



SP 403 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD
IES Abroad Santiago

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 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, Appendix I).

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 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.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of the Independent Abroad outcomes in the *MAP for Language & Intercultural Communication*, as determined by placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Instructor directed tasks, group and pair work, individual and group oral presentations, intensive and extensive reading in class, listening activities, class discussion, role plays, and audiovisual activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Oral Activities – 15%
- Written Assignments – 20%
- Midterm Test – 15%
- Class Activities – 10%
- Final Oral Exam – 20%
- Final Written Exam – 20%

Oral Activities

Oral activities include a presentation on a course-related trip and an expert panel (group oral project).

Written Assignments

Written assignments include essays, a movie review, a written paper, and reading comprehension tests.



Class Activities

Different class activities (between 5-7) designed by the course instructor according to students' needs of practice and current events to be discussed in class. Activities include pair work, peer review, short reading/writing assignments, quizzes, etc.

LEARNING OUTCOMES:

By the end of the course students will be able to achieve the outcomes for the *Emerging Competent Abroad* level as defined by the *IES Abroad 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 describe and analyze 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.
- B. 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.
- C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
- D. 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 fairly wide range of social and cultural dialects of the spoken language.
- B. Students will be able to understand most native speakers and non-native experts and comprehend a wide range of moderately complex interactions.

III. Speaking

- A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B. Students will be able to make arguments to support hypotheses and 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 a wide range of 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 a wide range of native audiences and express themselves 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 and punctuality are mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than 1.5 classes (for courses taught once a week) or 2.5 classes (for courses taught twice a week) in any course, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Six absences in any course will result in a failing grade.

Punctuality

Students who are late to class will receive a .5 absence. Arriving in class more than 15 minutes late will result in 1 absence.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to the Course <ul style="list-style-type: none"> • What does it mean to speak a language? • Description of objectives, methodology, expectations and evaluations. • Functional: Asking and giving personal information; discussing and analyzing nonverbal elements in a language; talking about different ways of communicating; understanding the role register, pronunciation and intonation play in a language community. • Grammatical: Review of tenses in indicative mood. • Vocabulary: Nouns and verbs that describe gestures and body language. • Culture: Review of TÚ and USTED: the concept of register. 	<ul style="list-style-type: none"> • Submission of written assignment: Mi Viaje a Chile
Session 2	What are Chileans like? <ul style="list-style-type: none"> • Functional: Describing general characteristics of people of a country; expressing opinions, surprise and interest; contrasting and comparing people and their attitudes toward life, work, religion, etc. • Grammatical: Review of subjunctive mood in verbal phrases to express opinion and assessment. • Vocabulary: Nouns and adjectives to describe people and emotions. • Culture: Stereotypes: people in my country and people in my host country. 	<ul style="list-style-type: none"> • Read and complete the exercises of the unit: <i>Los Chilenos</i>
Session 3	What are Chileans like? How can I learn their culture? <ul style="list-style-type: none"> • Functional: Expressing opinions, surprise and interest; compare and contrast people and their attitudes towards life, work, religion, etc. • Grammatical: Review of subjunctive mood in verbal phrases to express opinion and assessment. • Vocabulary: Nouns and adjectives to describe people and emotions; word formation. • Culture: How do we learn from a new culture? 	<ul style="list-style-type: none"> • Read and complete the exercises of the unit: <i>Los Chilenos</i>

