SP 442 SPANISH SPEAKING SKILLS WORKSHOP: EMERGING COMPETENT ABROAD
IES Abroad Salamanca

DESCRIPTION: This workshop focuses on a deep 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 improve their speaking skills so that they can consolidate their oral production adapting it to various sociolinguistic levels. Additionally, they will acquire discourse strategies that will help them meet their intended goals in communicative situations.

CREDITS: 1 credit

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad’s 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 excursions: 20%
• Required readings: 10%
• 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:

- Spontaneously resolve unplanned communicative situations.
- Change language register in formal situations.
- Use complex colloquial structures.
- Identify the surface structure of spoken academic discourse in several of their everyday academic situations: oral presentations, lectures, class discussions, etc. They will also be able to produce academic discourse using acquired linguistic (vocabulary, markers, coherence and cohesion) and non-verbal mechanisms.
- Understand medical questions during a primary care consultation as well as clearly explain the symptoms of a more complex pathology.
- Identify the structure of job interviews in the Hispanic context (both in Spain and in Latin America) as well as participate in a real situation of this kind in the future.
- Demonstrate the proper use of communication 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:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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| Week 1 | *Don’t be lazy and move on*  
Introduction  
Conversations among young people | Read the fragment: *Marcadores del discurso* (pages 27-41)  
Read the article: “Las jergas juveniles del español actual” |
| Week 2 | *What are you talking about?! I don’t follow you*  
Face-to-face conversations in the family environment  
Contact markers (II) | Observe a conversation between native speakers and write down all perceived markers (opening, contact and closing markers) |
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<thead>
<tr>
<th>Week 3</th>
<th>Let me disagree...</th>
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<tr>
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<td>Expository discourse (II) - dialog</td>
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<td>Discourse markers</td>
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<td>Oral presentation on the reading: “Las jergas juveniles del español actual”</td>
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<td>Watch the following academic debates:</td>
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<td>• <a href="https://www.youtube.com/watch?v=iW5lia9TmaU">https://www.youtube.com/watch?v=iW5lia9TmaU</a></td>
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<td>• <a href="https://www.youtube.com/watch?v=SCfMlxV-Nd0">https://www.youtube.com/watch?v=SCfMlxV-Nd0</a></td>
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<td>Carry out a contrast analysis of their discourse structure, participants and thematic organization</td>
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<td>Week 4</td>
<td>We are with...</td>
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<td>Journalistic interview</td>
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<td>Contact marks between unequals</td>
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<td>Pre-task of course-related trip II</td>
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<td>Week 5</td>
<td>Firsthand orality</td>
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<td>Course-related trip II</td>
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<td>Post-task of course-related trip II</td>
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<td>Week 6</td>
<td>We can!</td>
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<td>Midterm Exam</td>
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<td>Week 7</td>
<td>Why did you choose to work with us?</td>
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<td>Job interviews</td>
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<td>Strategies for being polite</td>
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<td>Prepare questions and organize space for course-related trip I</td>
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<td>Week 8</td>
<td>Doctor, I don’t know what is happening to me</td>
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<td>Medical interview</td>
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<td>Specific vocabulary (II)</td>
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<td>Record a doctor-patient simulation, using the structures and technical vocabulary studied in class</td>
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<td>Week 9</td>
<td>I’d better breathe and calm down</td>
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<td>Extra-linguistic elements: proxemics, kinesics</td>
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<td>Analysis of errors in oral presentations in the academic field</td>
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<td>Read the text: <em>Convencer en clase</em> (pages 73-143)</td>
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<td>Week 10</td>
<td>I don’t totally agree with you</td>
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<td>Argumentative discourse (II)</td>
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<td>Strategies for approaching and distancing</td>
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<td>Record the interview for course-related excursion I</td>
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<td>Watch this political debate: <a href="https://www.youtube.com/watch?v=6VNU0ZP8I4A">https://www.youtube.com/watch?v=6VNU0ZP8I4A</a></td>
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<td>Indicate its para-discursive and thematic features</td>
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### In-pairs oral presentation on the reading:
“Convencer en clase”

- Compare it with the following: [https://www.youtube.com/watch?v=CJYQEGxXI-o](https://www.youtube.com/watch?v=CJYQEGxXI-o)

### Week 11

**Applying everything I learned (I)**

- Individual presentation of the results obtained in the Field Study 1
- Group analysis and correction

**Reviewing**

- Preparation for the final exam

### Week 12

**And this is over**

- Final Oral Exam

### Week 13

- Review all content studied in class and ask any doubts to the instructor in the following session

### COURSE-RELATED TRIPS:

Course-related trip I will be done in pairs and will consist of a personal interview to a relevant person (host parents, USAL or UPSA classmates, IES Abroad students taking *Spanish through Theater Workshop*) 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 and recording (15 minutes), rigorously and profusely using the strategies studied in class.
- **Post-task:** Watch the interview in class and analyze it in a group.

Course-related trip II will consist of attending a lecture by an expert in the field of Spanish linguistics and literature (lecture included in a series of conferences organized by the Faculty of Philology from the University of Salamanca). 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:** Record a monolog (maximum 4 minutes) focused on highlighting one aspect of the lecture that the student found interesting (topic, lecturer’s non-verbal communication, etc.). The best monologs in terms of expressive and digital quality will be posted on the IES Abroad Salamanca Blog, created by the students taking *Writing Skills Workshop*.

### REQUIRED READINGS:


### RECOMMENDED READINGS:


**VIDEOS:**
- [https://www.youtube.com/watch?v=6VNU0ZP8i4A](https://www.youtube.com/watch?v=6VNU0ZP8i4A)
- [https://www.youtube.com/watch?v=iW5lia9TmaU](https://www.youtube.com/watch?v=iW5lia9TmaU)
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