



Syllabus 2020

TASKS AND PROJECTS- INTRODUCTORY 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 introductory 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 behaviors for an efficient performance in different environments. Some examples of these personal qualities and behaviors 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- Introductory 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, a cultural field trip 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 two more cultural field trips 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 introductory 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-Introductory Spanish*, edited by Study Abroad-UNSAM- coordinators.

REFERENCE TEXTBOOKS FOR THE TEACHER

BREEN, M. 1990 (*original en inglés, 1987*): "Paradigmas contemporáneos en el diseño de programas". *Comunicación, lenguaje y educación*, 7-8.

CANDLIN, C. (1990): "Hacia la enseñanza del lenguaje mediante tareas" en *Comunicación, lenguaje y educación*, 7-8 pp. 33-53 (original en inglés, 1987).

CONSEJO de EUROPA (2002): *Marco Común Europeo de Referencia para las Lenguas: aprendizaje, enseñanza, evaluación*. Madrid, Secretaría General Técnica del MEC, Instituto Cervantes y Editorial Anaya y <http://cvc.cervantes.es/obref/marco/>

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DI PIETRO, R.J. (1987): *Strategic Interaction*, Cambridge, CUP.

ELLIS, R. (2003): *Task-based Language Learning and Teaching*. Oxford, OUP.

EEOOII. COMUNIDAD DE MADRID (2007): *Currículo de los Niveles Básico e Intermedio de las Escuelas Oficiales de Idiomas de la Comunidad de Madrid*. B.O.C.M. Núm. 147 de 22.06.07.

(2008): *Currículo del Nivel Avanzado de las EOI de la CM*. B.O.C.M. Núm. 98 de 30/07/2008 <http://www.educa.madrid.org/portal/web/EOI>

ESTAIRE, S. (Ed.) (2009a y 2009 b): "El enfoque por tareas: de la fundamentación teórica a la organización de materiales didácticos" y "El enfoque por tareas: aspectos metodológicos y ejemplos de unidades didácticas" en *Antología de textos de didáctica del español* http://cvc.cervantes.es/ensenanza/biblioteca_ele/antologia_didactica/default.htm.

ESTAIRE, S. (2009): *El aprendizaje mediante tareas: de la programación al aula*. Madrid. Edinumen.

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

TASKS:

- 1- SAY HELLO TO EACH OTHER IN DIFFERENT WAYS AND WITH DIFFERENT MOODS.
- 2- MAKE THE CLASS LIST AND CREATE A GROUP IN A SOCIAL NETWORK.
- 3- PRESENT A CLASSMATE THROUGH A POSTER WITH PERSONAL INFORMATION.
- 4- ORGANIZE OUR CALENDAR OF STUDIES.
- 5- REGISTER FOR A SPORTS ACTIVITY AT UNSAM.

CONTENTS

COMMUNICATIVE CONTENTS: GREET, ASK AND ANSWER ABOUT PERSONAL INFORMATION, COMPLETE FORMS IN SPANISH.

LINGUISTIC RESOURCES: GREETINGS, ALPHABET, NUMBERS, NATIONALITIES, PROFESSIONS, SPORTS. INTERROGATIVE PRONOUNS, FORMS OF THE PRESENT TENSE IN BASIC VERBS, DAYS, MONTHS AND DATES.

READINGS

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



WEEK 2

TASKS:

- 1-LEARN HOW TO PREPARE MATE
- 2-PRESENT A BEVERAGE OR FOOD TO THE CLASS

CONTENTS:

COMMUNICATIVE: DESCRIBE MEALS AND BEVERAGES, DESCRIBE HABITS AND CUSTOMS, GIVE INSTRUCTIONS.

LINGUISTIC RESOURCES: INTERROGATIVE PRONOUNS, REGULAR FORMS OF THE PRESENT TENSE, GENDER IN NOUNS, ORDINAL NUMBERS.

READINGS

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

WEEK 3

TASKS:

- 1-INTERVIEW A SPANISH SPEAKING PERSON.
- 2-GET THE STUDENT VISA.

CONTENTS:

COMMUNICATIVE: DESCRIBE IMAGES, PRESENT PEOPLE, TALK ABOUT REQUIREMENTS AND NEEDS, ASK QUESTIONS, UNDERSTAND AND COMPLETE TABLES AND FORMS.

