

TASKS AND PROJECTS- LEVEL 2

Course load: 96 hours

Course Description

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, equivalent to B2 (CEFR) at a 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- Level 2 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 a B2 (CEFR) 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-Level 2*, edited by UNSAM coordinators of Spanish.

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/>

CROOKES, G. and S. GASS (Eds.) (1993): *Tasks and language learning: integrating theory and practice*. Clevedon, Multilingual Matters.

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>

ESTAIRES, 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.

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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-Level 2*

WEEK 2

FINAL TASK: DISCOVER THE CITY

CONTENTS

COMMUNICATIVE CONTENTS: INTERACTION WITH LOCALS ASKING THEM FOR DIRECTIONS. DESCRIPTION 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 2 from the course book *Tasks and Projects-Level 2*.

WEEK 3:

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 3 from the course book *Tasks and Projects-Level 2*.

WEEK 4

FINAL TASK: KNOW A LITTLE BIT MORE ABOUT LATINAMERICA

CONTENTS

COMMUNICATIVE CONTENTS: DESCRIBE PEOPLE, OBJECTS AND PLACES. LOCATE CITIES AND COUNTRIES. NARRATE HISTORY FACTS IN THE PAST. DEFINITION OF PUEBLOS ORIGINARIOS

LINGUISTIC RESOURCES: VERBS SER, ESTAR, HABER, PARECER. USE OF THE PAST OF THE INDICATIVE MOOD.

READINGS

Texts and practice of Unit 4 from the course book *Tasks and Projects-Level 2*.

WEEK 5

**FINAL TASK: TO KNOW SOCIAL MOVEMENTS IN ARGENTINA
CONTENTS**

COMMUNICATIVE CONTENTS: EXPLAIN THE CHARACTERISTICS OF THE SOCIAL MOVEMENTS, THEIR GOALS, CONFORMATION AND STRUGGLE

LINGUISTIC RESOURCES: VERBS OF OPINION, CONTRAST INDICATIVE VS SUBJUNCTIVE

READINGS

Texts and practice of Unit 5 from the course book *Tasks and Projects-Level 2*.

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-Level 2*.

WEEK 7

THE STUDENTS WILL HAVE THIS WEEK OF SELF-PRACTICE AND STUDY IN WHICH THEY WILL BE ABLE TO CATCH UP WITH ALL THE READINGS AND PRACTICES OF THIS SUBJECT.
THEY WILL HAVE TUTORING CLASSES DURING THE WHOLE WEEK FOR CONSULTATIONS AND PRACTICES.

WEEK 8

FINAL TASK: PROJECTS TO CHOOSE: PRESENT A PLAN FOR A SHORT TRIP.
CONTENTS

COMMUNICATIVE CONTENTS: SHORT TRIP(NOT PAID BY UNSAM/KULTURSTUDIER): 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.

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-Level 2*.

WEEK 9

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-Level 2*

WEEK 10

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-Level 2*.

WEEK 11

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-Level 2*

WEEK 12**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-Level 2*.

WEEK 13**FINAL TASK: LET´S GO TO A RECITAL/CONCERT/ MUSIC FESTIVAL. LATIN RYTHMS.****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-Level 2*

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.

INSTRUCTIONS FOR THE FINAL PROJECT**READINGS**

Texts and practice of Unit 13 from the course book *Tasks and Projects-Level 2*

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 14 from the course book *Tasks and Projects-Level 2*.

WEEK 16: FINAL PROJECT DELIVERY

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 course load will be completed with all the tasks the students will carry out every week, which will be evaluated as practical tasks, and the preparation of the two projects.

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 (45%)**
- **the average grade of the two projects (15%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.