

TASKS AND PROJECTS- LEVEL 1

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 at an intermediate level, equivalent to B1(CEFR) 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- Level 1 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 a B1(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 1*, 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>

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.

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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

TASKS:

- 1- MAKE THE CLASS LIST AND CREATE A GROUP IN A SOCIAL NETWORK.
- 2- GET TO KNOW CLASSMATES IN GREATER DEPTH.
- 3- WRITE A TEXT TO INTRODUCE OURSELVES WITH THINGS WE LIKE AND FEEL IDENTIFIED WITH.
- 4- ORGANIZE OUR CALENDAR OF STUDIES AND SET GOALS FOR THE SEMESTER.
- 5- REGISTER FOR AN EXTRACURRICULAR ACTIVITY.

CONTENTS

COMMUNICATIVE CONTENTS: ASK AND ANSWER ABOUT PERSONAL INFORMATION, EXPRESS INTERESTS, TALK ABOUT PLANS AND GOALS, COMPLETE FORMS IN SPANISH.

LINGUISTIC RESOURCES: GREETINGS, ALPHABET, NUMBERS, NATIONALITIES, PROFESSIONS, SPORTS, FREE TIME ACTIVITIES. FORMS OF THE PRESENT TENSE. PERIPHRASTIC FUTURE. VERBOS LIKE "GUSTAR". DAYS, MONTHS AND DATES.

READINGS

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

WEEK 2

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 TENSE, PERSONAL INFORMATION, PERIPHRAISIS WITH TENER/SER IMPORTANTE/NECESARIO, VOCABULARY OF NATIONALITIES AND FAMILY.

READINGS

Texts and practice of Unit 2 from the course book *Tasks and Projects-Level 1*

WEEK 3

TASKS:

- 1-RESEARCH AND PRESENT A WORD WITH A POSTER.
- 2-GIVE A PRESENTATION ABOUT AN OBJECT.

CONTENTS:

COMMUNICATIVE: DESCRIBE OBJECTS, TALK ABOUT TYPICAL OBJECTS IN LATIN AMERICAN COUNTRIES, TALK ABOUT HABITS AND FREQUENCY.

LINGUISTIC RESOURCES: PRESENT TENSE, VOCABULARY OF EVERYDAY OBJECTS AND THEIR CHARACTERISTICS (COLOUR, FORM, MATERIAL, FUNCTION). ADJECTIVES AND CONCORDANCE OF GENDER AND NUMBER. DIRECT OBJECT PRONOUNS.

READINGS

Texts and practice of Unit 3 from the course book *Tasks and Projects-Level 1*.

WEEK 4:

TASKS:

- 1- FIELD TRIP TO DOWNTOWN BUENOS AIRES.
- 2-PRESENT A NEIGHBORHOOD TO THE CLASS.

CONTENTS:

COMMUNICATIVE: LOCATE IN SPACE, EXPRESS EXISTENCE, DESCRIBE PLACES, LOCATE IN TIME, GIVE AND RECEIVE DIRECTIONS, DESCRIBE PHOTOS.

LINGUISTIC RESOURCES: USE OF "SER", "ESTAR" AND "HAY". PREPOSITIONS OF PLACE. IMPERATIVE. VOCABULARY OF URBAN STRUCTURE, MONUMENTS AND HISTORICAL BUILDINGS. NUMBERS.

READINGS

Texts and practice of Unit 4 from the course book *Tasks and Projects-Level 1*

WEEK 5

TASKS:

- 1-VISIT A BAR "NOTABLE". DEFINITION OF "BAR NOTABLE" AND LEARN ABOUT ITS HISTORY.
- 2-INVESTIGATE ITS CONTRIBUTION TO THE ARGENTINEAN CULTURE
- 3-COMPARE THE BAR CULTURE WITH THE ONE IN YOUR COUNTRY
- 4-MAKE THE DIFFERENCE BETWEEN THE TANGIBLE AND UNTANGIBLE HERITAGE OF A COUNTRY

CONTENTS:

COMMUNICATIVE: DESCRIBE MEALS AND BEVERAGES IN BARS AND RESTAURANTS, THE MENUS, DESCRIBE HABITS AND CUSTOMS, GIVE INSTRUCTIONS. COMPARE. NARRATE CULTURAL EVENTS IN THE PAST

LINGUISTIC RESOURCES: ADJECTIVES, DESCRIPTION, HABITS IN THE PRESENT AND THE PAST, IMPERATIVE, ORDINAL NUMBERS, COMPARATIVES AND SUPERLATIVES.

READINGS

Texts and practice of Unit 5 from the course book *Tasks and Projects-Level 1*

WEEK 6

TASKS:

- 1- RESEARCH A LATINAMERICAN MUSICIAN OR RHYTHM.
- 2- CREATE AND SHARE A PLAYLIST WITH OUR FAVORITE MUSIC.

CONTENTS:

COMMUNICATIVE: EXPRESS INTERESTS, REACT TO INTERESTS OF OTHERS, EXPRESS FREQUENCY, DESCRIBE RYTHMS, BIOGRAPHIES.

