



*Syllabus 2020*

## **TASKS AND PROJECTS- ADVANCED SPANISH**

[Study Abroad Program – UNSAM]

Course Load: 96 hours

### **Course Description**

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This subject is framed within the communicative approach in the context of learning Spanish as a Foreign Language, theoretical framework adopted by UNSAM, whose aim is to facilitate language acquisition and learning by working with the communicative activities of the language (comprehension, production and written and oral interaction) in an integrated way. To achieve this goal, the active participation of the student is stimulated so that he/she can develop his/her communicative competence. At the same time, the relationship between language and culture is strongly emphasized in order to enable the student to develop his/her intercultural competence as well. Lastly, the learning of Spanish in an immersion context will be fostered, where the student will put into practice his/her language skills through activities in real contexts outside the classroom.

Therefore the aim of this subject is for the student to be a protagonist of his/her own learning so as to be able to perform in L2 at an advanced level within a real communicative context by carrying out significant tasks and projects that will enable him/her to solve daily problems, carry out plans and achieve goals. In this way, through action the student will not only develop his/her communicative competence but also general competences that will enhance a series of personal qualities and adequate behaviours for an efficient performance in different environments. Some examples of these personal qualities and behaviours are responsibility; self esteem; creativity; the ability to make choices, learn from errors, face and solve problems as well as the capacity to interact with individuals from other cultures and proceed as an intercultural speaker.

The subject Tasks and Projects- Advanced Spanish is structured into two 8-week modules. In the first module, the student will start designing simple communicative tasks of short



extension that will be carried out in the first weeks of the course. The complexity of the tasks and the length of time involved will increase until the end of this module when the student gets to plan a project, whose final communicative product should be efficient and of real importance to the learner.

Moreover, within this period, two cultural field trips arranged between the teacher and the group of students will be carried out.

In the second module, the tasks will increase in complexity and this time the student will be the one to propose the most significant topics for him/her to perform the tasks and the final project of this module, always within a real context from the private, public and academic fields.

In this last module one more cultural field trip arranged between the teacher and the group of students will be carried out.

The assessment of the student's performance in achieving an efficient final communicative product will be continuous and will be present in each stage of the design and performance of the tasks and projects.

## **Objectives**

The general objective of this course is that students develop at an advanced level their communicative competence in Spanish by carrying out communicative tasks and projects in real contexts.

Therefore, students will need to achieve the following specific goals:

- a) Maximize their communicative competence in Spanish as a second language.
- b) Update and enrich knowledge and experiences in the subjects proposed by teachers and students.
- c) Become aware of what is going to be learned.
- d) Become aware of what is needed to carry out the tasks and projects.
- e) Work with authentic and plausible models to develop the comprehension of the message.
- f) Become aware of the linguistics resources (functional, grammatical, lexical and phonetic exponents) they need to use to carry out the tasks in a real communication.



- g) Carry out the tasks/projects efficiently developing learning, interactive and expressive strategies.
- h) Self-evaluate the whole process.

### **COURSE BIBLIOGRAPHY**

The students will work with the course book *Tasks and Projects-Advanced Spanish*, edited by Study Abroad-UNSAM- coordinators.

### **REFERENCE TEXTBOOKS FOR THE TEACHER**

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FERNÁNDEZ, S. (1997): “Anúnciese aquí. Realización de un proyecto” en *Frecuencia L*, nº 4

Edinumen, pp. 3-12.

FERNÁNDEZ, S. (2001): “Autonomía en el aprendizaje y enfoque por tareas”. *Frecuencia L* nº

17, Madrid, Edinumen, pp. 6-16.

FERNÁNDEZ, S. (2010): *Enfoque por tareas. Propuestas didácticas*. Brasilia, Consejería de

Educación de la Embajada de España.

GELABERT, M. J. et al. (2002): *Producción de materiales para la enseñanza de español*.

Madrid: Arco Libros.

NUNAN, D. (1989): *Designing tasks for the communicative classroom*. Cambridge: Cambridge

University Press.

ZANÓN J. y S. ESTAIRE (2011): “El diseño de unidades didácticas mediante tareas en la clase de

español”. *Monográficos marcoELE* núm. 11, pp. 410-418.

