



SP 221 SPANISH FOR PROFESSIONS: NOVICE ABROAD III

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 Business 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 learn in their personal and professional future.

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

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

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

METHOD OF PRESENTATION:

Class time is devoted predominantly to speaking and practicing Spanish. Classroom activities are devoted to speaking Spanish, and reading and discussing real-life Spanish material. By applying a communicative student-centered methodology the students will be asked to learn about the language through assignments and on-site activities, such as course-related excursions. Students are expected to take initiative and engage with the community within the professional context.

Every unit will have special assignments addressing the topics studied in class in order to fulfill a better understanding of the target culture in the professional framework. When needed, the student will complete tasks using information and communication technology that will lead students to develop and improve their language and cultural skills in and out of the classroom. Also, students will be compelled to analyze critically customs and differences between American and Spanish culture. Homework will be daily assigned so that the students can systematize, practice, and clarify doubts.

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.

REQUIRED WORK AND FORM OF ASSESSMENT:

Various elements will be taken into account when determining the final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.



- Oral Exams (2 exams) - 10%
- Oral/Video presentation - 10%
- Writing components (compositions) - 15%
- Quizzes (5 quizzes minimum on listening, speaking, reading, writing, intercultural communication) - 15%
- Course-related excursions - 10%
- Class participation - 10%
- Midterm Exam - 10%
- Final Research Project - 20%

The evaluation criteria for each type of activity is explained to students at the beginning of the course. Students will also receive an assessment sheet for each oral task. In this sheet the teacher will write a personalized comment on the students' performance and progress in oral communication.

Group projects and oral presentations have a specific rubric evaluation, including both grammatical improvement and progression in group work done in class time, with the objective of preparing students to work in a real professional context.

Oral assessment (exams/presentations):

Oral assessment will be carried out regularly in class, but there will be two specific activities which intend to assess the improvement and development of communicative skills. These activities give an opportunity to practice the oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term.

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.

Video: consists in a group project about a given topic. For example: a neighborhood guided tour.

Oral Presentation: students will work individually to develop a final oral activity about a subject related to their experience in Barcelona and abroad. The teacher will give information about the rules of the presentation and the dates (rubric, vocabulary suggestions, and required contents).

Writing components (Compositions):

During the course of the semester students will have to submit two essays in two different drafts (250-350 words in length). Students will have access on Moodle or in Class to the guidelines to each individual composition (topic, requirements, length). The composition may require interaction with locals or could be the conclusions of a course-related excursion, so students will be expected to be able to express their own ideas about a given topic. The compositions will be assessed according to the Rubric that will be shared by the professor on Moodle.

The written assignments will provide the students the opportunity to put new vocabulary, grammatical lessons and cultural writing context into practice.

Quizzes:

The tests are designed to establish the progress that students are making towards meeting the course learning objectives listed above. They intend to assess the competency of the students about the items studied in every lesson: vocabulary, grammar, listening and oral skills. There will be one quiz after having finished a lesson.

Course-related excursions through Experiential Learning:

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. These activities will be based on the workplace where they are interning and they will be self-guided and then there will be a time in class to share the outcome of this experiential linguistic interaction.



Students will have to fulfill 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.

Like intercultural discoveries, Experiential Learning is an important part of the course. These activities give the students the opportunity to learn about 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.

Class Participation:

The professors will provide a Rubric about participation at the beginning of the semester, so students will have full knowledge of how are they going to be assessed. These are some of the aspects which will be considered:

- Preparation: Bring to class the required materials (textbook, workbook, pen, paper, etc)
- Readiness: homework and other assignments have to be completed before class.
- Language in class: Make a consistent effort to speak Spanish during class, regardless of accuracy.
- Collaboration: Participate in groups and in pairs.
- Attitude: have a positive and supportive attitude to instructor and peers.
- Disruptive: Pay full attention to class (avoid the using of cell-phones off, etc.)

