

ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



**Spanish ab initio
HANDBOOK
2017-18**

Why study Spanish?

Spanish is the second most widely-spoken language globally, with about 400 million speakers. It is an official language of 21 different countries, which are dispersed over four continents and the Caribbean Sea. The sheer quantity of diversity within the Spanish-speaking world is staggering, and having functional language skills in Spanish opens a myriad of doors to students. These opportunities may be as simple as travel for pleasure, or as specialised as studying the incredible biodiversity represented in Latin America. In the context of SJIIM, where students are often multilingual upon entering the school, adding this language to their skill set makes them an asset in nearly every corner of the globe.

Spanish ab initio is organized into three thematic areas: the individual and society, work and entertainment, urban and rural environments. Each area consists of a list of topics that offer students the opportunity to practice and explore the language while developing intercultural understanding.

Approaches to teaching and learning in Spanish ab initio

Teaching and learning in Spanish ab initio is consistent with the IB learner profile and the pedagogical principles that underpin the IB programmes: the promotion of critical and creative thinking skills, and metacognition.

In Spanish, one can expect to see the following taking place:

Communication:

Students learn to exchange thoughts, messages and information effectively through personal interaction, reading, writing and culturally appropriate gestures. A huge amount of new grammar is introduced alongside new vocabulary and students must adapt quickly to make sense of what they see and hear, and be able to express more complex ideas by using the variety of grammar and vocabulary in both written and oral (presentation and interactive) forms.

Thinking:

From a content point of view, students analyse and evaluate issues and ideas that arise from being exposed to more authentic texts relating to cultural differences between Spanish-speaking cultures and other cultures. Students are required to generate novel ideas and consider new perspectives based on texts read. These, for example, are up-to-date texts from the internet and current news via the CCTV and other sources selected by the teacher. Through a wide and varied offer of readings and listening, students, while they may not know the meaning of each word written, will be able to deduce approximate meaning of words in a new context. They use these linguistic skills and knowledge in multiple contexts, including listening, reading, writing and speaking.

Self-Management:

Students start to develop a mind-set whereby they accept that they will no longer know every word on the page. They learn to make educated guesses about the meaning of words based on the context and familiar language surrounding the word.

They develop a certain resilience and perseverance with regard to making meaning in unfamiliar contexts. The reading materials relating to the topics studied provide a wide range of readings. While the material recommended by the teacher cannot all be covered in class, students are asked to read in their own time.

Social Skills:

The IB mission statement encourages students to “understand that other people, with their differences, can also be right.” In the context of second language acquisition this could not be more appropriate. Through exposure to authentic texts, videos and people, students begin to understand that while a particular trait may be strange or even unacceptable in one society, it is encouraged and accepted in another. From the point of view of a learner, collaborative activities give students an opportunity to engage in discussion and to be exposed to alternative points of view, which means that “cooperative learning and critical reflection are natural allies” (Kagan 2003). To this end, students work in pairs or groups to apply strategies to decipher meaning from texts, discover creative ways of remembering words etc.

Research Skills:

“In the Internet world, the ease of finding something obscures the difficulty of finding the right thing” (Gustavson and Nall 2011: 291). The written assignment requires students to conduct their own research, not necessarily, but often online. Students are taught and then call on their research and critical thinking skills to select relevant texts upon which to base an exploration of one of the Core topics.

Spanish ab initio and the IB learner profile

While you progress through your diploma programme studies and activities, you will develop a number of attributes. The IB calls this the IB “learner profile”. This table shows you what the learner profile attributes are and some examples of how Spanish develops those attributes.

We hope you will become ...	Example in Spanish
Inquirers	Students will explore a variety of texts both in class and outside of class. They will be required to do research that involves current sources (for example, travel blogs, websites in Spanish, and news articles) and synthesize their findings.
Knowledgeable	Students are encouraged to apply their knowledge to a variety of disciplines. They will study topics that relate, directly or indirectly, to other courses and will be required to make those connections in Spanish.
Thinkers	Students are encouraged to use their unique strengths in order to analyse, evaluate, and synthesise their thoughts in a creative manner.
Communicators	Students will learn to communicate in writing and speaking