## **CONTENTS & COURSE CALENDAR**

This calendar could be subject to change. The teacher will announce in class any change if necessary.

### **WEEK 1**

**FINAL TASKS: 1- SCHEDULE CLASSMATES AND TEACHER’S PERSONAL DATA.**

**2- MAKE A CLASS WHATSAPP GROUP.**

**3- MAKE A CLASS AND STUDY SCHEDULE.**

#### **CONTENTS**

**COMMUNICATIVE CONTENTS: ASK FOR/GIVE CEL PHONE NUMBERS, E-MAILS. CONFIRM DATA. REGISTER ALL THE GATHERED DATA IN AN AGENDA (ELECTRONIC OR PAPER).**

**EXPLAIN THE STEPS FOLLOWED TO MAKE A WHATSAPP FOR THE CLASS GROUP. TALK ABOUT SOCIAL NETS AND THEIR UTILITY.**

**LINGUISTIC RESOURCES: REVISION OF THE SIMPLE PRESENT TENSE, THE IMPERFECT PRETERIT, THE PERFECT SIMPLE PRETERIT- INDICATIVE MOOD. COURTESY FORMS.**

**ALPHABET AND NUMBERS REVISION. ASKING QUESTIONS IN SPANISH. ACADEMIC VOCABULARY.**



## READINGS

Texts and practice of Unit 1 from the course book *Tasks and Projects-Advanced Spanish*

### WEEK 2

FINAL TASK: GET THE STUDENT VISA

#### CONTENTS

COMMUNICATIVE CONTENTS: EXPRESS AGREEMENT/DISAGREEMENT. OPPOSE IDEAS. EXPRESS LIKES. SHOW DISLIKE IN AN UNCOMFORTABLE SITUATION. FOLLOW SPANISH INSTRUCTIONS IN THE INTERNET.

LINGUISTIC RESOURCES: REVISION OF INVERTED VERB STRUCTURE- VERBS GUSTAR/INTERESAR/MOLESTAR,ETC. . QUALIFYING ADJECTIVES, SYNONYMS AND ANTONYMS.

## READINGS

Texts and practice of Unit 2 from the course book *Tasks and Projects-Advanced Spanish*.

### WEEK 3

FINAL TASK: DISCOVER THE CITY

#### CONTENTS

COMMUNICATIVE CONTENTS: INTERACTION WITH LOCALS ASKING THEM FOR DIRECTIONS.DESCRPTION AND LOCATION OF PLACES IN THE CITY. GIVING DIRECTIONS.

LINGUISTIC RESOURCES: VERBS SER, ESTAR, HABER IN SIMPLE PRESENT. INTERROGATIVE PRONOUNS. ASKING QUESTIONS IN SPANISH. PLACE ADVERBS. DEMONSTRATIVE PRONOUNS. URBAN AND MEANS OF TRANSPORT VOCABULARY.

## READINGS

Texts and practice of Unit 3 from the course book *Tasks and Projects-Advanced Spanish*.

### WEEK 4:

FINAL TASK: MAKE TWO CULTURAL FIELD TRIPS

#### CONTENTS

COMMUNICATIVE CONTENTS: SEARCH FOR INFORMATION ABOUT IMPORTANT ARGENTINEAN CULTURAL PLACES. EXCHANGE OPINIONS ABOUT BUENOS AIRES CULTURAL LIFE. CHOOSE THE PLACES FOR THE FIELD TRIPS, REASONS WHY YOU CHOSE THEM. SHOW AGREEMENT/DESAGREEMENT



LINGUISTIC RESOURCES: REVISION OF THE CONDITIONAL MOOD, PREPOSITIONS PARA & POR. VOCABULARY FROM THE WORLD OF CULTURE.

### READINGS

Texts and practice of Unit 4 from the course book *Tasks and Projects-Advanced Spanish*.

### WEEK 5

FINAL TASK: MAKE A MATEADA

CONTENTS

COMMUNICATIVE CONTENTS: GIVE AND UNDERSTAND INSTRUCTIONS TO CARRY OUT A SIMPLE TASK.