Session	Content	Assignments
Session 4	Television Nowadays <ul style="list-style-type: none"> • Functional: Preparing questions to make a survey; reporting statistic information; expressing inferences related to information given in tables and graphs; expressing opinions on mass media. • Grammatical: Impersonal expressions to report statistic information. • Vocabulary: Review on numbers and figures; nouns and verbs to describe figures in tables and graphs. • Culture: Interviewing people in the local community; the impact of TV; communication with people we do not know. 	<ul style="list-style-type: none"> • Video and class discussion: two different local TV programs • Listening to spoken Spanish in order to recognize register • Assessing the contents of TV programs in regard to: <ul style="list-style-type: none"> ○ Topics ○ Audience they are addressed to ○ Cultural value or entertainment purpose ○ Language used ○ Making hypotheses of reason/cause ○ Specific instructions provided in the course dossier
Session 5	Economy and Living <ul style="list-style-type: none"> • Functional: Talking about income distribution and its social implications; discussing the consequences of uneven income distribution; expressing probability; expressing presuppositions; expressing advantages and disadvantages of a particular situation. • Grammatical: Review of present tenses; subjunctive mood in adjective phrases. • Vocabulary: Words related to money, economy, expenses and savings. • Culture: Why do we need money? 	<ul style="list-style-type: none"> • Read and complete exercises of the unit: <i>Life and Economy</i>
Session 6	The Impact of Economy on Living <ul style="list-style-type: none"> • Functional: Discussing, comparing and contrasting work, jobs, expenses, and economical problems; explaining decisions. • Grammatical: Connecting contrasting ideas. • Vocabulary: Text connectors and adverbials. • Culture: (Socioeconomic) class system in Chile. 	<ul style="list-style-type: none"> • Video and class discussion: Quality of life in Chile is among the worst in an OCDE ranking

Session	Content	Assignments
Session 7	Let's Talk About the Movies <ul style="list-style-type: none"> • Functional: Criticizing a movie; describing and explaining differences; expressing opinion on socio-cultural attitudes and behavior. • Grammatical: Integration of mood and tenses; complex noun phrases. • Vocabulary: Adjectives to describe movies and visual arts; review of comparative and superlative forms; review of word formation. • Culture: Talking about how movies reflect social situations. 	<ul style="list-style-type: none"> • Video and class discussion: Chilean moviemaking
Session 8	Chilean Women <ul style="list-style-type: none"> • Functional: Reporting information about past historic events; expressing surprise, interest, dislike and disagreement; comparing and contrasting the role of women in different cultures. • Grammatical: Past and present tenses of indicative mood. • Vocabulary: Adjectives to describe women (common word combinations). • Culture: Chilean women throughout history. 	<ul style="list-style-type: none"> • Read and complete exercises of the unit: <i>Mujeres chilenas en cifras</i>
Session 9	The Changing Roles of Latin-American Women <ul style="list-style-type: none"> • Functional: Arguing and supporting arguments. • Grammatical: Conditional clauses; review of subjunctive mode with some verb phrases. • Vocabulary: Word formation; word frequent combinations: nouns and adjectives. • Culture: Chilean families and women's role nowadays; the changing role of (Chilean) women nowadays. 	<ul style="list-style-type: none"> • Read and complete exercises of the unit: "The new identity of the Chilean woman" • Video: Chilean movie <i>La Fiebre del Loco</i> • Submission of movie review
Session 10	Course-related Trip <ul style="list-style-type: none"> • Visiting historic buildings in the city. In pairs, students will visit different important buildings. • Objectives: <ul style="list-style-type: none"> • Visiting the historic center of the city. • Using Spanish to talk to locals and obtain some specific information. • Prepare an oral presentation for the class. 	<ul style="list-style-type: none"> • More information and maps given via Moodle

Session	Content	Assignments
Session 11	Workshop on Chilean Culture: Trivia Games, Music, Food and Quizzes <ul style="list-style-type: none"> • Reviewing what students have learned about Chile. • Exploring students' familiarization and integration to local culture. 	
Session 12	PRESENTATIONS ON COURSE-RELATED TRIP <ul style="list-style-type: none"> • Visiting historic buildings. 	
Session 13	Magical Realism <ul style="list-style-type: none"> • Functional: Describing and summarizing short fictional stories. • Grammatical: Review of uses of past tenses: preterit, imperfect, past perfect. • Vocabulary: Word formation: verbs and related nouns. • Culture: Magical realism in literature and arts. 	<ul style="list-style-type: none"> • Reading activity: <i>Tales Tosca</i> and <i>Walimai</i> by Isabel Allende
Session 14	Isabel Allende <ul style="list-style-type: none"> • Functional: Relating author's personal background with his/her writing. • Grammatical: Subjunctive mood for expressing opinions and hypotheses. • Vocabulary: Language in literature. • Culture: Isabel Allende, her life on her writings. 	<ul style="list-style-type: none"> • Video and class discussion: An interview with Isabel Allende • Submission of essay 1: The roles of women in my country compared to local women's
Session 15	MIDTERM TEST <ul style="list-style-type: none"> • Evaluation of all contents studied up to this point in the course. • Audio-visual exercise • Grammar exercises • Reading comprehension exercise • Writing exercise integrating topics discussed in class, grammar, and vocabulary 	