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

As well, there will be class discussions 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.

Midterm exam:

As in class we ask the students to use different skills, we want to assess them in all those skills too. So the exam will consist in: 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing.

Final research project: At the end of the course there will be a Final Research Project, "Create your own business on your own social project in Spain". For the final presentation, student individually or in pairs can select the topic that is most interesting to them from a variety of possibilities related whit their professional experience. In addition, they will write a paper and prepare an oral presentation about this project. One week before the final presentation, students have to deliver a draft whit 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 I* 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 meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.).
- B. Students will recognize what to expect and how to behave in a social interactional situation as well as in professional work settings.
- C. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language within the professional framework.
- D. Students will be able to distinguish between simple representations of formality and informality in the language.



- E. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- F. Students will start to make informed comparisons between their host culture and the home culture.

II. Listening

- A. Students will be able to understand most spoken communication as long as native speakers are willing to repeat, adapt their speed and vocabulary while interacting.
- B. Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete business topics covered in classes.
- C. Students will begin to understand the differences among native speakers from a variety of backgrounds, they will comprehend common colloquial expressions and slang as they relate to professional communication.

III. Speaking

- A. Students will be able to initiate and develop simple conversation on everyday social and professional activities and routines.
- B. Students will be able to speak on and discuss some concrete business/professions topics covered in classes.
- C. Students will be able to describe companies, products and services.
- D. Students will be able to participate and respond actively in some of simple professional interactions such as meetings and presentations.
- E. Students will be able to express self in a specific business presentation.
- 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 simple and modified academic and newspaper articles and some professional reports 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: specific reports about topics covered in class, text messages, letters, e-mails.

V. Writing

- A. Students will be able to write short texts on personal description, messages and stories as essays for class that narrate, describe, report, compare, with developing degrees of grammatical and lexical accuracy.
- B. Students will be able to write short texts essays for class that narrate, describe, report, compare, on some business topics with developing degrees of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

ATTENDANCE POLICY:

Attendance is mandatory for the Internship Seminar, 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 two classes, 3 percentage points will be deducted from the final grade for every additional absence. Four absences will result in a failing grade.

CONTENT:

Session	Content	Assignments	Corresponding Learning Outcome(s)
Session 1 Unit 1	<ol style="list-style-type: none"> Functional: Biography of the ideal candidate for a job position; Talking about habits in the present. Grammatical: Preterite Perfect Vocabulary: Working environments in Spain and the US Culture: Working contracts, Vacations 	Activity: Choosing a job position and inventing an ideal candidate for the job. With Aula 3, pages 9-16 and 90-91 + MOODLE + photocopies	I.D,E II.A III.A,B IV.A V.A
Session 2 Unit 1	<ol style="list-style-type: none"> Functional: Talking about experiences in the past; beginning, duration, and location of an action at any specific time Grammatical: Periphrasis and Gerund Vocabulary: Professions Culture: Changes when living abroad 	<ul style="list-style-type: none"> Composition: Moments that have changed your life: From high school to college / studying abroad... With Aula 3, pages 9-16 and 90-91 + MOODLE + photocopies Oral Presentation (videos): Writing a script for a video. Recording the video with performance in Spanish to be presented at the end of the course -week 11. 	I.D,E II.A III.A,B IV.A V.A,B
Session 3 Unit 2	<ol style="list-style-type: none"> Functional: Talking about rules for class and society; talking about habits Grammatical: Prohibition structures; quantifiers; impersonal "se" Vocabulary: Daily life; Spanish situations; Spanish customs: Work, school... Culture: Spanish holidays and daily situations 	<ul style="list-style-type: none"> Activity: Creating a few rules and habits to survive in Spain: Housing, school, going out... With Aula 3, pages 17-24 and 92-93 + MOODLE + photocopies Course-related trip I Reading: Trabajar en España y en Estados Unidos. 	I.D,E II.A III.A,B IV.A,B V.A,B
Session 4 Unit 3	<ol style="list-style-type: none"> Functional: Talking about the most important moments in recent past times Grammatical: Preterite Imperfect; time markers for past and present; then and now comparisons Vocabulary: Habitual situations in the past; great inventions 	<ul style="list-style-type: none"> Activity: What were you like in your childhood and how are you now? With Aula 3, pages 25-32 and 94-95 + MOODLE + photocopies Reading: La historia de España. 	I.C,D,E II.A III.A,B IV.A,B V.A,B,C

