SP 348 SPANISH SPEAKING SKILLS WORKSHOP: INDEPENDENT ABROAD
IES Abroad Salamanca

DESCRIPTION: This workshop focuses on students’ progress in the knowledge and production of specific and relevant spoken registers in situations from various fields. Therefore, the specific purpose of this workshop is to help students implement their speaking skills from the first moment so that they can meet their main needs in the immersion context as well as improve their speaking skills to adapt their oral production to various contexts relating to family, academic and business fields. Additionally, they will acquire certain discourse strategies that will facilitate the goal of communication.

CREDITS: 1 credit

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad’s Emerging Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

METHOD OF PRESENTATION:

- Taking advantage of students’ linguistic immersion, this workshop meets their real communicative needs by creating communicative situations as authentic as possible inside the classroom, and always having as a focal point the various areas of communicative expression. For this reason, this workshop maximizes work in groups and in pairs in order to give students the opportunity to practice and try out language in a safe context. The methodology will be diverse, and analytical and contrastive procedures will be carefully applied, leading to a deeper reflection on content, processes and techniques. In summary, this workshop has a strong pragmatic functionality that seeks to improve communicative speaking through analysis, comparison, correction and production of oral discourses.
- Most of the class materials (presentations, texts, pictures, etc.) will be available for students on the IES Abroad Salamanca Moodle platform.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation and oral presentations: 10%
- Oral exams: 40%
- Course-related trips: 20%
- Assignments: 20%

Class participation and oral presentations
Since it is a continuous evaluation process, apart from students’ academic performance, their active, participatory and responsible attitude in class will be positively evaluated. Additionally, class exercises of discourse analysis and production will significantly determine students’ final grade.

Oral presentations will consist of the explanation of a topic, either individually or in pairs. The presentation will include introduction, body and conclusion. Moreover, feedback is essential, that is to say, listeners will answer all questions from the speaker and facilitate comprehension.

Oral exams
Throughout the course there will be two exams: a mid-term and a final exam. Each exam will include an oral presentation of a discourse type previously analyzed in class. Established exam times and dates cannot be modified.

- Midterm exam: 20%
- Final exam: 20%
Required readings
Throughout the semester required and propaedeutic readings will be analyzed. Their evaluation will be carried out through reading guides revised in class.

Assignments
Although assignments will not be required systematically, during certain weeks students will have to carry out some tasks outside the classroom that will introduce some theoretical issues to be studied in the following session, or that will consolidate concepts already studied in class. These assignments will consist of watching debates, interviews, lectures, etc., on TV or available on YouTube.

LEARNING OUTCOMES:
By the end of the course, as defined by the IES Abroad MAP for Language and Intercultural Communication, students will be able to:
- Narrate sequences of events with a certain degree of accuracy.
- Speak on and discuss a wide range of concrete everyday and personal topics, abstract topics covered in class as well as other topics of particular interest to them.
- Identify the structure of job interviews in the Hispanic context (both in Spain and in Latin America).
- Identify communicative strategies for appropriate approaching and distancing in different communicative situations.

ATTENDANCE POLICY:
Attendance is 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 one class, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence.

Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

CONTENT:

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<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<tr>
<td>Week 1</td>
<td>“Erre que erre”</td>
<td>Read the fragment: Mejore su discurso oral (pages 11-20)</td>
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<td></td>
<td>Introduction</td>
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<td>Orthology of some problematic sounds</td>
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<td>Lexical and morphosyntactic colloquialisms</td>
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<td>Week 2</td>
<td>What are you talking about?!</td>
<td>Observe a conversation between native speakers and write down all perceived markers (opening, contact and closing markers)</td>
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<td>Formal and informal conversations</td>
<td>Read the fragment: El español coloquial en la conversación (pages 35-65)</td>
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<td>Contact markers</td>
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<td>Week 3</td>
<td>I would like to start with...</td>
<td>Watch this oral presentation</td>
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<td>Expository discourse (I) - monologue</td>
<td>Indicate its discourse structure and thematic organization (Moodle exercise)</td>
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<td>Discourse markers</td>
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<td>Individual oral presentation on a personal topic</td>
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| Week 4 | *We interview*...  
Journalistic interview (I)  
Hierarchy marks | Pre-task of course-related trip II |
|---|---|
| Week 5 | *Firsthand orality*  
Course-related trip II | Take notes for post-task of course-related trip II |
| Week 6 | *We Can!*  
Midterm oral exam | |
| Week 7 | *Why did you choose to work with us?*  
Job interviews (I)  
Attenuation strategies  
Simulation of a job interview | Prepare questions and organize space for course-related trip I |
| Week 8 | *Today we have the pleasure to introduce*...  
Public presentation  
Structural characteristics, strategies and “hooking” traits | Record the presentation of the premiere for the play organized by IES Abroad students taking *Spanish and Theater Workshop* |
| Week 9 | *I’d better breathe and calm down*  
Extra-linguistic elements: proxemics, kinesics  
Analysis of errors in oral presentations in the academic field | Read the text: *El discurso académico oral* (pages 271-299) |
| Week 10 | *Now it’s your turn*  
Argumentative discourse  
Strategies for approaching and distancing | Record the interview for course-related excursion I  
Watch this [political debate](#)  
Indicate its para-discursive features |
| Week 11 | *Applying everything I learned (I)*  
Individual presentation of the results obtained in the course-related excursion I  
Group analysis and correction | Review all content studied in class and clarify any doubts with the instructor in the following session |
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<th>Week 12</th>
<th>Reviewing</th>
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<td>Review for Final Exam</td>
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<td>Week 13</td>
<td><em>And this is over</em></td>
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<td>Final Exam</td>
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**COURSE-RELATED TRIPS:**
Course-related trip I will be done individually and will consist of a personal interview to a relevant person (host parents, USAL or UPSA classmates, IES students taking Spanish and Theater Workshop: learning Spanish through theater...) during their stay in the city. Students should actively participate in this activity as follows:
- **Pre-task:** Explain the choice of the person and prepare the questions.
- **Task:** Carry out the interview, recording a maximum of 10 minutes.
- **Post-task:** Watch the interview in class and analyze it as a group.

Course-related trip II will consist of attending a lecture by an expert in the field of orality, either because of his/her job (TV and/or radio journalist) or because of his/her academic studies. Students should actively participate in this activity as follows:
- **Pre-task:** Research on the lecturer and brainstorm for possible questions to the lecturer.
- **Task:** Attend the lecture and ask at least one question to the lecturer during the question time.
- **Post-task:** Class discussion on how the lecturer applied linguistic aspects studied in class (discourse structure, non-verbal communication, etc.). For this task, students will be previously provided with an evaluation chart so that they can fill it out during the lecture.

**REQUIRED READINGS:**

**RECOMMENDED READINGS:**

**VIDEOS:**
- https://www.youtube.com/watch?v=6VNU0ZP8l4A
- https://www.youtube.com/watch?v=fEcexXoeKmhc