	through a variety of media. This certainly requires consistent study of vocabulary and grammar, and may include culturally appropriate gestures.
Principled	Students are exposed to a plethora of cultures throughout the Spanish-speaking world. There are many cultural differences between each of these, and a goal of this course is to foster a receptive attitude towards those differences.
Open-minded	Students will learn about and evaluate customs and traditions in other cultures in a non-judgmental manner. This is key to learning a new language, as culture and language are inherently connected.
Caring	Students are encouraged to develop empathy for people with different experiences than their own. This is demonstrated by the teacher, and cultivated in students through daily discussions, homework assignments, and long-term projects.
Risk-takers	Students are highly encouraged to speak during class, regardless of how "correct" their speaking may currently be. They are encouraged to push their own abilities beyond what the requirements of the course are through speaking, reading, and writing. The required skills are scaffolded so as to ensure the most success possible.
Balanced	Learning a language requires practice and repetition in speaking, writing, listening, and reading. Students will be given ample opportunities to develop these skills so that they are well-rounded communicators.
Reflective	Students are given opportunities to reflect not only on their own results, but on what strategies they utilise in order to achieve their desired results.

Topics studied

- Food and drink
- Shopping
- Personal information, appearance, & character
- Education
- Relationships
- Daily routines
- Physical health
- Sports
- Work
- Entertainment
- Modes of communication
- Technology
- Vacations
- Global issues
- Neighbourhoods & city services
- Physical geography
- Environmental problems
- Weather

Spanish ab initio in the timetable at SJIIM

The IB requires 150 hours of teaching for Spanish ab initio. At SJIIM, Spanish ab initio is allocated two double lessons per week.

The IB Spanish ab initio Assessment

Spanish ab initio assessment, like all IB DP subjects, consists of two “components”.

The first of these is the External Assessment (EA) which will be examined in the examination papers at the end of the course. Completed examination papers are sent to IB and marked by IB examiners.

The second of these is the Internal Assessment (IA). In Spanish ab initio, this in an Oral component consist of two parts: Individual Oral and Interactive Oral Activity. The assessment is marked by the teacher according to a set of criteria, then sent to IB and checked by IB moderators.

Assessment will be conducted throughout the course in the areas of listening, speaking, reading and writing. The criteria will be on language accuracy and fluency, appropriateness of language selected for a particular cultural and social context, and whether understanding of the ideas and organization of the language are correct and appropriate. The oral component of the internal assessment will be based on the accuracy and fluency of the language spoken; whether the grammar and vocabulary are correct and idiomatic; to what extent intonation contributes to communication.

The assessment model is summarized below:

Assessment component	Weighting
External assessment	75%
Paper 1 (1 hour 30 minutes):	30%
Receptive skills	25%
Paper 2 (1 hour): Productive skills	20%
Written assignment (2 hours): Receptive and productive skills	

<p>Internal assessment (10 minutes): Interactive skills</p> <p>Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <ul style="list-style-type: none"> • Part 1: Presentation of a visual stimulus (from a choice of two) by the student • Part 2: Follow-up questions on the visual stimulus • Part 3: General conversation including at least two questions on the written assignment 	25%
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IB Spanish ab initio course outline

Year	Term	Topics Covered	Summative Assessment
1	1	Personal information, appearance, character, physical geography, relationships, education	Vocabulary test, writing test
	2	Daily routines, neighbourhoods & city services, sports, work	Vocabulary test, reading/writing test, interactive oral activity
	3	Global issues, food & drink	Vocabulary test, reading/writing test, interactive oral activity

Year	Term	Topics Learned	Summative Assessment
2	1	Physical health, entertainment, food & drink, technology, shopping	Written assignment, interactive oral activity
	2	Weather, environmental problems, vacations, modes of communication	MOCK EXAMINATIONS, Internal Assessment
	3	Exam Preparation	Papers 1 & 2

Spanish resources

Textbooks

Diverso 1 by Arija, Vinals, & Gambluch.

Memory of Fire by Eduardo Galeano

Websites and apps

<http://www.antonioluna.org/p/spanish-ab-initio.html>

<https://www.mecd.gob.es/reinounido/publicaciones-materiales/publicaciones.html>

<http://www.veintemundos.com/>

<http://duolingo.com/>

<http://elmundoconene.delearte.com/>

<http://zachary-jones.com/zambombazo/>

This list is growing all the time so do keep a look out.