LINGUISTIC RESOURCES: IMPERATIVE, AFFIRMATIVE AND NEGATIVE. OBJECTIVE PRONOUNS.

CONNECTORS OF TIME, CAUSE, CONSEQUENCE & OPPOSITION. RURAL AND LOCAL GASTRONOMIC VOCABULARY.

### READINGS

Texts and practice of Unit 5 from the course book *Tasks and Projects-Advanced Spanish*.

### WEEK 6

FINAL TASK: LET'S PLAY TABLE GAMES

CONTENTS

COMMUNICATIVE CONTENTS: EXPLAIN/UNDERSTAND SOME TABLE GAMES RULES. GIVE AND FOLLOW INSTRUCTIONS.

LINGUISTIC RESOURCES: PRESENT SUBJUNCTIVE: EXPRESSIONS OF REQUEST, WISHES, DOUBT, OPINION. TABLE GAMES VOCABULARY

### READINGS

Texts and practice of Unit 6 from the course book *Tasks and Projects-Advanced Spanish*.

### WEEK 7

FINAL TASK: PROJECTS TO CHOOSE: PRESENT A PLAN FOR A SHORT TRIP OR ORGANIZE THE READING WEEK.

CONTENTS

COMMUNICATIVE CONTENTS: SHORT TRIP(NOT PAID BY UNSAM/KULTURSTUDIEN): ORAL EXCHANGE ABOUT POSSIBLE DESTINATIONS IN ARGENTINA OR ABROAD. EXPRESSION OF LIKES FOR SPECIFIC PLACES. ACCOUNTING FOR THE DESTINATION CHOICE. FIND TICKETS



AND ACCOMODATION ON LINE. MAKE HYPOTHESIS ABOUT THE PROJECT. NARRATE ANECDOTES FROM PREVIOUS TRIPS.

ORGANIZE THE READING WEEK: ORAL EXCHANGE ABOUT THINGS TO DO IN BUENOS AIRES, TUTORING CLASSES TO ATTEND. FIND INFO ON LINE ON WHERE AND HOW TO MEET LOCALS.

LINGUISTIC RESOURCES: USE OF THE PRESENT SUBJUNCTIVE TO EXPRESS DOUBT AND WISHES. USE OF IMPERSONAL STRUCTURES . REVISION OF THE IMPERFECT FUTURE TO EXPRESS HYPOTHESIS OR DOUBT. LINGUISTIC RESOURCES TO NARRATE AN ANECDOTE

## READINGS

Texts and practice of Unit 7 from the course book *Tasks and Projects-Advanced Spanish*.

## WEEK 8

FINAL TASK: WRITE OUT A DIET FOR A HEALTHY LIFE

### CONTENTS

COMMUNICATIVE CONTENTS: TALK ABOUT FOOD HABITS. DEBATE ABOUT GOOD AND BAD FOOD HABITS . ORGANIZE TWO DINNERS. MAKE A LIST OF HARMFUL FOODS AND THE DISEASES THEY BRING ABOUT. DESIGN A HEALTHY DIET FOR A WHOLE WEEK.

LINGUISTIC RESOURCES: IMPERATIVE / SUBJUNCTIVE IN RECOMMENDATIONS AND ADVICE, PURPOSE CLAUSES.

FOOD , DISEASES, MEALS, DRINKS VOCABULARY.

## READINGS

Texts and practice of Unit 8 from the course book *Tasks and Projects-Advanced Spanish*

## WEEK 9

FINAL TASK: WRITE OUT A REPORT ON THE CLIMATE CHANGE AND POSSIBLE SOLUTIONS

### CONTENTS

COMMUNICATIVE CONTENTS: COMMUNICATE, ASK AND UNDERSTAND USEFUL INFORMATION ABOUT THE WEATHER FOR DAILY LIFE. EXPRESS OPINIONS, DEBATE, DEFEND AND GIVE ARGUMENTS ABOUT THE CLIMATE CHANGE AND THE POLLUTION. EXPRESS CONCERN AND ORGANIZE A SERIES OF PREVENTION MEASURES FOR CLIMATE CHANGES.