	<ol style="list-style-type: none"> Culture: History and facts about Spain 		
Session 4 Unit 3	<ol style="list-style-type: none"> Functional: Talking about the most important moments in recent past times Grammatical: Preterite Imperfect; time markers for past and present; then and now comparisons Vocabulary: Habitual situations in the past; great inventions Culture: History and facts about Spain 	<ul style="list-style-type: none"> Activity: What were you like in your childhood and how are you now? With Aula 3, pages 25-32 and 94-95 + MOODLE + photocopies Reading: La historia de España. 	I.C,D,E II.A III.A,B IV.A,B V.A,B,C
Session 5 Unit 4	<ol style="list-style-type: none"> Functional: Designing an advertising campaign. Talking about marketing and commercials. Grammatical: Affirmative and negative; imperative with pronouns. Vocabulary: All about advertising Culture: Spanish commercials, advertising values, etc. 	<ul style="list-style-type: none"> Developing an advertising campaign. With Aula 3, pages 33-40 and 96-97 + MOODLE + photocopies Reading: La publicidad en España. 	I.C,D,E II.A,B III.B IV.A,B V.B
Session 6 Unit 5	<ol style="list-style-type: none"> Functional: Transmit messages and communication strategies. Communication through the phone and short messages. Grammatical: Indirect speech. Pronouns. Pronunciation Vocabulary: Taboo game Culture: Tongue-twister, new ways of communicating 	<ul style="list-style-type: none"> Leaving a message for a roommate. With Aula 3, pages 41-48 and 98-99 + MOODLE + photocopies Midterm 	I.E II.A III.A IV.A V.B
Session 7 Unit 6	<ol style="list-style-type: none"> Functional: Transmit messages and communication strategies. Communication through the phone and short messages. Grammatical: Indirect speech. Pronouns. Pronunciation Vocabulary: Taboo game Culture: Tongue-twister, new ways of communicating 	<ul style="list-style-type: none"> Leaving a message for a roommate. With Aula 3, pages 41-48 and 98-99 + MOODLE + photocopies Midterm 	I.E II.A III.A IV.A V.B
Session 8 Unit 6	<ol style="list-style-type: none"> Functional: Expressing emotions, talking about the past. 	<ul style="list-style-type: none"> Explaining a special moment in your life. With 	I.E,C,D II.A III.A

