

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF HUMANITIES AND EDUCATION
CENTRE FOR LANGUAGE LEARNING**

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 1A PORTUGUESE

SEMESTER: I

LEVEL: I

PREREQUISITES: NONE

COURSE DESCRIPTION:

This beginners' Portuguese course introduces students to Portuguese and some aspects of Lusophone culture and daily life. Classes are conducted as far as possible in the target language to give students maximum exposure. During this course, students will develop an ability to communicate in basic Portuguese in day-to-day situations relating to their personal lives.

Students of this course are not required to have any prior, formal academic knowledge of the language. The course is designed to develop the learners' communicative, linguistic, and intercultural competences. To this end, the focus will be on the development of the four predominant skills involved in language learning (speaking, listening, reading and writing). Students will be introduced to various Portuguese language and culture points throughout the semester. Upon completion of this course, students should have the knowledge and skills and demonstrate the attitudes expected at Level A1 of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> in Reading, Writing, Listening and Speaking.

There are four (4) hours of class per week over the semester. In addition, students are expected to spend an additional four (4) hours in independent study to review and consolidate work done in class.

Students will be guided in a way that will make them take responsibility for their own learning as they slowly gain autonomy in their language-learning experiences. Their tutor, using the course textbook with accompanying teaching resources, films or documentaries, as well as web-based resources, will provide them with the needed scaffolding to stimulate their language learning.

COURSE RATIONALE:

The aim of this course as every other language course at the CLL is to enable students to participate in the target language at the particular level. It is designed for persons who are interested in interacting with Portuguese-speaking people in a way that would permit them to pursue social and professional goals in the Lusophone world. Attention is therefore given to studying the culture as well as the use of the language. This course establishes a foundation that will allow students to continue their studies in Portuguese. Upon successful completion of this course, students will be eligible to begin Level 1B Portuguese.

COORDINATOR INFORMATION:

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Tutor information

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LETTER TO THE STUDENT

Dear Student,

Welcome to the Level 1A Portuguese class this semester. You have the opportunity to learn one of the world's major languages which is spoken by over 230 million people. Portuguese is also one of Trinidad and Tobago's heritage languages. Together we will have a busy semester filled with a variety of interesting language activities.

You should plan to spend as much time in independent study as you spend in class. Much of your success in this class lies in your own hands, because our teaching strategy aims at making you an autonomous learner who takes full charge of your own learning.

As this course will be taught remotely, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

Learning a new language may seem challenging at times but persevere. Feel free to ask for help. You may be pleasantly surprised at how much you can learn in thirteen (13) weeks.

I wish you a fruitful and rewarding language learning experience with us this semester.

Enjoy the experience!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT:

This course focuses on situations and activities that students would most likely encounter early in the language-learning process. Below is an indicative list of communicative skills and grammar the course will cover.

The course calendar presents information on all aspects of the course in greater detail.

Communicative skills

- Topics such as introductions, expressions of courtesy, description of people and places.

Grammar

- Articles and nouns, Verb forms, adjectives, numbers, dates, times, question words.

GOALS/AIMS:

This course aims to help students:

- Develop basic competence in the four skills (listening, speaking, reading and writing);
- Acquire basic grammatical concepts;
- Develop an initial ability to communicate in Portuguese;
- Gain insight into aspects of Lusophone life and culture.

GENERAL OBJECTIVES:

This course intends to help students perform at the Level of the CEFR Basic User A1.

The A1 user can:

- Understand and use familiar everyday expressions and very basic phrases aimed at satisfying needs of a concrete type;
- Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has;
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Identify some basic elements of the sound and the grammar of the target language;
- Recognise familiar words and phrases concerning themselves and their immediate surroundings in spoken language;
- Interact orally in a simple way to address their immediate needs or discuss familiar topics;
- Use the language to communicate while carrying out a limited range of predictable and simple language tasks;
- Write basic personal information;
- Demonstrate an awareness and understanding of some elements of Lusophone culture.

ASSIGNMENTS:

Typical assignments

Students will be required to:

- Listen and respond to basic information e.g. familiar words about oneself and family, greetings, farewells, expressions of politeness etc.
- Recognise and respond to greetings using simple salutations; ask and respond to simple questions; use simple sentences to describe oneself, family members, friends etc.
- Identify specific information such as numbers, days of the week and places on signs, notices, posters, in short texts, etc.
- Complete simple biographical information, such as nationality, age etc.

