



SP321 SPANISH FOR PROFESSIONS: Emerging Independent Abroad

IES Abroad Barcelona

DESCRIPTION:

This course is designed for students interested in developing their Spanish abilities in a professional and business context. The emphasis of this course is placed both on the improvement of linguistic skills and on the development of students' oral and intercultural competence within the framework of professional working environments.

The aim of the course is on the one hand; to consolidate previous grammatical knowledge and introduce new grammar structures, basic professional and business vocabulary and to increase students' fluency and confidence when communicating in Spanish Professional contexts; and on the other hand, to bring students to a new cultural reality from a professional perspective so that they can appreciate, compare, and contrast their reality in the U.S. with Spain. The comparison and contrast of the two cultural realities will allow them to incorporate what they in their personal and professional future.

This course proposes inclusive learning (combining grammar, specific vocabulary, professional oral communication, intercultural content ...) and gradual learning, considering the initial level of students and increasing the degree of difficulty according to the development and progress of the group.

At the end of this course students will be able to:

- Communicate fluently in Spanish with native (and non-native) speakers on wide variety of social/work topics and situations.
- Have fluent professional interactions in Spanish in different workplaces, developing and supporting argumentation at a complex level.
- At the end of the course the student will have a better understanding of our everyday culture and the world of business and will speak more fluently and with greater security.

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: 3 credits

CONTACT HOURS: 45 hours

INSTRUCTOR:

LANGUAGE OF PRESENTATION: Spanish

PREREQUISITES: Completion of IES Abroad's SP 201 Novice Abroad III outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

ADDITIONAL COST: Course Reader

METHOD OF PRESENTATION:

Language instructors' direct tasks, group and pair work, listening and audiovisual activities, class discussions, intensive and extensive readings, individual and group presentations, debates and role plays to develop and improve students' language skills in social and working settings.



The evaluation criteria for each type of activity are explained to students at the beginning of the course and also students receive an assessment sheet for each oral task. In the evaluation sheets that students receive the teacher writes a personalized comment on their performance and progress in oral communication.

Group projects and oral presentations have a specific rubric evaluation that includes both, grammar improvement and progression group work, because part of the group work is done in class, to prepare students to work in a real professional context

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation: 5%;
- Quizzes: 10%;
- Oral production: 5%;
- Written production: 5%;
- Learning in context:
 - Course-related trips 10%
 - Participation 5%
 - In-Class activities (Research, written tasks) 15%
 - Oral component (reflections, presentations, discussions) 15%
- Midterm Exam: 10%
- Final Research Project 20%

On the form and the assessment criteria on oral activities, throughout the course, in addition to quizzes, the teacher carries out an ongoing assessment of oral tasks performed in the classroom: Oral activities, group-projects, discussions and oral presentations.

Learning in Context

Students will 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 will have to fulfil different tasks for every excursion:

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

Experiential Learning in Context is an important part of the course. These activities give the students the opportunity to learn and understand cultural differences and to connect aspects of the Spanish culture. All of them are organized with pre- and post-activities that help students to improve their skills and promote interaction with Spanish people.

This component includes course-related trips, as well as a variety of in-class activities, cultural quizzes, 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.

Written production

The written component of the course will give students the opportunity to practice new vocabulary, grammatical lessons, and cultural writing contexts. This component will include tasks such as writing business letters, creating resumes, conducting case studies, and completing job applications. Students will submit written work periodically, which will be evaluated based on format, content, and accuracy. A total of 2 to 4 assignments will be conducted.

Oral production and discussions

Presentations of small research projects provide the student with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach. These may include oral presentations, role-playing, debates, interactive and situational linguistic exchanges, video projects, interviews, and discussions. The aim of class discussions is to provide



the student with a more holistic view of Spanish language. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

During the course there will be professional oral activities in pairs or groups within the business context for assessing student's oral skills. Between 2 and 4 assignments will be conducted in total.

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.

Homework and daily participation

Students will work individually and in groups to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts.

Final research project

At the end of the course there will be a Final Research Project: Create your own business in Spain. For the final presentation, students individually or in pairs can select the topic that is most interesting to them from a variety of possibilities that have clear requirements that the student must complete:

- Create your own business in Spain
- A marketing campaign
- Prepare an event at the company

The project consists of a marketing and finance plan together with a presentation and defence of your project in front of the class. The instructor will explain in detail the specific approach and suggested content of the project. You will submit to the instructor periodic updates on the progress of your project, and these will count towards the overall assessment of your work.