LINGUISTIC RESOURCES: VERBOS OF INVERTED STRUCTURE, USE OF “TAMBIÉN” AND “TAMPOCO”, INDEFINITE PRONOUNS, VOCABULARY CONNECTED TO MUSIC. PRETERITE TENSE.

READINGS

Texts and practice of Unit 6 from the course book *Tasks and Projects-Level 1*

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: 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. EXPRESS GOALS.
LINGUISTIC RESOURCES: INVERTED STRUCTURE VERBS. QUESTIONS AND ANSWERS IN THE PRESENT AND THE PAST. VOCABULARY OF GEOGRAPHY, TRANSPORTATION, ACCOMMODATION, WEATHER, LUGGAGE.**

READINGS

Texts and practice of Unit 7 from the course book *Tasks and Projects-Level 1*

WEEK 9: PRESENT A TASK OR PROJECT OF THE FIRST MODULE

CULTURAL FIELD TRIPS: CHOOSE TWO FOR THIS SECOND MODULE

READINGS

Texts and practice of Unit 8 from the course book *Tasks and Projects-Level 1*

WEEK 10

FINAL TASK: PLAY A GAME IN CLASS. LEARN THE INSTRUCTIONS

CONTENTS:

COMMUNICATIVE: MAKE THE DIFFERENCE BETWEEN TABLE GAMES AND THE OTHERS. NUMBER THE RULES OF SEVERAL GAMES, CHOOSE THE MOST ATTRACTIVE AND PLAY THEM.

LINGUISTIC RESOURCES: VOCABULARY OF TABLE GAMES AND OTHERS. IMPERATIVE MOOD.

READINGS

Texts and practice of Unit 9 from the course book *Tasks and Projects-Level 1*.

WEEK 11

FINAL TASK: HEALTHY LIFE: TEACH THE CLASS A MOVEMENT WITH THE BODY.

CONTENTS:

COMMUNICATIVE: SPEAK ABOUT HABITS, RECOMMEND, GIVE INSTRUCTIONS, DESCRIBE MOVEMENTS WITH THE BODY, EXERCISES AND SPORTS.

LINGUISTIC RESOURCES: PRESENT IN THE INDICATIVE AND SUBJUNCTIVE MOOD. IMPERATIVE. VERBAL PERIPHRAIS. VOCABULARY CONNECTED WITH THE BODY, MOVEMENTS AND SPORTS.

READINGS

Texts and practice of Unit 10 from the course book *Tasks and Projects-Level 1*

WEEK 12

FINAL TASK: GET TO KNOW A SOCIAL MOVEMENT AND PRESENT IT TO THE CLASS.

CONTENTS:

COMMUNICATIVE: GIVE OPINIONS. EXPRESS WISHES AND CLAIMS. NARRATE IN THE PAST. EXPRESS PURPOSE.

LINGUISTIC RESOURCES: SUBJUNCTIVE MOOD IN EXPRESSING WISHES, CLAIMS AND PURPOSE. SUBJUNCTIVE AND INDICATIVE MOOD IN GIVING OPINIONS. VOCABULARY CONNECTED TO SOCIAL MOVEMENTS.

READINGS

Texts and practice of Unit 11 from the course book *Tasks and Projects-Level 1*

WEEK 13

FINAL TASK: ORAL PRESENTATION OF A TOPIC OF ANOTHER SUBJECT.

CONTENTS:

COMMUNICATIVE: GIVE ADVICE AND RECOMMEND, PRACTICE FORMAL ORAL PRESENTATIONS.

LINGUISTIC RESOURCES: STRUCTURE OF AN ORAL PRESENTATION. VOCABULARY CONNECTED TO THE TOPICS CHOSEN BY STUDENTS.

READINGS

Texts and practice of Unit 12 from the course book *Tasks and Projects-Level 1*

WEEK 14

FINAL TASK: THE DEBATE. Debate about a topic

CONTENTS

COMMUNICATIVE CONTENTS: CONTRAST OPINIONS ABOUT THE SAME TOPIC.

LINGUISTIC RESOURCES: STRUCTURE OF A DEBATE. SPECIFIC VOCABULARY OF THE ISSUES TO DEBATE. EXPRESSIONS OF AGREEMENT AND DISAGREEMENT, OBJECTIONS. STRUCTURES WITH INDICATIVE/SUBJUNCTIVE. EXPRESSIONS OF OPINION.

READINGS

Texts and practice of Unit 13 from the course book *Tasks and Projects-Level 1*

WEEK 15

FINAL TASK: PLAN A PERSONAL PROJECT FOR A NEAR FUTURE

CONTENTS

COMMUNICATIVE CONTENTS: ORGANIZE THE PERSONAL PROJECT AND PRESENT IT AS A FINAL PROJECT

LINGUISTIC RESOURCES: REVIEW OF ALL VERBAL TENSES, VOCABULARY CONNECTORS, ADJECTIVES, ETC

READINGS

Texts and practice of Unit 14 from the course book *Tasks and Projects-Level 1*

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 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 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.