

RESEARCH BASED ESSAY

Describe el trasfondo social de la película que has estudiado. ¿Es el trasfondo social importante en la película? (German exam, June 2015)

'Volver' (2006) es una película dirigida por Pedro Almodóvar que cuenta la historia de "tres generaciones de mujeres que sobreviven al viento solano, al fuego, a la locura, a la superstición e incluso a la muerte a base de bondad, mentiras y una vitalidad sin límites".

'Volver' muestra de forma realista el trasfondo social y cultural de la España de finales del siglo XX. Almodóvar eligió su tierra para presentar 'Volver', una "tragicomedia costumbrista", en la que La Mancha se convierte en centro y protagonista.

El primer elemento del trasfondo cultural en la película son los molinos de viento. Estos pueden verse en algunas escenas de la película y hacen referencia a 'Don Quijote de la Mancha'. Por lo tanto, los molinos representan a las nuevas generaciones y a las generaciones más antiguas. Asimismo, también simbolizan el viento solano que alude a la locura.

La tierra roja, los campos amarillos, los olivos verdes y las paredes blancas de las casas adornan la vida de los pueblos, una vida que gira en torno a un patio. En 'Volver' hay, según Almodóvar, un "homenaje al patio manchego". Otro importante elemento del trasfondo social es la figura de la vecina, que aparece como una extensión de la familia.

Por otro lado, Almodóvar tiene un recuerdo muy especial de cuando él acompañaba a su madre a lavar al río. "Los recuerdos más alegres de mi infancia están relacionados con el río", recuerda. En 'Volver', Raimundo entierra a su marido a la orilla del río Júcar. "El río es una de tantas metáforas del tiempo", teoriza el afamado director de cine Pedro Almodóvar.

La película gira en torno al mundo de las mujeres, que viven atrapadas en relaciones convencionales, donde la figura masculina sobrepasa los límites del poder y sobreviven a través del rechazo a la realidad, que es posible gracias a su imaginación.

Además, es importante la naturalidad con la que se habla de un mundo en los límites entre el sueño y la realidad. Esto permite que Almodóvar no tenga que recurrir a efectos especiales para traer del más allá a Carmen Maura.

En conclusión el trasfondo social conecta con los personajes y el argumento de la película, ya que gracias a él comprendemos la reacción de estos ante fantasmas como los fantasmas. (330 words).

Bibliografía

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Edexcel Research Based Essay Spanish

Jill Kilsby



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"¡Pero Ya Sé Español!" Laura Elizabeth Sharp,2009

Research Question s How does scaffolding of in class debates and peer evaluations improve students academic persuasive writing How did students express self efficacy about writing in English and Spanish over the course of the study Research Activities Context This inquiry targeted the needs of my Spanish Language AP class which consisted of twelve seniors and two juniors Seven students were classified as English Language Learners and another five students have been re designated All of my students were considered to be native heritage speakers of Spanish Instructional Approach The inquiry lasted four weeks and was divided into two equal phases The first phase was completed prior to winter vacation in December the second phase was completed in January Students prepared for and participated in debates as a means of showing them how an effective argument is created The debates targeted two issues the drug trafficking problem in Mexico and the controversy surrounding immigration and amnesty Students then participated in scaffolded activities to explore how to write argumentative essays These activities included class analysis of argument structure in their peers essays the use of graphic organizers and structured peer editing workshops Data Gathering Data collection included a baseline and outcome quick write the first drafts and the final essays turned in by the students as the primary achievement data Students also completed surveys which asked them to specify their degree of confidence while writing in English and Spanish Finally observations were taken during student work days in preparation for the debate and peer editing workshops The observation data were behavior notes taken every 10 minutes examining a student s level of engagement on the task at hand Findings and

Conclusions Comparisons of the baseline and outcome data indicate that the majority of students had a much better understanding of the structure and content of an argumentative essay after the intervention The majority of students 54% wrote more in the outcome data essays than in the baseline data essays Furthermore 85% of students included some sort of representation of the other side in their second essay A rebuttal is a key component of an effective argument which zero students included on their first essay The findings of the intervention achievement data suggests that scaffolding peer editing and revising stabilize and standardize the essays turned in For example although 42% of students wrote less in regards to the number of paragraphs 75% of students still expressed the same number of ideas typically three for a standard five paragraph essay Confidence results indicated that the percentage of students who rated their confidence levels as high while writing a persuasive essay in Spanish grew throughout the course of the study 43% rated their confidence levels as high prior to the intervention 60% half way through the intervention and 64% after the intervention Grade Level Grades 11 and 12 Data Collection Methods Student writing student survey observation field notes Project Descriptors Argumentative persuasive writing debate native Spanish speakers A Spanish Curriculum that Reflects Research on Second Language Acquisition Jennifer H. Taylor, Gratz College. RTC Division, 2003

Decoding **Edexcel Research Based Essay Spanish**: Revealing the Captivating Potential of Verbal Expression

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