Assessment for this course will take place in person at the CLL in weeks 7 and 13. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% Test 1, 50% Test 2 and 5% class participation. Both Tests 1 and 2 assess the four skills: listening, reading, speaking and writing

Test 1 Week 7 (45%)	Oral Test 1 (15 marks)
	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1 (10 marks)
Test 2 Week 13 (50%)	Listening Quiz 2 (15 marks) Reading Quiz 2 (10 marks) Writing Task 2 (10 marks) Oral Test 2 (15 marks)
Participation (5 %)	Participation (5 marks)

1. Test 1 50% (Week 7)

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare the role play. The test will take place in Week 7. **15 marks**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

2. Test 2 (Weeks 13): 50%

- Reading test 2 **10 marks**

- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

3. Participation

Participation and attendance. **5 marks**

ATTENDANCE AND PARTICIPATION RUBRIC	
5 marks	Student attended at least 10 sessions for Saturday classes and 20 sessions for week classes or more and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral) demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette.
4 marks	Student attended at least 8 or 9 sessions for Saturday classes and 16-18 sessions for week classes and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.
3 marks	Student attended 6 or 7 sessions for Saturday classes and 12-14 sessions for week classes sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.
2 marks	Student attended 5 sessions for Saturday classes and 10 sessions for week classes sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.
1 mark	Student attended less than 5 sessions for Saturday classes and 10 sessions for week classes. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette.

ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

COURSE EVALUATION:

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid- and end-of-semester student feedback questionnaire.

TEACHING/LEARNING STRATEGIES:

Interactive sessions: While some of the class will involve direct teaching, language classes are not lecture-type classes, but sessions requiring the active participation of all learners. Classes will therefore be highly interactive with teachers using and encouraging the use of the target language.

Use of target language: A defining characteristic of a modern communicative language programme is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Students will be expected to recognise and use Portuguese in a way which is consistent with the competence of an A1 learner.

Development of learner autonomy: An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence. This autonomy will be guided and developed alongside their classroom learning. At this level, for example, students are encouraged to develop and apply appropriate language-learning strategies to support communication in Portuguese. Students' learning experience will usually involve exposure to various forms of language learning technology, both in and out of class.

Collaborative work: Finally, students will be expected to work in cooperative and collaborative ways with an attitude of mutual consideration and respect towards their peers.

Synchronous Online and Face-to-Face Sessions

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

RESOURCES:

Required text:

Klobucka, A., Jouët-Pastré, C., Sobral, P., De Biaji Moreira, M. & Hutchinson, A. (2011/2012). *Ponto de Encontro, Portuguese as a World Language (2nd ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.

COURSE CALENDAR

Week 1	Preliminary Unit The Sounds of vowels and consonants Greetings and good-byes Introductions Expressions of Courtesy
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	Pronunciation Exercises
Week 2	Preliminary Unit Spelling in Portuguese Identifying and describing people. Locating objects Using numbers from 0-99 Expressing dates Telling time Pronunciation Exercises
Week 3	Preliminary Unit/Unit 1 Using classroom expressions Asking for and providing information Question words Pronunciation exercises
Week 4	Unit 1 Subject pronouns Present tense of regular –ar verbs Pronunciation exercises
Week 5	Unit 1 Expressing needs, likes and dislikes Articles and nouns Contractions of a, de, em with articles Film/interview
Week 6	Unit 1 Present tense of the verb estar Some regular -er and –ir verbs Culture highlights/ Oral Exam
Week 7	REVISION AND PRACTICE Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1 Cultural experience
Week 8	Unit 2 Asking about and describing persons, animals, places and things Expressing nationality and place of origin Talking about ethnic and cultural diversity Adjectives
Week 9	Unit 2 Expressing where and when events take place Present tense and some uses of the verb ser
Week 10	Unit 2 Ser and estar with adjectives Film/interview
Week 11	Unit 2

	Expressing possession Possessive adjectives
Week 12	Unit 2 Idiomatic expressions with estar Culture highlights Review
Week 13	REVISION AND PRACTICE Reading comprehension test 2 Listening comprehension test 2 Writing test 2 Oral test 2 Cultural experience

ADDITIONAL INFORMATION:

Attendance is compulsory, not only because students may be debarred from Test 2 if they are present for fewer than 75% of the classes, but also because language learning is incremental. Students need to work at their language learning regularly, both in class and out of class to consolidate what they have learnt.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teachers and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.
- Remember to spend some time on all the skills.
- Listen to Portuguese music and watch movies in Portuguese much as possible.

GRADING SYSTEM:

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90 and over	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			

Although a passing grade is 50%, we recommend that students not continue unless they have a minimum grade of 60%.