Session	Content	Assignments
Session 16	News and Reports <ul style="list-style-type: none"> • Functional: Stating and supporting opinion about mass media; comparing the impact of local mass media with the mass media in their own country; reporting events, facts and others' speech. • Grammatical: Review of tenses; if conditional clauses using subjunctive mood. • Vocabulary: Words related to education, politics, political campaigns, demonstrations, etc. • Culture: The impact of mass media in local and home culture. 	<ul style="list-style-type: none"> • Listen and complete exercises on radio newscast.
Session 17	Local Newspapers <ul style="list-style-type: none"> • Functional: Identifying trends and opinions in newspapers; assessing facts and events; comparing and contrasting information provided by different media; reflecting on the language, text and layout of newspapers. • Grammatical: Review of tenses and their uses when reporting news and stories. • Vocabulary: Understanding Chilean Spanish in different registers (poor, rich, young, adults); nouns and verbs that describe mass media ads and the TV industry; words to describe specific events on the news, newscast, and newspaper sections. • Culture: Local newspapers. 	<ul style="list-style-type: none"> • Short reading comprehension test: <i>La última niebla</i> by Maria Luisa Bombal • Each student brings a different local newspaper to the class to be analyzed according to the table in the book
Session 18	Mass Media <ul style="list-style-type: none"> • Functional: Assessing facts and events; commenting and analyzing facts, reports and evidence; discussing hypothetical reasons and consequences. • Grammatical: Indirect speech. • Vocabulary: Crimes and lawbreakers on the paper. • Culture: Controversial laws in public opinion. 	<ul style="list-style-type: none"> • Read and complete exercises of the unit: crimes in the papers

Session	Content	Assignments
Session 19	Future is a Threat <ul style="list-style-type: none"> • Functional: Making hypotheses about future events; discussing the validity of facts; expressing agreement and strong agreement; stating arguments and counter-arguments; expressing uncertainty and probability. • Grammatical: If conditional clauses using subjunctive mood; simple and perfect future tenses. • Vocabulary: Environment and environmental problems; word formation: adjectives from nouns • Culture: Use of natural resources in a developing country. 	<ul style="list-style-type: none"> • Read and complete exercises of the unit: What future is ahead
Session 20	Experts discuss clonation <ul style="list-style-type: none"> • Functional: Stating, supporting, and defending opinions; describing consequences, stating negative results of events; demanding information. • Grammatical: Use of connectors that express contrast, cause and result; subjunctive mood in adverb phrases. • Vocabulary: Clonation and medical terms that refer to medical advances and technology. • Culture: The impact of values and beliefs on country's decisions. 	<ul style="list-style-type: none"> • ORAL ACTIVITY: Expert panel discussion: Clonation
Session 21	Popular Religiosity <ul style="list-style-type: none"> • Functional: Describing and explaining the importance of religion for locals; making hypotheses about religions and death. • Grammatical: Indicative and subjunctive mood to express opinions. • Vocabulary: Words related to religions, religious practices, beliefs and death. • Culture: Death and funeral rites for local people. 	<ul style="list-style-type: none"> • Submission of essay 2: My role in the panel of experts, supporting my arguments in favor/against clonation
Session 22	Group Activity <ul style="list-style-type: none"> • IES Abroad instructors present a topic of discussion with students. • Activity is enriched by personal perspectives and experiences on a local historic event instructors have experienced. 	

