s)
<b>Week 11</b>	<b>Unit 11</b> <ul style="list-style-type: none"> <li>Functional: Express and answer an opinion</li> <li>Grammatical: Contrast between indicative and subjunctive mood with verbs that express opinion</li> <li>Vocabulary: Cinema</li> <li>Culture: Habits and likes about cinema</li> </ul>	<ul style="list-style-type: none"> <li>Cinema survey</li> <li>Talking about movies</li> <li>Cinema vs Theater,</li> <li>Cinema vs Literature,</li> <li>Cinema vs Books</li> <li>Written Assignment: Synopsis of a film</li> <li>Reading Comprehension: Synopsis of a film</li> </ul>	<ul style="list-style-type: none"> <li>IV.A., IV.B</li> <li>II.A, II.B, III.A, III.B</li> <li>II.A, II.B, III.A, III.B, IV.A, IV.B</li> <li>V.B</li> <li>IV.A, IV.B</li> </ul>
<b>Week 12</b>	<b>Unit 12</b> <ul style="list-style-type: none"> <li>Functional: Video contest</li> <li>Grammatical: review of verb tenses, and contrast between indicative and subjunctive mood.</li> <li>Vocabulary: Cinema</li> <li>Culture: Spanish cinema vs. American cinema</li> </ul>	<ul style="list-style-type: none"> <li>Review for the Final Exam</li> <li>Video presentation</li> <li>Oral Exam</li> <li>Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B</li> </ul>

#### COURSE-RELATED TRIPS:

Students may participate in three activities outside class where they will interact with Spanish speakers. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative in the local culture.

Students may have to fulfill different tasks for every Course-related Trip:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Activity (consists in the gathering of data and/or information about the current topic).
3. Post Activity: Students will have to produce an oral or written text with the conclusions about the previous activities.

Depending on the semester (spring, summer, or fall), the offer of Course Related Excursions may vary according to seasonal celebrations and traditions:

- Spring: Santa Eulàlia, Sant Antoni, Sant Jordi.
- Summer: Sant Joan.
- Fall: La Mercè, La Diada, La castanyada, Mercat de Santa Eulàlia.

Also, there are other course-related trips not linked to seasonal celebrations:

- Walking tours to different neighborhoods of Barcelona (Gràcia, Ribera / Borne and Gótico)
- El Mercat dels Encants.
- Visitas a Museos (MIBA, MACBA, CCCB)

(Students will be informed beforehand of the specific day, time, and outcome-related activity).

#### REQUIRED COURSE MATERIALS:

- Coto Bautista, V., Turza Ferrer, A. (2011). *Tema a tema B1*. Madrid, Edelsa. [ISBN: 978-84-7711-720-9].
- SP347 IES Abroad Barcelona Moodle page.



**RECOMMENDED MATERIALS:**

- Coto Bautista, V., Turza Ferrer, A. (2016). *Así se habla B1*. Madrid, Edelsa. [ISBN: 978-84-9081-341-6].
- Varios autores (2004). Cambridge Klett Pocket: Español/inglés - English/Spanish. Cambridge: Cambridge University Press.