

A2 COMMUNICATIONAL SPANISH & CHILEAN CULTURE

TERM: SUMMER	INSTRUCTION: SPANISH
COURSE TITLE	COMMUNICATIONAL SPANISH & CHILEAN CULTURE
WEEKLY HOURS	11
# CONTACT HOURS	44
PRE-REQUISITE	SPANISH BASIC A1

COURSE DESCRIPTION

This is an intensive Spanish course with a communicative and collaborative approach that requires active student participation. The emphasis is on strengthening oral and written skills associated with acquiring Spanish as a second language, from a more cultural perspective. Students acquire relevant knowledge about Chile and its culture, allowing them to generate opportunities for reflection, opinions, and consolidation of the sociolinguistic knowledge they have acquired.

GENERAL OBJECTIVE

Students will be able to reinforce basic Spanish structures, as well as expand and improve their pre-intermediate language proficiency. They will also acquire relevant knowledge related to Chile, its people, and its culture. Thus, they are expected to consolidate and expand their linguistic and sociocultural knowledge, while maintaining an active role in their own learning process.

SPECIFIC OBJECTIVES

As social agent students are expected to:

- Participate in social interactions within the immediate social sphere.
- Be able to use a brief repertoire to initiate and maintain a simple conversation.
- Understand short, medium-complexity oral and written texts, identifying words, phrases, and the main idea in texts containing simple instructions or information.

As intercultural speaker students are expected to:

- Become familiar with the most well-known and relevant cultural knowledge and references of a Spanish-speaking country.
- Appreciate and become aware of cultural diversity, recognizing the differences in perceptions, values, attitudes, and behaviors between the culture of origin and the one in which they are immersed.
- Face intercultural situations and share experiences with groupmates.

As autonomous learner students are expected to:

- Assimilate the content and become familiar with the strategic use of procedures to effectively utilize the time and space allocated to learning and using Spanish.
- Identify the resources and opportunities available for learning.
- Consistently create and seek out meaningful contexts for using Spanish, reinforcing internal and external stimuli to achieve more independent learning.

KEY CONTENT

The course consists of five thematic units:

UNIT 1: “Discovering Chile” (General overview of the country's geography, flora, fauna, economy, politics, and sociocultural aspects)

UNIT 2: “The City” (Vocabulary in context and reinforcement of the verbs "ser," "estar," and "haber" in the Simple Present, relevant information about Valparaíso as a heritage city)

UNIT 3: “Chilean Food” (Vocabulary, regular and irregular verbs in the Simple Present tense, reinforcement of the structure of the verb "gustar" and others, recipes, role-playing in a restaurant, comparing culinary habits and customs, etc.)

UNIT 4: “Outstanding Chileans” (Review of biographical details of influential people in Chile, strengthening the Simple Past and Imperfect Past Tenses)

UNIT 5: “Chiloé, the island of myths and legends” (Retelling of local folk legends and stories from the country of origin, reinforcing the Simple and Imperfect Tense)

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 Assessment (35%):** Mastery of the contents through assessments of multiple-choice, true-false, matching, specific questions and essays.
- **Oral Presentations (35%):** 10-minute presentations. Each presentation is supported with audiovisual material, either PowerPoint or Prezi, and a video. Organization and content, confidence and mastery of the topic, as well as oral expression are assessed according to a Pre-Intermediate level.

- **Final Oral Exam (30%):** This exam assesses the content comprehensively and lasts 10 minutes. Communicative interaction, grammatical accuracy, range, and fluency are comprehensively assessed according to the student's level. This exam is individual and is based on a conversation between the professor and the student.

BIBLIOGRAPHY

- Ovalle, M. (2015). Historia de Chile para Niños. Santiago de Chile: Lexus Editores.
- Toledo, S. & Toledo, G. (2011). Chile, Lengua y Cultura-Manual de Español para Extranjeros. Santiago de Chile: Ediciones Universidad Católica de Chile.
- El Mundo en Español: Lecturas de cultura y civilización - Nivel A2. (2011). Madrid: Editorial Habla con Eñe.
- Aldunate, C. (2010). Manual de la Nueva Historia de Chile. Santiago de Chile: Editorial Zig Zag.
- Grebe, M.E. (2006). Culturas Indígenas de Chile. Santiago de Chile: Pehuén Editoriales Ltda.
- Equipo Prisma (V.V.A.A.). Prisma. (2003). Madrid: Editorial Edinumen.
- 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/>