Session	Content	Assignments
Session 23	Course-related Trip to National Cemetery <ul style="list-style-type: none"> • Exploring the cemetery from a historical, economic, political and social perspective. • Understanding some important aspects of local idiosyncrasies. 	
Session 24	Course-related Trip to National Cemetery <ul style="list-style-type: none"> • Exploring the cemetery from a historical, economic, political and social perspective. • Understanding some important aspects of local idiosyncrasies. 	
Session 25	Education in Chile <ul style="list-style-type: none"> • Functional: Discussing and arguing on Chilean education experiment: integrated schools; explaining and comparing Chilean with American education system. • Grammatical: Present and past perfect tenses. • Vocabulary: Words to describe education, educational systems, class differences. • Culture: The role of education for people and its help in social mobility. 	<ul style="list-style-type: none"> • Short reading comprehension test: <i>Tres años para nacer</i> by Eledín Parraguez
Session 26	Class Interview with Eledín Parraguez	<ul style="list-style-type: none"> • Submission of the paper: Visit to the National Cemetery
Session 27	Neighboring Countries <ul style="list-style-type: none"> • Functional: Talking about the conflicts among neighboring countries; comparing and contrasting past events in different parts of the world and their consequences; comparing and contrasting points of view; recognizing different regional varieties of Spanish; recognizing different regional accents of Spanish. • Grammatical: Review of tenses in indicative and subjunctive mood. • Vocabulary: Words that describe war, armed conflicts and patriotism; connectors that express sequence and consequence. • Culture: Patriotism and nationalism Spanish in Latin America. 	<ul style="list-style-type: none"> • Video and class discussion: La Guerra del Pacífico

Session	Content	Assignments
Session 28	WRITTEN EXAM <ul style="list-style-type: none"> • Test includes: • Audiovisual exercise • Grammar exercises • Reading comprehension • Writing exercise integrating topics discussed in class, grammar and vocabulary 	
Session 29	ORAL EXAM	<ul style="list-style-type: none"> • Reflection on the experience, assessment of personal objectives, goals and achievements
Session 30	Final Meeting <ul style="list-style-type: none"> • Students discuss their final grades, receive their graded written exams and assess their experience. 	

NOTE: Every class begins with a discussion of current local or international news, host family anecdotes, local curiosities, trips, etc.

COURSE-RELATED TRIPS:

- Historic center of the city
- National Cemetery

REQUIRED READINGS:

- Bombal, Maria Luisa. *La última Niebla*. (copies available at IES, and local universities)
- Prraguez, Eledin. *La última Niebla*. (copies available at IES, and local universities)
- Course handbook (designed and compiles by the Spanish coordinator, Prof. Claudia Flores)