LINGUISTIC RESOURCES: PRESENT OF INDICATIVE, PERSONAL INFORMATION, PERIPHRAIS WITH TENER AND SER, VOCABULARY OF NATIONALITIES AND FAMILY.

READINGS

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

WEEK 4:

TASKS:

- 1- FIELD TRIP TO PLAZA DE MAYO AND SURROUNDINGS.
- 2-CREATE A MAP OF DOWNTOWN BUENOS AIRES.
- 3-ORGANIZE A TRIVIA OF KNOWLEDGE ABOUT DOWNTOWN BUENOS AIRES.

CONTENTS:



COMMUNICATIVE: LOCATE IN SPACE, EXPRESS EXISTENCE, DESCRIBE PLACES, LOCATE IN TIME, FORMULATE QUESTIONS AND SIMPLE ANSWERS IN SPANISH, DESCRIBE PHOTOS.
LINGUISTIC RESOURCES: USE OF "SER", "ESTAR" AND "HAY". PREPOSITIONS OF PLACE. INTERROGATIVE PRONOUNS. PRESENT OF INDICATIVE. VOCABULARY OF MONUMENTS AND HISTORICAL BUILDINGS. NUMBERS.

READINGS

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

WEEK 5

TASKS:

- 1-LOCATE AND DESCRIBE SHOPS NEAR OUR UNIVERSITY AND OUR HOUSE.
- 2-CHOOSE AND BUDGET NEW CLOTHES FOR A CLASSMATE.

CONTENTS:

COMMUNICATIVE: DESCRIBE SHOPS, ASK THE PRICE OR COST OF A PRODUCT OR SERVICE, LOCATE IN SPACE, EXPRESS EXISTENCE, DESCRIBE CLOTHING, RECOMMEND.
LINGUISTIC RESOURCES: VOCABULARY OF SHOPS AND CLOTHES. "SER", "ESTAR", "HAY" AND PLACE PREPOSITIONS. COLORS. NUMBERS. SIMPLE VERBAL PERIPHRAISIS.

READINGS

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

WEEK 6

FINAL TASK: PREPARE AND PRESENT A SURVEY ON THINGS WE LIKE AND HABITS.

CONTENTS:

COMMUNICATIVE: EXPRESS INTERESTS, REACT TO INTERESTS OF OTHERS, EXPRESS FREQUENCY, TALK ABOUT PEOPLE AND QUANTITIES, ASK QUESTIONS IN SPANISH.
LINGUISTIC RESOURCES: VERBOS OF INVERTED STRUCTURE, USE OF "TAMBIÉN" AND "TAMPOCO", INDEFINITE PRONOUNS, VOCABULARY OF FREE TIME ACTIVITIES AND INTERESTS.

READINGS

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



WEEK 7

FINAL TASK: PLAN A NON-ACADEMIC TRIP OR ACTIVITIES TO CARRY OUT DURING THE READING WEEK.

CONTENTS:

COMMUNICATIVE: TALK ABOUT INTERESTS, DESCRIBE AND COMPARE DESTINATIONS, MEANS OF TRANSPORTATION, TYPES OF ACCOMMODATION, LUGGAGE. NAVIGATE WEB PAGES IN SPANISH.

LINGUISTIC RESOURCES: INVERTED STRUCTURE VERBS. QUESTIONS AND ANSWERS. VOCABULARY OF GEOGRAPHY, TRANSPORTATION, ACCOMMODATION, WEATHER, LUGGAGE.

READINGS

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

WEEK 8: PRESENT A TASK OR PROJECT OF THE FIRST MODULE

WEEK 9

FINAL TASK: DECIDE THE TWO CULTURAL FIELD TRIPS OF THE CLASS

CONTENTS:

COMMUNICATIVE: INVITE, REJECT AN INVITATION, GIVE EXCUSES, ACCEPT AN INVITATION. SET TIME, DAY AND PLACE TO MEET. WHATSAPP MESSAGES AND USE OF EMOJIS. EXPLORE CULTURAL AND EVENT GUIDES IN SPANISH.

