



SP 101 SPANISH FOR PROFESSIONS: Novice Abroad I
IES Abroad Barcelona

DESCRIPTION:

By the end of the course, students will develop an elementary foundation in five key skills: intercultural communication, reading, writing, listening, and speaking. These skills will be applied to accomplish various basic needs within business contexts as outlined in the learning outcomes below.

Specifically, students will be able to describe people, companies, job roles, and workplaces; discuss preferences related to work and business events; and talk about daily routines, professional experiences, and future aspirations. Additionally, students will learn to express opinions, give recommendations, and recognize a wide range of common business interactions.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is that study abroad is most beneficial for developing abilities related to social and professional interaction. Students who go abroad can learn to perform various speech acts, such as requesting information, apologizing, or offering compliments in a business setting, and they may also learn to interpret situations requiring these speech acts in ways that local professionals 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: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish will be used in all instances, with emergency use of English for disambiguation.

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: Spanish Language Textbook + digital license

METHOD OF PRESENTATION:

The course contents will be delivered by applying a communicative student-centered methodology. The first approximation to the contents will be through texts (written and oral).

- 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.
- 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: 10%;
- Quizzes: 10%;
- Oral production: 5%;
- Written production (2-4 assignments): 5%;
- Learning in context:
 - Course-related trips 15%
 - Written production 10%
 - Oral production 10%
 - Cultural quizzes 5%
- Midterm: 15%;
- Final Exam: 15%

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.

Learning in Context

Students will undertake assignments and projects outside the classroom, which will be monitored, guided, and assessed by the instructor. This component may include course-related trips, as well as a variety of cultural quizzes, written or oral assignments to ensure a comprehensive experiential learning experience. All of them will be linked to cultural and linguistic components designed for this level.

Course-related Trips

Students will engage in extracurricular activities that involve interaction with native Spanish speakers. The primary learning objective of these activities is to facilitate authentic language practice and application in real-world settings. Additionally, these experiences aim to immerse students in local traditions and cultural festivities, thereby deepening their understanding of the local culture. Each field trip will be accompanied by specific tasks that will be incorporated into the overall assessment.

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. Between 2 and 4 quizzes will be conducted in total.

Written production

Throughout the course students will have to complete between two and four compositions. Students will be given precise guidelines to each assignment. Between 2 and 4 assignments will be conducted in total.

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. Between 2 and 4 assignments will be conducted in total.

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. Also, an adequate use of electronic devices will be expected for learning purposes only.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

Intercultural Communication

- A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

Speaking

- A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

Reading

- A. Students will be able to identify and understand basic sentences.
- B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

Writing

- A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. Students will be able to send basic emails, text messages, and fill out some basic forms.

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	Corresponding Learning Outcome(s)
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1	En el trabajo	Functional: Greetings, farewells, introductions, and personal identity in the workplace. Grammatical: Present tense (ser, tener, llamarse), noun and adjective gender. Vocabulary: Job titles, workplace items, professional greetings. Culture: Professional titles and addressing forms in Spanish.	Create a vocabulary list of job titles and workplace items. Practice professional greetings and farewells through role-play. Create a poster with information about a classmate and introduce them to the class.
2	En el trabajo	Functional: Discussing professions, job positions, and character traits. Describing companies and expressing job preferences. Grammatical: Present tense (regular and irregular verbs), uses of ser, estar, and haber, pronouns. Vocabulary: Professions, job positions, company types, clothing. Culture: Workplace norms and company descriptions.	Create a vocabulary chart for professions and job positions. Role-play: Discussing job preferences and describing companies. Write a composition about a company using the new vocabulary.
3	Día a día	Functional: Talking about daily routines, schedules, work experiences, and planning events. Grammatical: Present tense, perfect tense, future tense constructions. Vocabulary: Daily activities, schedules, work functions, event planning. Culture: Business schedules and routines in Spanish-speaking countries.	Create a glossary of daily activities and work functions. Oral presentation: Planning a business event. Interview a Spanish speaker about their daily work routine.
4	Día a día	Functional: Making phone calls, arranging meetings, discussing job qualities and restaurant choices for events. Grammatical: Present tense, past tenses, estar + gerundio. Vocabulary: Meeting arrangements, restaurant menus, job qualities. Culture: Business dining and meeting etiquette in Spanish-speaking countries.	Develop a vocabulary list for meeting arrangements and restaurant terms. Role-play: Making a business phone call. Plan a company dinner and present the menu options.
5	Trayectorias	Functional: Discussing historical data, describing past events and company history. Grammatical: Past tenses, pronouns, comparative structures. Vocabulary: Company history, biographical terms, office furniture, departments. Culture: Notable Spanish-speaking entrepreneurs and companies.	Compile a vocabulary list related to company history and office terms. Write a biography of a Spanish-speaking entrepreneur. Present a company's historical timeline.
6	Buscar empleo	Functional: Evaluating job candidates, writing resumes and cover letters, preparing for job interviews. Grammatical: Past tenses, conditional tense, temporal connectors. Vocabulary: Job advertisements, resume terms, interview phrases, types of contracts. Culture: Job application and interview practices in Spanish-speaking countries.	Create a vocabulary list from job advertisements and resumes. Role-play: Conducting a job interview. Write a resume and cover letter in Spanish using new vocabulary.
7	Empresas	Functional: Classifying companies, expressing future desires, preparing for business fairs, and presenting products/services. Grammatical: Imperatives, subjunctive mood, future tense, se constructions. Vocabulary: Company classification, product	Develop a vocabulary chart for company types and product descriptions. Role-play: Preparing and presenting a business stand. Write a

		descriptions, presentation terms. Culture: Spanish business fair practices and presentations.	description of a company's products or services using new vocabulary.
8	Industria y sostenibilidad	Functional: Discussing industrial revolutions, professional profiles, sustainability, and expressing opinions and objectives. Grammatical: Subjunctive mood, verb phrases for goals and actions, argument connectors. Vocabulary: Industrial terms, sustainability, emotions, professional profiles. Culture: Industrial advancements and sustainable practices in Spanish-speaking countries.	Compile a list of vocabulary related to industry and sustainability. Write a profile on a professional in the industry. Final Project: Design and present an app promoting a sustainable lifestyle using the new vocabulary.

COURSE-RELATED TRIPS:

Students may participate in five activities outside class where they will interact with Spanish culture. 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:

- El fútbol en España.
- Mi barrio en Barcelona.
- El Mecat 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:

- Dorado Debeza, M. D., Marquez Sanchez, C. D., Ramos Gómez, E., & Ucler Sánchez, F. J. (2024). *TALENTOS: Clases de español profesional A1-B1. Barcelona*, Difusión. [ISBN: 978. 1157.145.6].
- Moodle site designed for the course.

RECOMMENDED MATERIALS:

- Varios (2003). Bilingual dictionary: Español/Inglés—English/Spanish, Cambridge Klett Pocket. Cambridge University Press

Dictionaries:

- The Pocket Oxford Spanish Dictionary.
- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com