APPENDIX I - RÚBRICA DE EVALUACIÓN DE PRESENTACIÓN ORAL

Item	Puntaje	Observaciones
CONTENIDOS (nota grupal)	6.0 - 7.0	<ul style="list-style-type: none"> Es evidente que manejan los contenidos, los expresan en ideas claras, precisas y bien explicadas. Información completa y bien detallada.
	5.0 - 5.9	<ul style="list-style-type: none"> Algunas ideas no están bien desarrolladas, pero en general la información es coherente y las ideas están relacionadas con el contenido. Alguna(s) parte(s) de la presentación del contenido es/son poco clara(s).
	4.0 - 4.9	<ul style="list-style-type: none"> Información correcta y buenas ideas, pero no bien desarrolladas de modo que el resto del curso no necesariamente comprende lo que está escuchando. Información muy general o extraída de fuentes no apropiadas (Wikipedia). Manejan poco los contenidos lo que sugiere poca preparación. Ideas confusas
	2.0 - 3.9	<ul style="list-style-type: none"> Poca información, mínimo o nulo desarrollo de los contenidos. Los contenidos presentados son poco relevantes para el tema y los objetivos de la presentación.
LECTURA (nota grupal)	6.0 - 7.0	<ul style="list-style-type: none"> No leen nada de su participación en la presentación. Se guían naturalmente por notas que les recuerdan la información relevante de sus intervenciones. (si las hay) Las diapositivas contienen información, general y de ayuda para presentar los contenidos.
	5.0 - 5.9	<ul style="list-style-type: none"> Leen lo que está escrito en las diapositivas o parte de sus notas para apoyar lo que están diciendo.
	4.0 - 4.9	<ul style="list-style-type: none"> Lo que presentan es la lectura absoluta de lo que aparece en las diapositivas y hay solo algunos datos extras que no son leídos. Algunos miembros del grupo leen y otros, no.
	2.0 - 3.9	<ul style="list-style-type: none"> Leen completamente la presentación y no elementos nuevos o extra que se agreguen.
MATERIALES AUDIOVISUALES (nota grupal)	6.0 - 7.0	<ul style="list-style-type: none"> Tienen los materiales apropiados, los utilizan bien, de modo que están al servicio de la presentación en tanto son relevantes y claros. Hay mínimos o no hay errores en las diapositivas o en la presentación.
	5.0 - 5.9	<ul style="list-style-type: none"> Los materiales son apropiados, pero están poco o malamente desarrollados o usados. Hay errores en el español escrito o usado, ya sea en el vocabulario y/o en la gramática directamente relacionada con el tema que se está presentando.
	4.0 - 4.9	<ul style="list-style-type: none"> Tienen materiales pero no los usan exitosamente como herramientas para desarrollar su presentación. Es evidente que no fueron preparados en conjunto.
	2.0 - 3.9	<ul style="list-style-type: none"> Los materiales que usan no son apropiados, no se relacionan con el tema de manera directa o no sirven para clarificar los contenidos. No usan materiales audiovisuales o no realizan la presentación
MOTIVACION (nota grupal)	6.0 - 7.0	<ul style="list-style-type: none"> Es obvio que se han informado personalmente del tema, y desarrollaron una presentación interesante e interactiva que atrae al curso.
	5.0 - 5.9	<ul style="list-style-type: none"> La presentación es interesante en cuanto a contenidos, pero no es atractiva para los compañeros de clase porque no tiene elementos atractivos o interactivos.
	4.0 - 4.9	<ul style="list-style-type: none"> El tema es interesante para la clase, pero los integrantes del grupo no están involucrados en tema, y solo presentan sus contenidos individualmente.
	2.0 - 3.9	<ul style="list-style-type: none"> La presentación evidencia falta de interés por parte de sus integrantes. La presentación es monótona sin matices por lo que no es atractiva para la clase.
TRABAJO GRUPAL (nota grupal)	6.0 - 7.0	<ul style="list-style-type: none"> La contribución individual es coherente con el desarrollo de la presentación. La participación es equilibrada.
	5.0 - 5.9	<ul style="list-style-type: none"> Es evidente que algunos miembros del grupo están más preparados que otros.
	4.0 - 4.9	<ul style="list-style-type: none"> La intervención individual contribuye de forma parcial al desarrollo de la presentación.