LINGUISTIC RESOURCES: VOCABULARY OF FREE TIME, CULTURE AND ENTERTAINMENT ACTIVITIES IN THE CITY. VERBAL PERIPHRAIS. DATES AND SCHEDULES.

READINGS

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

WEEK 10

TASKS:

1-LEARN HOW TO PREPARE TYPICAL MEALS OF ARGENTINA.

2-WRITE AND SHARE A RECIPE IN SPANISH.



CONTENTS:

COMMUNICATIVE: TALK ABOUT FOOD HABITS, EXPRESS PREFERENCES, DESCRIBE MEALS, GIVE INSTRUCTIONS.

LINGUISTIC RESOURCES: USE OF “SE”, PRESENT OF INDICATIVE, DIRECT OBJECT PRONOUNS.

VOCABULARY OF FOOD, INGREDIENTS, COOKING, NUMBERS AND QUANTITIES.

READINGS

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

WEEK 11

FINAL TASK: ORGANIZE AND CARRY OUT A MEAL WITH THE CLASS

CONTENTS:

COMMUNICATIVE: EXPRESS PREFERENCES, GIVE INSTRUCTIONS, DESCRIBE MEALS.

LINGUISTIC RESOURCES: VERB LIKE “GUSTAR” AND SIMILAR. CHANGES IN THE MEANING OF USE OF “SER” AND “ESTAR”. DIRECT OBJECT PRONOUNS. VOCABULARY OF MEALS, DRINKS AND INGREDIENTS.

READINGS

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

WEEK 12

FINAL TASK: PREPARE AND CARRY OUT A TEST ABOUT FACTS ON YOUR COUNTRY FOR ARGENTINEAN FRIENDS.

CONTENTS:

COMMUNICATIVE: EXPRESS HABITS, DESCRIBE AND COMPARE CUSTOMS, EXPRESS FREQUENCY, EXPRESS PREFERENCES, TALK ABOUT PEOPLE AND QUANTITY, TALK ABOUT CULTURAL DIFFERENCES.

LINGUISTIC RESOURCES: REGULAR AND IRREGULAR INDICATIVE PRESENT TENSE, REFLECTIVE VERBS, FREQUENCY ADVERBS, INVERTED STRUCTURE VERBS, AND QUANTIFIERS. VOCABULARY ABOUT CUSTOMS AND HABITS IN BUENOS AIRES.

READINGS

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



WEEK 13

FINAL TASK: INDIVIDUAL RESEARCH ABOUT A TOPIC CONNECTED TO THE CULTURAL FIELD TRIPS.

READINGS

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

WEEK 14

FINAL TASK: MAKE A LIST OF IMPORTANT MOMENTS IN LIFE (PAST, PRESENT AND FUTURE).

CONTENTS:

COMMUNICATIVE: TALK ABOUT PAST ACTIONS, TALK ABOUT ACTIONS IN PROGRESS IN THE PRESENT, TALK ABOUT PLANS AND PROJECTS, EXPRESS WISHES.

LINGUISTIC RESOURCES: LEXIC OF STAGES OF LIFE, PRETERITE TENSE (REGULAR AND IRREGULAR VERBS), GERUND, PERIPHRASTIC FUTURE. TEMPORAL MARKERS. VERBAL PERIPHRAISIS.

READINGS

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

WEEK 15

FINAL TASK: PLANS FOR THE NEAR FUTURE.

CONTENTS

COMMUNICATIVE CONTENTS: DESCRIBE AND EXPRESS PLANS. PREPARE A POSTER, A BLOG, A WRITTEN OR ORAL REPORT ON THE MOST RELEVANT PROJECTS FOR THE NEAR FUTURE. EXPRESS WISHES.

LINGUISTIC RESOURCES:

REVIEW OF ALL VERBAL TIMES: PRESENT, PRETERITE TENSE, PERIPHRASTIC FUTURE. TEMPORAL MARKERS. SPECIFIC VOCABULARY TO THE PERSONAL PROJECT.



READINGS

Texts and practice of Unit 12 from the course book *Tasks and Projects-Introductory 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 manner.

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 consider class participation a fundamental part of the 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 create their own products in Spanish. Students are expected to produce 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.