LINGUISTIC RESOURCES: IMPERSONAL VERBS ( NATURAL PHENOMENA). IMPERSONAL USE OF HACER. AFFIRMATIVE AND NEGATIVE IMPERATIVE. PRESENT AND IMPERFECT SUBJUNCTIVE: EXPRESSIONS OF WISHES, INFLUENCE, OPINION, DOUBT, EMOTIONS, PREFERENCES, PURPOSE, CONCESSION, AND TIME. IMPERSONAL STRUCTURES. CONDITIONAL SENTENCES, TYPE 2. HYPOTHETICAL COMPARISON.

WEATHER AND CLIMATE CHANGE VOCABULARY



## READINGS

Texts and practice of Unit 9 from the course book *Tasks and Projects-Advanced Spanish*.

### WEEK 10

#### FINAL TASK: MAKE AN ORAL PRESENTATION

#### CONTENTS

COMMUNICATIVE CONTENTS: NARRATE ORALLY WITH YOUR OWN WORDS A TALE, SOME NEWS, A HISTORICAL , SCIENTIFIC FACT, ETC. ORGANIZE THE ORAL PRESENTATION IN INTRODUCTION, MAIN PART AND CONCLUSION. HIGHLIGHT THE MAIN IDEAS AND DIFFERENTIATE THEM FROM THE SECONDARY ONES. PRESENT AN ACADEMIC SUBJECT.

LINGUISTIC RESOURCES: SPEECH CONNECTORS: SEQUENCE, ADDITION, CAUSE, CONSEQUENCE, OPPOSITION, EQUIVALENCE, TIME.

## READINGS

Texts and practice of Unit 10 from the course book *Tasks and Projects-Advanced Spanish*

### WEEK 11

#### FINAL TASK: A SPORT PRESENTATION

#### CONTENTS

COMMUNICATIVE CONTENTS: EXPRESS PREFERENCES FOR SPORTS. DESCRIBE PLACES AND ELEMENTS RELATED TO SPORTS. GIVE INSTRUCTIONS, RECOMMENDATIONS, ADVICE TO PRACTICE A SPORT. EXPRESS AND PROMOTE PREVIOUS TRAINING PRACTICE. NARRATE THE ROUTINE OF A PROFESSIONAL SPORTSMAN/WOMAN . TALK ABOUT A FAMOUS SPORTSMAN/WOMAN ´S LIFE. MAKE A DEBATE ABOUT ISSUES RELATED TO THE SPORTS FIELD.

LINGUISTIC RESOURCES: VERB GUSTAR AND SIMILAR ONES. USE OF SER/ESTAR/HABER. NOUN AND ADJECTIVE AGREEMENT. SER/ESTAR -USES.

CONDITIONAL SENTENCES:PRESENT AND PAST HYPOTHESIS. SUBJUNCTIVE: IMPERFECT AND PAST PERFECT.

## READINGS

Texts and practice of Unit 11 from the course book *Tasks and Projects-Advanced Spanish*.





#### WEEK 12

FINAL TASK: LET'S GO TO A RECITAL/CONCERT/ MUSIC FESTIVAL

#### CONTENTS

COMMUNICATIVE CONTENTS: UNDERSTAND ADVERTISING TEXTS, TAKE OUT FROM THEM DATA AND EXPOSE IT TO THE CLASS. DESCRIBE PLACES AND PEOPLE, ACTIVITIES AND EVENTS. ACCEPT/REJECT INVITATIONS. GIVE EXCUSES OR PRESENT OBJECTIONS. MAKE INFORMAL INVITATIONS. GIVE OPINIONS, EXPRESS LIKES, PREFERENCES, EMOTIONS AND SENSATIONS.

LINGUISTIC RESOURCES: REVISION OF SIMPLE PRESENT-INDICATIVE MOOD, SUBJUNCTIVE WITH EXPRESSIONS OF EMOTIONS, INFLUENCE, WISHES AND PURPOSE.CONDITIONAL SENTENCES OF THE THREE TYPES.