Item	Puntaje	Observaciones
	2.0 - 3.9	<ul style="list-style-type: none"> No es evidente que todos los integrantes han participado de manera equilibrada en la realización del trabajo. La intervención individual no contribuye al grupo, llegando a dificultar el desarrollo de la presentación
INSTRUCCIONES (nota grupal)	6.0 - 7.0	<ul style="list-style-type: none"> La presentación cumple con incluir todos los elementos que se detallan en las instrucciones y con desarrollarlos bien. Por ejemplo, incluye recomendaciones, videos, comparaciones, reflexiones personales o cualquier elemento que se describa en los detalles del trabajo a realizar.
	5.0 - 5.9	<ul style="list-style-type: none"> La presentación incluye parcialmente todos los elementos que se describen en las instrucciones, pero no todos están bien desarrollados.
	4.0 - 4.9	<ul style="list-style-type: none"> La presentación sólo incluye algunos elementos descritos en las instrucciones. Y se han dejado de lado parte importante de los elementos que debían incluirse.
	2.0 - 3.9	<ul style="list-style-type: none"> Es evidente que el grupo no leyó cuidadosamente las instrucciones porque hay errores serios que evidencian que no siguieron las instrucciones. La presentación no se relaciona con las instrucciones.
Español: VOCABULARIO (nota personal)	6.0 - 7.0	<ul style="list-style-type: none"> Excelente manejo de vocabulario pertinente al tema tratado. El estudiante incorpora nuevas palabras con sus asociaciones correspondientes para hacer más precisa la comunicación. Utiliza satisfactoriamente el vocabulario de la unidad. Con algunos errores menores que no se relacionan directamente con el contenido de la presentación.
	5.0 - 5.9	<ul style="list-style-type: none"> En general, utiliza buen vocabulario para expresar contenidos generales, pero no incorpora nuevas palabras. Usa, sin embargo, buenas estrategias para compensar las deficiencias léxicas.
	4.0 - 4.9	<ul style="list-style-type: none"> Comete errores constantes relacionados directamente con el tópico al que se refiere la presentación. Evidente falta de preparación y atención al vocabulario (que es parte de los contenidos del curso y de la preparación para la presentación).
	2.0 - 3.9	<ul style="list-style-type: none"> Usa inglés para compensar falta de vocabulario, evidencia falta de preparación.
Español: GRAMÁTICA (nota personal)	6.0 - 7.0	<ul style="list-style-type: none"> Sólo comete errores menores que no entorpecen la comunicación. Demuestra que ha integrado los contenidos estudiados usando estructuras complejas.
	5.0 - 5.9	<ul style="list-style-type: none"> Comete algunos errores gramaticales que a veces hacen difícil la comprensión de algunos pasajes de la presentación. Pero estos no tienen un impacto profundo en la comprensión de los contenidos. Comete pocos errores elementales e intenta corregirse cuando se da cuenta de que ha cometido un error.
	4.0 - 4.9	<ul style="list-style-type: none"> Uso deficiente de los recursos gramaticales. El mensaje es confuso porque está lleno de errores elementales.
	2.0 - 3.9	<ul style="list-style-type: none"> Discurso lleno de errores gramaticales que no permiten la comunicación efectiva.
Español: PRONUNCIACIÓN (nota personal)	6.0 - 7.0	<ul style="list-style-type: none"> Pronunciación inteligible con algunos sonidos del inglés que se han suavizado y que no interrumpen la comprensión.
	5.0 - 5.9	<ul style="list-style-type: none"> Pronunciación medianamente inteligible. Mantiene algunos sonidos del inglés que sobresalen en su discurso, pero la comunicación no se ve afectada en gran medida.
	4.0 - 4.9	<ul style="list-style-type: none"> Muchos de sonidos del inglés que afectan la comprensión. Algunos cognados son pronunciados como en inglés.
	2.0 - 3.9	<ul style="list-style-type: none"> Pronunciación poco comprensible. Afecta la comunicación y comprensión de enunciados.
Español: FLUIDEZ (nota personal)	6.0 - 7.0	<ul style="list-style-type: none"> La comunicación es clara, con pausas normales que no interfieren en la comunicación, las vacilaciones son las usadas en español. Escasa presencia de pausas o silencios durante el discurso. Las pausas son llenadas con sonidos/poses propios del español. Bastante natural.

Item	Puntaje	Observaciones
	5.0 - 5.9	<ul style="list-style-type: none">La comunicación es interferida por pausas, especialmente en busca de vocabulario o reestructuración de las frases para compensar un deficiente manejo lingüístico de algunos aspectos, usa vacilaciones en inglés o lengua materna. Pausas no muy prolongadas y pequeños silencios durante el discurso, aunque la comunicación no se ve demasiado afectada.
	4.0 - 4.9	<ul style="list-style-type: none">Habla poco, con muchas pausas para evitar los riesgos, usa vacilaciones en inglés o lengua materna. La comunicación es difícil. Presencia de pausas prolongadas y silencios que interrumpen la comunicación.
	2.0 - 3.9	<ul style="list-style-type: none">Casi no interviene.

