



## **CIEE Global Institute – Santiago de Chile**

<b>Course name:</b>	Survival Spanish
<b>Course number:</b>	NONCR SPAN STCH
<b>Program offering course:</b>	Santiago de Chile Global Internship/ Open Campus
<b>Open Campus track:</b>	Language, Literature and Culture
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	0
<b>Contact hours:</b>	15
<b>Term:</b>	Fall 2019, Block I, II and III

### **Course Description**

This course is designed for students with zero semesters of college-level Spanish. The goal of this beginning language course is to bring students to communicative competence in the Chilean Spanish language and to facilitate their immersion in Chilean culture and life. This language course provides the pragmatic linguistic tools necessary both for students to make themselves understood as well as to enable them to gain a better understanding of the way of life in Santiago. Successful communication is the main goal. Throughout the course, lessons will be sequenced from presentation activities to guided practice activities to communicative activities, such as simple role-playing, interactive tasks, etc.

### **Learning Objectives**

This course is designed to:

- Develop students' pragmatic knowledge of the Chilean Spanish language.
- Allow students to function in "everyday situations" (i.e. restaurants, shops, ticket inspections, dorm, etc.) so as to allow greater integration with Chilean culture and society.
- Promote greater confidence in speaking Chilean Spanish.
- Provide the most basic foundation necessary for gaining conversational ability, limiting the amount of formal grammar study to the minimum, and focusing instead on situations, pronunciation, and understanding basic phrases. Upon the completion of this course, the students reach the following levels:
  - Listening: Student can understand familiar words and very basic phrases, concerning him / herself; his / her family and immediate surroundings when people speak slowly and clearly.
  - Reading: Student can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
  - Spoken Interaction: Student can interact in a simple way provided the other



person is prepared to repeat or rephrase things at a slower rate of speech and help him / her formulate what he / she is trying to say. He / she can ask and answer simple questions in areas of immediate need or on very familiar topics.

- Spoken Production: Student can use simple phrases and sentences to describe basic information about him/herself, ask very basic questions and provide basic answers.
- Writing: Student can fill in forms with personal details; for example entering his / her name, nationality and address at a hotel registration

### **Course Prerequisites**

None.

### **Methods of Instruction**

This course centers on students' participation and active practice of elementary grammar, vocabulary and expression points. Assessment is regular and is designed to reinforce learning. Students will be required to complete short tasks everyday outside the class. Out of the class, guided activities will take place when necessary to have a real linguistic contact with locals and a social media group chat will help students reinforce the structures covered in the classroom.

### **Assessment and Final Grade**

According to their Attendance, Participation, Class Activities and Homework, students will be able to obtain two grades: Pass or Fail.

1.	Active Participation	20%
2.	Role Playing, Oral Activities:	25%
3.	Homework Assignments:	15%
4.	Vocabulary Quizzes:	15%
5.	Final Project:	25%
	TOTAL:	100%

### **Course Requirements**

#### **Role Playing**



As a means to both assess students' learning and prepare them for real situations outside the classroom, the last task in three classes will consist of a role play in which students practice the phrases they learned that week.

### **Vocabulary Quizzes**

There will be two quizzes on vocabulary and basic reading and listening skills. All language items will be tested through simple, contextualized tasks.

### **Homework Assignments**

There will be several kinds of homework assignments, such as watching videos or interviewing locals, playing games, or going on excursions and taking notes.

### **Final Project**

As this course focuses on oral language skills, the final project will be a short sketch that students write and perform in class, based on what they have learned in the course and their experiences in Santiago.

## **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

## **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the



original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### **Weekly Schedule**

Note: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

### **Week 1 Orientation Week – Arriving in Santiago**

Class 1:1

By the end of this class, students will be able to introduce themselves, spell



their own names for clarification when necessary, ask typical questions for introduction and give simple short answers. The key vocabulary of this class will vary depending on students' needs. For grammar, a brief explanation of structures of simple questions and short answers in present time will be provided as well as a brief explanation of Chilean Spanish pronunciation

This week's homework assignments will consist of:

- Attempting a conversation in Spanish with local people (someone from CIEE, someone in the neighborhood, someone they met), taking notes and reporting on the conversation in the following class.
- Going to a supermarket or grocery store and bringing a *volante* or *catalogo* (flyer) to class.

## **Week 2 We Love Eating**

Class 2:1                      Students will report to class the different kinds of conversations they had with local

people. They will explain what happened, share their use of the sentences learned in class, and any other expressions or words. They will also introduce cultural aspects they noticed during the conversations, such as gestures and other body language. Aspects of Chilean culture related to food and eating, such as eating habits, meal times, and typical dishes, will be discussed. Students will engage in an in-class role play imitating a situation in a restaurant and/or otherwise related to food and eating habits. Students will also tour together a local *feria* (fruit and vegetable street market), getting hands-on practical experience in asking questions and using the vocabulary learned in class.

