

A1 COMMUNICATIONAL SPANISH & CHILEAN CULTURE

TERM: SUMMER	INSTRUCTION: SPANISH
COURSE TITLE	COMMUNICATIONAL SPANISH & CHILEAN CULTURE
WEEKLY HOURS	11
# CONTACT HOURS	44
PRE-REQUISITE	NONE

COURSE DESCRIPTION
<p>This Intensive Spanish course allows students to actively participate in their learning process. Through various teaching techniques, students acquire oral and written skills that will allow them to communicate simply and practically within their immediate and familiar environment. In addition, they will be provided with the most relevant general knowledge of Chile and its culture.</p>
GENERAL OBJECTIVE
<p>Students will be able to learn and reinforce basic Spanish grammatical structures, as well as navigate a basic, familiar social environment. Communicative interaction is present throughout the class, allowing students to effectively consolidate their knowledge both inside and outside of their academic environment.</p>
SPECIFIC OBJECTIVES
<p>As social agent students are expected to: Be able to interact easily, carrying out basic transactions related to basic and immediate needs. Be able to process very short and simple oral and written texts related to familiar and specific situations. Extract specific information from audiovisual materials such as short videos, simple audio clips, and clear visual aids.</p> <p>As intercultural speaker students are expected to: Identify aspects of social life, especially those related to everyday situations. Participate in a short conversation through a simple and direct exchange of information. Appreciate the cultural diversity of a Spanish-speaking country.</p> <p>As autonomous learner students are expected to: Identify their learning needs and the resources available for communicating in Spanish. Become familiar with the procedures and guidelines for completing teaching tasks more effectively both inside and outside the classroom. Share their interests and preferences with their classmates and the professor.</p>
KEY CONTENT

The course consists of four units containing learning strategies that combine the language with general references to Chile and its culture.

UNIT 1: "What's your name?" (Ask and answer questions related to personal information such as origin, age, and education, describe your family, and identify different professions and trades)

UNIT 2: "Free Time Activities." (Learn vocabulary in context, reinforce the use of Simple Present and reflexive verbs, describe and compare activities and routines, and talk about hobbies such as sports, movies, or music.)

UNIT 3: "My City." (Reinforce the uses of "ser," "estar," and "haber," recognize vocabulary related to the city, ask and give basic directions on a map, recognize different types of accommodation, learn how to book a hotel room, learn general and specific aspects of different places in Chile, as well as research and briefly present a tourist attraction.)

UNIT 4: "Let's Cook!" (Learn cooking-related vocabulary, learn about Chilean products and typical cuisine, create simple recipes and recreate dialogues in a restaurant, reinforce regular and irregular verbs in the Simple Present Tense, and the structures of the verb "gustar" and others.)

TEACHING AND EVALUATION METHODOLOGIES

The learning procedures consider the contribution of the assignments to academic achievement. Thus, students learn and complete their assignments individually or through group collaboration. The course is based on lectures complemented by digital presentations, exercises, audios, readings, and writings.

Part of the course content is complemented by cultural outings conducted by the Spanish Center of UVM; such as a visit to the historic center of Valparaíso- declared a UNESCO World Heritage Site- and a visit to the house-museum of Chilean poet Pablo Neruda in Isla Negra.

ASSESSMENT

- Content Review 35%
- Oral Presentations 35%
- Final Oral Exam 30%

BIBLIOGRAPHY

- Ovalle, M.A. (2015). Historia de Chile para Niños. Santiago de Chile: Lexus Editores.
- El Mundo en Español: Lecturas de cultura y civilización. (2011). Madrid: Editorial Habla con Eñe.
- Reyes, M. & Díaz, M. (2013). Manual Básico de Español. Viña del Mar: UVM - Chile.
- Cardona Serrano, A. (2009). Gramática General del Español como Lengua Extranjera. Bogotá: Ruiz Hermanos Impresores.
- Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación. (2002). Madrid: Secretaría General Técnica del MECD-Subdirección General de Información y Publicaciones, y Grupo ANAYA, S.A.

Links

- Actividades para la clase de español: <http://www.todoele.net/>
- Valparaíso Patrimonio de la Humanidad: <http://www.valparaisopatrimonio.cl/>
- Portal Educativo Icarito - Historia, Geografía y Ciencias: <http://www.icarito.cl>
- Nuevo Español en Marcha Básico – Segel Ele:
<https://www.youtube.com/user/sgelele/featured>
- El conjugador - Conjugación española: <https://www.elconjugador.com>
- Portal oficial de Chile: <https://www.thisischile.cl/>