	<ol style="list-style-type: none"> Grammatical: Contrast of past tenses, “estar+gerund”. Time conjunctions. Vocabulary: Time markers, historical events, emotions Culture: Spanish culture: history of Spain and other special moments in history. 	<p>Aula 3, pages 49-56 + MOODLE + photocopies</p>	<p>IV.A V.A</p>
<p>Session 9 Unit 7</p>	<ol style="list-style-type: none"> Functional: Asking for information and favors. Ways of granting favors. Asking permission. Ways of granting permission. Courtesy: tú/usted. To give excuses and justifications. Different ways to say thank you. Grammatical: Verbs: <i>dar, pasar, prestar-dejar, tener, traer</i> and <i>llevar</i>. The structures: <i>Poder + infinitivo; Importar + Presente; Importar + si + Presente</i>. The conditional tense (politeness). <i>Es que + conjugated verb</i>. Vocabulary: Daily objects and places (clase, casa, bares, restaurante); Verbs used for asking: <i>dar, pasar, prestar-dejar, tener, traer y llevar</i>. Expressions for giving thanks. Culture: Courtesy and Spanish people. Different levels of formality according to different situations. How to deny favours adequately. 	<ul style="list-style-type: none"> Asking for things, favors... With Aula 3, pages 57-64 and 102-103 + MOODLE + photocopies Oral Presentation (videos): Writing a script for a video. How is the recording of the video going? 	<p>I.A, B, C, D II.A, B III.B IV.A, B V.A, B</p>
<p>Session 10 Unit 7</p>	<ol style="list-style-type: none"> Functional: Asking for information and favors. Ways of granting favours. Asking permission. Ways of granting permission. Courtesy: tú/usted. To give excuses and justify. Expressions for giving thanks. Grammatical: Verbs: <i>dar, pasar, prestar-dejar, tener, traer</i> and <i>llevar</i>. The structures: <i>Poder + infinitivo; Importar + Presente; Importar + si +</i> 	<ul style="list-style-type: none"> Asking for things, favors... With Aula 3, pages 57-64 and 102-103 + MOODLE + photocopies Course-related trip 3 Reading: Las normas de cortesía. 	<p>I.A, B, C, D II.A, B III.B IV.A, B V.A, B</p>

	<p><i>Presente</i>. The conditional tense (politeness). <i>Es que</i> + conjugated verb.</p> <ol style="list-style-type: none"> Vocabulary: Daily objects and places (clase, casa, bares, restaurante); Verbs used for asking for something: Dar, pasar, prestar-dejar, tener, traer y llevar. Expressions for thanking. Culture: Courtesy and Spanish people. Different levels of formality according to different situations. How to deny favours adequately. 		
<p>Session 11 Unit 8</p>	<ol style="list-style-type: none"> Functional: Talking about future actions and situations. Expressing conditions. Structures to formulate hypothesis. Grammatical The Future tense. Structures: <i>Si + Presente de Indicativo + Future. Depende (de) + sustantivo</i>. Words expressing probability: <i>seguramente, probablemente, posiblemente, etc.</i> Vocabulary: Problems of the world: <i>clima, contaminación, pobreza, etc.</i> About circumstances and situations related to life experiences: <i>Casarse, tener éxito, hacerse rico, tener hijos, etc.</i> Culture: Comparing the problems that worry the Spanish and the Americans. 	<ul style="list-style-type: none"> Talking about the future. With Aula 3, pages 65-72 and 104-105 + MOODLE + photocopies. Composition: Writing a biography of a classmate's future. With Aula 3, pages 65-72 and 104-105. Reading: Palm reading instructions. Oral Presentation (videos): -Why this topic? -Who would be interested? -Is it the same in your country? Different? -Did you understand the locals? -Is the group happy with the final results? 	<p>I.B II.A, B III.B IV.A V.A, B</p>
<p>Session 12 Unit 9</p>	<ol style="list-style-type: none"> Functional: Narrating in present tense. Summarize a movie's plot. To tell jokes in Spanish. Grammatical: Forms and uses of the pronouns: DO and IO. The Present Tense. Vocabulary: Genres: <i>Películas, obras de teatro, novelas y programas de televisión</i>. 	<ul style="list-style-type: none"> Narrating with the present tense. With Aula 3, pages 73-80 and 106-107 + MOODLE + photocopies. Watching a documentary/movie. Writing the synopsis about the movie watched in class and a personal review. 	<p>I.B, D II.A III.B IV.A V.B</p>



	<ol style="list-style-type: none">4. About cinema: <i>Guión, sinopsis, director, productor, etc.</i>5. <i>Culture: The Spanish sense of humor. Different types of jokes.</i>	<ul style="list-style-type: none">• Final Exam	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	--

REQUIRED READINGS:

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.

Coursereader SP221 (2016). Barcelona, IES Barcelona.
SP221 IES Abroad Barcelona Moodle page.

RECOMMENDED READINGS:

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