

## B2 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 B1</b>

### COURSE DESCRIPTION

This is an intensive course aimed at students with an Intermediate B2 entry level. At this level, students should be able to communicate fluently, adapting their speech to a colloquial or academic format as the situation requires. Regarding culture, learners will be able to acquire general knowledge about Chile, its history and people, as well as relevant aspects of the country's sociocultural reality.

### GENERAL OBJECTIVE

The course seeks to consolidate the grammatical structures of intermediate to advanced Spanish and expand the linguistic repertoire in academic and non-academic situations, thus improving linguistic accuracy and fluency in the target language. Discussion of all content is encouraged through the active use of the language structures studied in class, and students will also be able to develop critical thinking in a pluralistic and diverse environment. It is important to note that grammar will be considered a means rather than an end, as the course rather seeks to encourage communicative expression. However, grammatical content will be present in each of the activities and will be reinforced if necessary.

### SPECIFIC OBJECTIVES

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

- Be able to function on a broad repertoire of vocabulary, grammatical structures, and formulas focused on a specific context and social environment.
- Participate spontaneously in a conversation about sociocultural topics and develop critical ideas and opinions on various current events and issues.
- Understand oral and written texts of medium-high complexity corresponding to the Spanish level of the course.

#### 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 student adopt a critical opinion and perspective on their 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 four thematic units:

**UNIT 1:** What are Chileans like? Identify the qualities that characterize Chileans and distinguish them from neighboring countries.

**UNIT 2:** Chile and its political, economic, and social changes. Distinguish the different circumstances that motivated momentous changes in Chilean society and led to its evolution.

**UNIT 3:** Chile and its education system. Appreciate the changes in education and how they have affected Chilean society.

**UNIT 4:** Chile and its popular culture. Learn about different areas of popular culture and identify their different exponents, whether in music, film, literature, or art in general.

**TEACHING AND EVALUATION METHODOLOGIES**

The course consists of lectures complemented by digital presentations, audiovisual material and activity guides. Students are expected to actively participate through oral and written assignments conducted individually, in pairs, and in groups.

Some of the activities will include:

- Role-playing
- Debates
- Presentations
- Vocabulary and grammar practice in context
- Audiovisual material (songs, films, documentaries, images, etc.)
- Medium-high complexity readings

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

- **Compositions (20%):** Student will compose an essay of approximately 800 words on one of the topics covered in class. This essay must be submitted by email or printed. Students can freely choose the topic. These writings help students see the development of their written expression throughout their learning process.
- **Content Control Presentations (20%):** Students are expected to acquire and master grammatical rules and their application, always focusing on some cultural aspect of the host country.
- **Final Exam (30%):** The final class project consists of a video of approximately 7 minutes in which students, in pairs, will illustrate a uniquely Chilean cultural theme, record footage, and interview at least two people, both Chileans and foreigners. The final project must be presented and defended before the class. The videos will be reviewed during the last two classes of the course.

## BIBLIOGRAPHY

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- REPASE Y ESCRIBA. Dominics & Reynolds. Wiley. New York. USA. 2003.
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