APPENDIX II – RÚBRICA PARA EXAMEN FINAL

Ítem	No logrado 0-1	Desempeño insatisfactorio 1-1.9	Medianamente logrado 2-2.9	Totalmente logrado 3-4
Contenido discursivo	No desarrolla el tema asignado y se comunica con problemas.	Desarrolla el tema asignado de forma superficial o incluye ideas no pertinentes al tópico.	Desarrolla el tema asignado parcialmente. Presenta algunas ideas interesantes aunque le falta un poco de cohesión.	Desarrolla el tema asignado de forma coherente y satisfactoria.
Contenido intercultural	No es capaz de establecer relaciones entre el tema y la cultura local. Evidencia un casi nulo conocimiento y manejo de la cultura e idiosincrasia chilena.	Es evidente que ha desarrollado muy poco conocimiento y manejo de la cultura e idiosincrasia chilena. Mantiene estereotipos y hace aseveraciones equivocadas.	Intenta establecer relaciones entre el tema asignado y la cultura local, sin embargo son superficiales, basados en estereotipos o no pertinentes. Evidencia poco conocimiento y manejo de la cultura e idiosincrasia chilena.	Evidencia conocimiento y manejo de la cultura e idiosincrasia chilena. Establece relaciones pertinentes entre el tema y la cultura local.
Español: Vocabulario	No utiliza vocabulario aprendido durante el curso. Usa palabras en inglés.	Incorpora poco vocabulario aprendido durante el curso. En ocasiones el léxico utilizado no es apropiado para el tema asignado. - Su vocabulario es limitado.	El estudiante incorpora palabras aprendidas durante el curso con sus asociaciones correspondientes para hacer más precisa la comunicación. Con algunos errores menores que no se relacionan directamente con el tema del examen.	Excelente manejo de vocabulario pertinente al tema tratado. Utiliza vocabulario aprendido durante el curso.
Español: Gramática	Evidencia muy pobre dominio gramatical. No incorpora la gramática vista en los contenidos del curso.	Su gramática es elemental, le permite comunicarse a nivel superficial, pero es evidente que no ha integrado (la mayoría) los contenidos vistos en el curso.	Tiene un dominio gramatical que le permite discutir variados temas, sin embargo comete errores frecuentes que demuestran que no ha integrado todos los contenidos esperados para su nivel. No siempre es capaz de autocorregirse.	Maneja una gramática apropiada para su nivel, es evidente que ha incorporado los contenidos vistos en el curso. Se autocorriges
Español: Pronunciación	Poco inteligible y afecta la comunicación.	Medianamente inteligible. Con bastantes sonidos del inglés y pronunciación de algunas palabras como en inglés.	Pronunciación medianamente inteligible. Mantiene algunos sonidos del inglés que sobresalen en su discurso, pero la comunicación no se ve afectada en gran medida.	Totalmente inteligible. No afecta la comunicación.

Ítem	No logrado 0-1	Desempeño insatisfactorio 1-1.9	Medianamente logrado 2-2.9	Totalmente logrado 3-4
Fluidez	Pausas reiteradas y silencios largos que interrumpen la comunicación. Usa vacilaciones en inglés.	Habla poco, con muchas pausas para evitar los riesgos, usa vacilaciones en inglés o lengua materna. La comunicación es difícil. Presencia de pausas prolongadas y silencios que interrumpen la comunicación.	Pausas no muy prolongadas y algunos silencios que no interrumpen la comunicación. Usa vacilaciones en inglés.	No hay pausas ni silencios prolongados que interrumpen la comunicación. Las vacilaciones que utiliza son las que se usan en español