

## B1 COMMUNICATIONAL SPANISH & CHILEAN CULTURE

TERM: SUMMER	<b>INSTRUCTION: SPANISH</b>
COURSE TITLE	COMMUNICATIONAL SPANISH & CHILEAN CULTURE
WEEKLY HOURS	<b>11</b>
# CONTACT HOURS	<b>44</b>
PRE-REQUISITE	<b>SPANISH A2</b>

### COURSE DESCRIPTION

This intensive course is aimed at students with an Intermediate B1 entry level. The focus is on collaborative and communicative learning, so that students improve their language skills. They will also learn general aspects of Chile and acquire relevant knowledge of its sociocultural reality. In this course students are expected to actively participate in their learning.

### GENERAL OBJECTIVE

The course aims to strengthen and expand linguistic structures at an Intermediate level of Spanish, as well as provide the most relevant knowledge of Chile and its culture. It is a course where communicative expression and active student participation are essential to the learning process. Students play an active role in acquiring knowledge, gaining a general and objective view of what it is like to live in a Spanish-speaking country like Chile.

### SPECIFIC OBJECTIVES

#### As social agent students are expected to:

- Be able to make use of a broad but simple repertoire of learned vocabulary, structures, and formulas.
- Participate spontaneously in conversations about every day and familiar topics, and are also expected to formulate an opinion on various current events.
- Understand main and secondary ideas of moderate complexity in oral and written texts.

#### As intercultural speaker students are expected to:

- Appreciate the cultural diversity of a Spanish-speaking country.
- Identify aspects of collective identity and local culture, in order to consider the extent of similarities and differences with respect to the culture of origin.
- Strengthen interest, curiosity, and openness to new knowledge and information that will help you adopt a critical opinion and perspective on your own sociocultural reality.

#### As autonomous learner students are expected to:

- Gradually gain confidence in their own linguistic proficiency and use of the language.
- Be able to risk making mistakes and develop a positive and conscious attitude toward errors, considering them to be part of the process of learning a second language.

- Strive to make effective contributions and value and take advantage of the contributions of the group.

### KEY CONTENT

The course consists of five thematic units:

**UNIT 1:** Chile: Una larga y angosta franja de tierra (Repaso de los aspectos más relevantes de la geografía, economía, política y sociedad chilena).

**UNIT 2:** Valparaíso, between the sea and the hills. (Interesting and most relevant aspects of the port as a heritage city.)

**UNIT 3:** Biographies of prominent Chileans. (Life and work of Pablo Neruda, reinforcement of the Simple and Imperfect Past Tense)

**UNIT 4:** Indigenous peoples of Chile. Territorial division, customs, religion, legends, current situation.

**UNIT 5:** "How Chileans Live: Analysis of the Socioeconomic Reality of Chilean Families (Quintiles, Social Classes, Education, Economic System, Standard of Living, Grammatical Reinforcement of the Present Subjunctive in Opinion Structures).

### TEACHING AND EVALUATION METHODOLOGIES

The course consists of lectures complemented by digital presentations and activity guides. It is a completely in-person course, in which students learn through their own work and that of their classmates.

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 an 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/>
- Chilenos más admirados en el mundo:  
<http://www.youtube.com/watch?v=s5QWv8m6TjY>
- Economía y Negocios, Diario El Mercurio: <http://www.economiaynegocios.cl/>
- Portal Educativo Icarito: <http://www.icarito.cl>
- El conjugador- Conjugación española: <https://www.elconjugador.com>
- Fundación Sol: <http://www.fundacionsol.cl/>
- Portal oficial de Chile: <https://www.thisischile.cl/>
- Diccionario en línea: <http://www.wordreference.com>