#### READINGS

Texts and practice of Unit 12 from the course book *Tasks and Projects-Advanced Spanish*

#### WEEK 13

FINAL TASK: PLAN AND CARRY OUT A CULTURAL FIELD TRIP WITH THE CLASS GROUP

#### CONTENTS

COMMUNICATIVE CONTENTS: DEBATE ABOUT PLACES IN BUENOS AIRES TO VISIT. CONTRAST IDEAS, EXPRESS AGREEMENT/DISAGREEMENT.

LINGUISTIC RESOURCES: PERIPHRASTIC FUTURE, ADVERBIAL PHRASES OF TIME, PLACE, QUANTITY, NEGATION, MOOD.

#### WEEK 14

FINAL TASK: MAKE A DEBATE

#### CONTENTS

COMMUNICATIVE CONTENTS: EXPRESS AGREEMENT/DISAGREEMENT; PRESENT ARGUMENTS; EXPRESS OBJECTIONS, DEBATE.

LINGUISTIC RESOURCES: USE OF SPEECH CONNECTORS: CAUSE-EFFECT, CONSEQUENCE, TIME.

CONCESSIVE SENTENCES WITH INDICATIVE AND SUBJUNCTIVE: USE OF DIFFERENT CONNECTORS. CONDITIONAL SENTENCES WITH "SI " AND OTHER ADVERBIAL CONNECTORS: A MENOS QUE, EXCEPTO QUE, ETC.



## READINGS

Texts and practice of Unit 14 from the course book *Tasks and Projects-Advanced Spanish*

### WEEK 15

#### FINAL TASK: PLANS FOR THE NEAR FUTURE

#### CONTENTS

COMMUNICATIVE CONTENTS: MAKE AND SHARE HYPOTHESIS FOR THE FUTURE. REFLECT ABOUT THE PAST. COMPLAIN/LAMENT FOR FACTS THAT DID NOT TAKE PLACE. PREPARE A POSTER, A BLOG, A POWERPOINT ABOUT THE MAIN PROJECTS FOR YOUR NEAR FUTURE.

LINGUISTIC RESOURCES: REVISION OF SIMPLE PRESENT/SIMPLE FUTURE-INDICATIVE MOOD. CONDITIONAL SENTENCES OF THE THREE TYPES: PROBABLE, IMPROBABLE & IMPOSSIBLE. PRESENT SUBJUNCTIVE WITH VERBS OF DESIRE, EMOTION, IMPERSONAL STRUCTURES.

## READINGS

Texts and practice of Unit 15 from the course book *Tasks and Projects-Advanced Spanish*

### WEEK 16: FINAL PROJECT PRESENTATION

## Evaluation & Grading Policy

### A) Evaluation criteria and requirements:

Students must participate actively in all the classes and complete the established assignments for each class. The subject **final grade** will consist of a weighted average of an **attitude grade (25%)**, which will include the student's class participation throughout the course term and submission in due course and form of all the assignments given by the teacher, **the average grade of all the tasks (35%)** and the **average grade of the two projects (20%each)**.

### B) Attendance Policy:

It will be required an 75% class attendance, the student who does not fulfill that attendance requirement will automatically receive an "F". In this course, 0.5 points will be deducted from



your attendance grade for every unexcused absence or if the student does not hand in the given assignments in due time and proper course

**Missed Exams:** “Make-up” exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one week notice) with the instructor or due to extenuating circumstances.

**Participation:** We attach great importance to participation as a learning experience. A student’s grade will suffer changes because of actions which might disrupt the group experience. For this reason **all cell phones must be turned off before the class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

### C) Grading Scale

Description	Percentage
10 (A) Excellent	100-95
9 (A-) Very Good	94-89
8 (B) Good	88-83
7 (B-) Above Average	82-77
6 (C) Average	76-71
5 (C) Below Average	70-65
4 (D) Lowest Passing Grade	64-60
3 (F) Failure	59-0
2 (W) Officially withdrawn	Academic Advisor’s approval
1 (I) Incomplete	Academic Advisor’s approval

**Plagiarism:** An important objective of this course is to get students to learn how to write essays. Students are expected to write their own assignments. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay’s bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.