One week before the final presentation; students must deliver a draft with the content and presentation development. The teacher reviews the draft and helps to understand and improve those aspects that are not clear or where the student is struggling.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve key outcomes for the *Emerging Independent/Independent Abroad (II)* 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 identify key host cultures in a professional context as well as habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will start to identify and discuss their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.
- C. Understand and respond to exchanges related to workplace interactions following local sociocultural and pragmatic conventions.
- D. Understand the vision, mission, and values of some Spanish companies.
- E. Students will identify the importance of understanding local culture (workforce, women's professional development, efficiency, etc.) to fit in different workplaces.

II. Listening

- A. Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete professional topics covered in classes.

- B. 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 as they relate to professional communication.

III. **Speaking**

- A. Students will be able to speak on and discuss concrete business/professions topics covered in classes, as well as other business topics of particular interest to them.
- B. Students will be able to describe and compare companies, products and services.
- C. Students will be able to participate and respond actively in a variety of professional interactions: negotiations, presentations, business lunch, meetings.
- D. Students will be able to express self in a specific business presentation.
- E. Students will be able to make a solid argument for a particular strategy.
- F. Students will be able to negotiate meaning when encountered in an unexpected business/professional communicative situation.

IV. **Reading**

- A. Students will be able to read and understand articles, reports, professional documents, and online texts using background knowledge to aid their comprehension.
- B. Students will be able to read and understand the main ideas of business texts using reading strategies developed during the course.
- C. Students will be able to understand some data, strategy and graphs related to simple business situations: reports, financial information, notes, text messages, letters, emails.

V. **Writing**

- A. Students will be able to write essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of business topics with developing degrees of grammatical and lexical accuracy.
- B. Students will be able to write short messages and emails on a wide range of social and work topics adapting language vocabulary and structure to different degrees of formality.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

Students entering this level must be able to fulfill most of the learning outcomes of the *Emerging Independent Abroad (I)* 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, common topics, and there they should be able to solve every day needs required to live in a new culture. 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 internships at workplaces that require high interaction in Spanish.

The language assessment process will determine the appropriate level for each individual student.

By the end of the course, the successful student will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to accomplish a variety of everyday and professional and business needs in the host culture as described in the learning outcomes above. Speaking and listening 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 fitting in work settings

As students gain more self-awareness and self-confidence, they will attempt more in the community. They will be more 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 much more likely to resolve these on their own. Reading (interpreting meaning) 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

fitting in work settings. They will begin to appreciate the value of language and intercultural skills. They will also strengthen their workplace interactive communicational skills.

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. For every unjustified absence in this course, three percentage points will be deducted from the final grade. More than two unjustified absences 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.

COURSE CONTENTS:

Grammatical, vocabulary, cultural contents described below presented in thematic units that will discuss relevant topics and situations to develop communicative skills through language functions.

CONTENT:

Sessions	Class Activities	Preparation for the next class (at home)	Corresponding Learning Outcome(s)
Session 1	Course description, contents and expectations. Team building activities.		Week 1: I.A., I.C., II.A., III.A, IV.A., V.A.
Session 2	Ingresar en una empresa <ul style="list-style-type: none"> - Functional: Job interviews - Grammatical: Revision of ser/estar, past tenses in context - Vocabulary: Vocabulary related to offers of employment - Culture: The ideal candidate Role-play: Hacia la última ronda	Grammar exercises: <ul style="list-style-type: none"> - Ser/estar - Past tenses - Vocabulary related to job interview 	
Session 3	Ingresar en una empresa <ul style="list-style-type: none"> - Functional: Talking about education and past experiences - Grammatical: Past tenses in context - Vocabulary: Vocabulary related to CV and qualities - Creating a profile for a job position. - Designing my video-presentation. - Looking for the perfect candidate. Role-play: Dinámica de grupos	Grammar exercises: <ul style="list-style-type: none"> - Past tenses about past job experiences - Vocabulary related to CV and job interview 	Week 2: I.A., I.C., II.A., III.C, III.F., IV.A., V.A.
Session 4	Ingresar en una empresa <ul style="list-style-type: none"> - Specific use of past tenses in job interviews - Quiz 1 Experiencial Learning Faculty guided visit: Negocios de Barcelona	Grammar exercises: <ul style="list-style-type: none"> - Past tenses about past job experiences 	
Session 5	Recursos Humanos	Grammar exercises: <ul style="list-style-type: none"> - Conditional tense 	Week 3:

	<ul style="list-style-type: none"> - Functional: Describing, expressing and resolving problems, making proposals and solutions; problem solving - Grammatical: Conditional tense, subjunctive to suggest and to recommend. <p>Role-play: Negotiation “Pantaland”</p>	<ul style="list-style-type: none"> - Subjunctive to suggest recommend and making opinions 	I.B., I.C., II.A., III.A, III.C., III.D., III.E., IV.B., V.A., V.B
Session 6	<p>Recursos Humanos</p> <ul style="list-style-type: none"> - Vocabulary: Vocabulary related - to Human Resources - Culture: Cultural aspect of working conditions (Spain vs.USA) <p>Quizz 2 Oral: Job interviews</p>	<p>Grammar exercises:</p> <ul style="list-style-type: none"> - Problem solving Vocabulary related to RRHH 	<p>Week 4:</p> <p>I.C., I.D., III.C.</p>
Session 7	<p>Recursos Humanos</p> <ul style="list-style-type: none"> - Functional: Managing the turns of talk, making proposals - Grammatical: Subjunctive in expressions of belief and doubt. Argumentation markers and expressions. - Vocabulary: Vocabulary related to rules and aspects of a good environment at work - Culture: Working conditions <p>Role play: Working conditions</p>	<p>Grammar exercises:</p> <ul style="list-style-type: none"> - Structures to express feelings, - emotions, opinion - Prepare a debate: Rules and customs in Spanish/EEUU companies. 	
Session 8	<p>. Grammatical: Para/ por and specific business prepositional verbs</p> <p>Mid Term</p>		<p>Week 5:</p> <p>I.A., I.B., II.B., III.A, III.C., III.E., IV.B., V.A., V.B</p>
Session 9	<p>Consumidores y productos</p> <ul style="list-style-type: none"> - Functional: Expressing feelings, doubts, presenting a market research - Grammatical: Present of subjunctive, concessive clauses - Vocabulary: Vocabulary related to describing products - Culture: Consumers - Spain vs. EEUU 	<p>Grammar exercises:</p> <ul style="list-style-type: none"> - Subjunctive: - concessive clauses - Vocabulary related to publicity 	
Session 10	<p>Experiencial Learning</p> <p>Faculty guided Visit 2 : Visita mercado Santa Caterina</p>		
Session 11	<p>Experiencial Learning</p> <p>Faculty Guided Visit 3 Visita Ayuntamiento Barcelona</p>		
Session 12	<ul style="list-style-type: none"> - Quizz 3 - La comunicación - 1. Functional: Tools to handling difficult conversations: expressing conditions, opinion when discussing and negotiating - 2. Grammatical: Conditional clauses (first and second conditionals) - 3. Vocabulary: Business vocabulary 		<p>Week 7:</p> <p>I.D., I.E.,II.B., III.B, III.D., III.F., IV.B., V.A., V.B</p>

	- 4. Culture: Cultural differences in oral communication		
Session 13	1. Functional: Expressing conditions in team groups when discussing and negotiating 2. Grammatical: Third conditional, para/ por and specific business prepositional verbs 3. Vocabulary: Business vocabulary	Grammar exercises: - Para/por - Third conditional	
Session 14	Guest Speaker: Conferencia trabajar en España + reflexión foro	Final Project: Working Groups	
Final Project	Final Researcher Project - Tutor guided Preview: Meeting with the teacher. - Oral Presentation. - Delivery of written dossier.		Week 8: I.E., III.D, III.F., IV.C., V.A., V.B

COURSE-RELATED TRIPS:

Depending on the semester (spring, summer, or fall), the offer of Course Related Trips may vary:

- Hotel Cotton House
- Damm Factory
- Barcelona City Hall
- Walking tour by old and important shops in Barcelona
- Encants Mercat/ Tigger Shop
- Radio Barcelona

REQUIRED COURSE MATERIALS:

Course dossier designed by the Spanish teachers which includes Spanish reading and audio/visual material taken from magazines, journals, academic and other current pedagogical and relevant sources.

- Course reader SP321 Barcelona, IES Barcelona.
- SP321 IES Abroad Barcelona Moodle page.

RECOMMENDED MATERIALS: (OPTIONAL)

- Online Dictionaries
- VVAA (2005). Diccionario Oxford Pocket español/inglés- inglés/español. Londres, Oxford University Press.
- Newspapers:
 - www.lavanguardia.es
 - www.elpais.es
 - www.cinco dias.com
 - www.expansion.com
- Magazines:
 - www.capital.es
 - www.emprendedores.orange.es
- Canal CEO
 - <http://www.canalceo.com/>