### **Evaluation: Role play 1.**

This week's homework assignments are:

- Food project
  - take pictures of food in a restaurant or in a *feria*
  - research the names, ingredients and other information about the new food they find
  - share the pictures and the information found in a discussion group before the next class.

## **Week 3 Solving Problems**

Class 3:1                      The main goal of this class is to provide simple phrases that will be useful to solve



problems. Some sentences like “Tengo un problema” “¿Puede ayudarme?” and verbal forms such as “Necesito / Tengo que/ No puedo / No encuentro / No tengo” will be introduced. Typical, frequently occurring problems will be discussed, specific language structures will be presented and practiced through role plays. The students will also learn very basic, frequently needed abbreviations.

**Evaluation: Quiz 1.**

This week’s homework assignments are:

- During the week, students will take turns pretending to need help with something and send a text message to the class group using social media. Give suggestions and comments in Chilean Spanish to help each other. The instructor will monitor and provide help if necessary.

**Week 4 Buenos días, Santiago!**

**Class 4:1**  
Spanish,

By the end of this class students will be able to read addresses in Chilean

ask questions about the location of stores, streets, and places in the city, especially in the neighborhood they live and study in. Maps or apps will be useful to help students visualize and learn more about the city they are in.

The class will take place mainly on the street, so to engage students in real-life situations. Some grammar notions will be introduced: prepositions and use of articles before names of places, gender of certain names of places and neighborhoods in Santiago; plus, the structure of frequently asked questions (“Dónde queda / Dónde está”)

On the excursion, students will form small groups and go to various shops in the neighborhood (buying pharmacy products; exchanging money; purchasing groceries; inquiring about movie times and entrance tickets to a popular tourist attraction, etc.)

**Evaluation: Quiz 2**

This week’s homework assignments are:

- Matching exercises on vocabulary
- Group Project (in pairs or trios)
  - To gather key information about the most popular neighborhoods in Buenos Aires (Lastarria, Bellavista, Yungay, Matta) and organize a



visit for the whole class. Each project will be presented to all students, who will then choose one for their visit.

## **Week 5**      **¿Cómo llego?**

### **Class 5:1** language

The students will work in groups sharing maps and practicing together

learned in previous lessons. The session's focus will be on how to ask for directions. The goal is to be able to understand directions in Chilean Spanish and ask for clarification or check information.

Another key issue to be explored in this class is how to use public transportation in the city. Students will focus on phrases and keywords in possible questions and answers, such as numbers, names of neighborhoods or places.

#### **Evaluation: Role play 2**

This week's homework assignments are:

- Matching exercises on vocabulary and the questions
- Visit Plaza Italia and complete a questionnaire about how to get to key places in the city from there.

## **Week 6**

### **Class 6:1 Living and Learning in Santiago**

Final Project: Students will present their **role-playing presentations** about one of the following topics:

- Lost in the city
- Keep calm and eat *asado*
- *De carrete* in Bellavista
- Shopping at Costanera
- I need a sopaipilla
- Hiking in Cajon del Maipo

Students will develop an oral presentation using the most relevant structures and lexical elements for successful communication with regard to the selected topic. They have to describe, narrate, compare, ask questions/ give answers, provide explanations and make excuses, and explain what they need or what they are looking for.

**Reference Materials: CIEE material specially designed for the course.**



## Readings

No specific readings are planned for this course. Instructor will make all materials available via e-mail or as handouts.

## Online Resources

- Página oficial de turismo de la Municipalidad de Santiago <http://www.santiagocapital.cl/>
- Official webpage of the National Tourism Service <https://www.sernatur.cl/>
- Mi nube webpage: [https://www.minube.cl/que\\_ver/chile/metropolitana/santiago\\_de\\_chile](https://www.minube.cl/que_ver/chile/metropolitana/santiago_de_chile)
- Chilean Dictionary: <http://diccionariochileno.cl/>
- Wordreference: <http://www.wordreference.com/>

## Media Resources

“Violeta Ausente” Violeta Parra

<https://www.letras.com/parra-violeta/836822/>

“Largo Tour” Sol y Lluvia

[https://www.youtube.com/watch?v=4oOWghSh3\\_Q](https://www.youtube.com/watch?v=4oOWghSh3_Q)

“Sube a nacer conmigo hermano” de “Las Alturas de Machu Pichu” de Pablo Neruda, musicalizado y adaptado por Los Jaivas

[https://www.youtube.com/watch?v=4\\_fnaSda-zo](https://www.youtube.com/watch?v=4_fnaSda-zo)

“Yo no tengo soledad” Poema de Gabriela Mistral, música Haiku.

<https://www.youtube.com/watch?v=bR0DTyytEDA>