**SPAN3028 SPANISH FOR BUSINESS AND INTERCULTURAL COMMUNICATION**

**The University of Hong Kong, School of Modern Languages and Cultures, Spanish Programme**

**and**

**Universidad ICESI, Cali, Colombia**

**TASK: Spanish-speaking-Asian Business Project**

This is a collaborative project aimed at designing a Sino-Hispanic project in Spanish. It can be a business project, an educational project, or a non-for-profit NGO project. Students need to propose an idea for such a project based on the current socio-economic conjunctures of the areas studied with the guidance of the teachers. During the elaboration of this project, students must take into account the existing trend in trade between the business communities of the regions studied, as well as the diplomatic relations between them. They should also show some understanding of well-known administrative procedures that are typically required in order to carry out similar projects. This knowledge can be based on information published on websites, in the press, and on scholarly publications that are accessible to the general public.

**Objectives:**

At the end of this exercise, students will

- Acquire some knowledge about trade and international relations between China and a Spanish-speaking country in a collaborative manner, with teachers and classmates based in China and Colombia
- Develop a capacity to work in (multicultural) teams
- Develop their intercultural competence
- Improve their capacity to present an academic project
- Improve their spoken and written Spanish for professional purposes
- Learn how to manage their time in global teams
- Become aware of the benefits of adopting a global perspective to the design and implementation of bilateral or global projects.

**Task Dynamics:**

- Teachers and students introduce themselves via a video uploaded to **Flip**.

- **All meet in hybrid mode** to know each other better and explain the task.

- **The teachers form pairs** or groups of three students.

- As for the student project, **first,** each group **proposes a project.** Students need to carry out a market research, gather resources on international relations or administrative procedures that are relevant to the proposed project (Does a similar project exist already? How many customers or users do you expect to attract? What are the risk factors that could prevent this project from becoming successful?, etc.) **In this phase, the interaction among the members of each group is spoken (in Spanish), and they also exchange articles and notes.**

- **Secondly,** once the teachers review the project, students prepare an academic poster following the course guidelines. The poster must contain details such as a project title, clear objectives, a timeline for the project's development, and a description of the geographical areas where the project will be developed, the human resources needed, the projected investment, and the bibliography that informs the project. Each student will

submit the poster to his/her teacher (i.e. ICESI students will submit their poster at ICESI and HKU students will do the same at HKU). The poster submitted by both members of a group must be the same. Each of the teachers will provide feedback and students will then discuss the feedback with their peers. **The assessment criteria for the poster is below\*. The poster weighs 10% of the course grade.**

- **Thirdly:** Students take the teacher's feedback into account and continue developing their ideas. They record a 6-minute (for a pair) or slightly longer (for a group of three students) video in which they describe their final project. Students must record their presentations synchronously in a single video. They must not record each intervention separately and then edit the video. The poster will serve as their supporting document so there is no need to create another document for the presentation. The posters can be briefly projected in the meeting but avoid sharing them continuously as the focus must be on the presenters. In the video, students can pretend to be at a conference explaining their project to the audience who has shown an interest in it. They may anticipate questions and try to persuade the audience that theirs is the best project. **Relative course weight: 15%. Assessment criteria for the video presentation\*\*.**

- Respect copyright laws and avoid plagiarism.

- On Moodle, you may attach a reference list if you are not able to fit your bibliography in the poster.

Some guidelines on how to create a poster

- https://www.youtube.com/watch?v=J6n8VFs9WYE
- https://www.youtube.com/watch?v=ajLX38p5uL8
- https://www.elbichologo.com/guia-poster-congreso/

**Documents to be submitted:**

- An academic poster

- A 6-minute video

- Optional: A Word document with a reference list (preferably in APA).

**Deadlines:** HKU students must check the deadlines for each of the steps on Moodle.

**Peer Review for HKU students**: Additionally, you may provide feedback on your classmates' projects and presentations through a discussion forum on Moodle. This is yet another opportunity to improve your course participation grade. Please check pages 122 and 127 of your textbook for ideas on how to provide a useful and constructive critique, and the table at the end of this document.

# ASSESSMENT CRITERIA

## * Assessment Criteria for the Academic Poster

- Degree of adequacy to the task proposed
- Degree of Sino-Hispanic integration and demonstration of a global and an intercultural awareness
- Clear and attractive presentation
- Academic depth (reliability, use of updated data, depth)
- Variety of factors taken into account
- Quality of the references used
- Linguistic correction

## ** Assessment Criteria for the Video

| CONTENT |
|---|
| Degree to which the presentation is adequate for the task, the complexity of the project and the depth of knowledge and intercultural competence exhibited. |
| COMMUNICATION |
| Clarity, attention to the viewer as evidenced in gestures, attention, use of questions, structuring devices, anticipation of doubts, explanation of terms or background knowledge that might be difficult to understand by the general public. Use of adequate register (formal/informal/semiformal). |
| VARIETY |
| Variety in the use of vocabulary and sentence structures. Richness of expressive devices. |
| CORRECTION |
| Level of linguistic correction at a B1 level of the Common European Framework of Reference for Languages. |

## Grade Descriptors

| | |
|---|---|
| **A** | El contenido se adecúa perfectamente a la propuesta del ejercicio y al enfoque del curso.<br>Se comunica de forma fluida hablando sin necesidad de leer un papel.<br>La presentación está bien estructurada.<br>Usa vocabulario específico cuando es necesario para expresarse con precisión y elegancia.<br>Hace un uso excelente de la gramática y su pronunciación es buena.<br>Usa un registro formal.<br>Es original y se presenta de forma persuasiva. |
| **B** | El contenido se adecúa a la propuesta del ejercicio y al enfoque del curso.<br>Se comunica bien hablando con el apoyo de textos escritos.<br>Su texto está estructurado pero el público no percibe bien a simple vista la organización de las ideas porque no las destaca.<br>Usa vocabulario específico de vez en cuando pero predomina el vocabulario de la lengua general.<br>En general hace buen uso de la gramática y el vocabulario aunque comete errores ocasionales.<br>Usa un registro formal.<br>No es necesariamente original pero está bien fundamentado. |
| **C** | El contenido no está estrictamente relacionado con la propuesta y/o no se adecúa al enfoque del curso en general.<br>Lee bastante para poder hablar seguido. Habla con cierta fluidez pero no mucha espontaneidad.<br>La estructura de su exposición no está muy clara.<br>Su pronunciación es deficiente, aunque se le entiende.<br>No formula preguntas a su compañero/a.<br>Comete errores gramaticales y de vocabulario con regularidad.<br>A veces mezcla expresiones del registro formal con expresiones propias del registro familiar/coloquial. |
| **D** | El contenido no está relacionado con la propuesta y/o no se adecúa al enfoque del curso en general.<br>Lee todo el tiempo para poder hablar seguido.<br>La estructura de su exposición no está clara.<br>Habla con poca fluidez.<br>No formula preguntas.<br>Su pronunciación es deficiente. Resulta difícil entender bastantes palabras.<br>Comete errores gramaticales y de vocabulario con mucha frecuencia y esto dificulta mucho la compresión.<br>Mezcla expresiones del registro formal con expresiones propias del registro familiar/coloquial. |
| **F** | El contenido no está relacionado con la propuesta y/o no se adecúa al enfoque del curso en absoluto.<br>Lee todo el tiempo pero aun así no puede hablar con fluidez.<br>Habla con muy poca fluidez.<br>No formula preguntas.<br>Casi no se entiende nada de lo que dice.<br>La estructura de su texto no está nada clara.<br>Comete errores gramaticales y de vocabulario constantemente y esto impide la compresión.<br>Mezcla expresiones del registro formal con expresiones propias del registro familiar/coloquial. |

**Peer Feedback**

| GROUP NUMBER: | Your Classmates' Project Title: |
|---|---|
| Is it an innovative project? | |
| Do students appear to be well informed about current trends in trade and diplomatic relations between these two areas of the world? | |
| Have they presented their project clearly? | |
| Are the poster and videos of good quality? | |
| Other aspects to be considered | |

**Peer Feedback**