

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

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 1B SPANISH

SEMESTER: I, II, Mid-Year Programme

LEVEL: 1

PREREQUISITES: LEVEL 1A SPANISH or equivalent.

COURSE DESCRIPTION

Candidates for this course should have some prior, formal academic knowledge of the language. This course will build on the skills learnt in LEVEL 1A Spanish and aims to enhance the learner's ability to communicate effectively in Spanish. The tutors will continue to promote and foster communicative and cultural competence. To this end, the focus of each session (face-to-face or synchronous online) will be on the continued development of the four predominant skills involved in language learning (speaking, listening, reading and writing).

The course consists of four contact hours per week. As the semester progresses, learners will continue to develop the ability to communicate in the target language in predictable everyday situations. Participants are expected to work independently outside of the classroom to strengthen what is studied in the classroom, which will enable them to continue to develop their autonomy in the language learning process.

COURSE RATIONALE

This course will give students the opportunity to further their study of one of the languages spoken in the Caribbean region. The purpose of this course is to continue to provide students with the basic communicative skills necessary to function in predictable everyday situations. Students will continue to acquire learning strategies to support them in this endeavour.

COORDINATOR INFORMATION

Name: Dr Diego Mideros
Email: Diego.Mideros@sta.uwi.edu
Office Hours: Monday and Wednesday 12 – 1 pm by appointment

LETTER TO THE STUDENT

Dear Student,

Welcome to your second semester of Spanish at the CLL! It is hoped that you are here because you either have a clear interest in the Spanish language and Hispanic culture or your interest was piqued enough in Level 1A Spanish. We hope we can continue to help you develop your language

skills as well as motivate you to expand your cultural knowledge and your ability to be an independent learner. Remember to have your textbook and dictionary for each session.

For those enrolled in remote classes, 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.

We hope you continue to enjoy this educational experience that you've begun!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT

The course focuses on building on students' basic knowledge of the Hispanic language and culture with an aim to achieving an A1+ competence in Spanish. The following are some of the communicative skills and grammatical topics that will be covered in this course.

Communicative skills

- Speaking about daily habits and eating habits, expressing agreement and disagreement, interacting in a restaurant, describing places, talking about skills and past experiences

Grammar

- More basic common verbs, irregular and reflexive verbs; direct object pronouns, prepositions and adverbs of place, the perfect tense.

Greater detail will be provided in the course calendar.

GOALS/AIMS

At the end of this course the student will be on his/her way to becoming a Basic User A1+ according to the Common European Framework of Reference (CEFR) for the language. A more detailed description can be found at <https://bit.ly/1SrYDpO>.

This course aims to help students:

- Move from the A1 to A1+ level in reading, writing and listening
- Practice their conversation skills – A1 level

- Further their understanding of Spanish grammar and syntax
- Know further characteristics of life and culture in the Hispanic world
- Continue to develop themselves as adult language learners
- Promote independent and autonomous language learning

GENERAL OBJECTIVES

Students in this level will be able to:

- Understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type
- Introduce and speak about others providing descriptions about their physical appearance, personality, interests, and occupation
- Ask and answer questions about personal details about personal, academic, and professional spheres of life
- Interact in a simple way in familiar and predictable situations

LEARNING OUTCOMES

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

- Recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life such as daily habits, food and eating habits, the city, among others
- Understand short, simple texts picking up familiar names, words and basic phrases and rereading as required
- Interact in a simple way rephrasing and repairing when necessary
- Ask and answer simple questions about eating and other habits, places in a town or city, past events
- Initiate and respond to simple statements in areas of immediate need or on topics related to the course
- Take part in a simple conversation on a predictable topic, e.g. his/her home country, family, school, daily habits, past events, etc
- Give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) and relevant to the course using simple words and the structures studied in the course

COURSE ASSESSMENT

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)
Final Test (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 45% (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 50% (Week 13)

- 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 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 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 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. 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. 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.

TEACHING/LEARNING STRATEGIES

This course is designed to develop the level of communicative competence of the students by using, the textbook, exercises designed for their level as well as authentic materials where appropriate. It also sensitizes participants to some aspects of Hispanic culture. The course will place special emphasis on developing communicative skills (listening and speaking). Authentic audio material as well as material tailored for this level will be used while we will work on reading and writing skills, a communicative approach will be used during every session.

Synchronous Online 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

COURSE EVALUATION

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

RESOURCES

Required reading

Corpas, J., García, E., Garmendia, A. (2013). *Aula Internacional 1 Nueva Edición* (Units 5–10). Difusión. ISBN: 9788415640097

Students will use internet resources provided by the tutor to review, revise and practice their language learning skills.

HOW TO STUDY FOR THIS COURSE

Students are required to attend their online sessions for a total of 4 hours per week. Remember that you must attend 75% of classes in order to be eligible for the final test.

Manage your time well. We recommend that students spend at least 3-4 hours per week engaged in studying. This includes reviewing your notes and ensuring that concepts are understood. Jot down any questions you may want to research or ask the tutor. This is also the time you take to complete your assignments. It is important to read up on what you have learnt and practice with a partner, perhaps someone from your class or another class, but at your level or higher.

Preparation time: 2 hours per week. Have a look at the course outline and review or research the material for the upcoming class. Make a note of any questions that may arise, after the explanation by the tutor it may be clearer, if not, ask your question.

COURSE CALENDAR

Level 1B Spanish *Aula Internacional 1*: Units 5 – 9

Week Assessment	Unit	Title	Communicative objectives	Grammar	Vocabulary
1	5	YOUR FRIENDS ARE MY FRIENDS (TUS AMIGOS SON MIS AMIGOS) Introducing and describing a person	To talk about personality and physical appearance	The verb gustar Quantifiers muy, bastante, un poco	Family Adjectives Music
2			To express and to contrast likes and interests To ask about likes To talk about personal relationships	Possessives También/tampoco	
2	6	DAY TO DAY (DÍA A DÍA) Finding out our classmates' habits and giving out awards	To talk about habits	The present indicative for some irregular verbs	The days of the week
3			To express frequency	Reflexive verbs	The different parts of the day
4			To ask for and to express time	Yo también / Yo tampoco / Yo sí / Yo no Primero / Después / Luego	Daily activities
4			To interact in bars and restaurants	The impersonal form of se	Meals of the day

5	7	LET'S EAT! (¡A COMER!) Creating a restaurant's menu and choosing the meals we like	To ask for and to provide information about food	The verbs poner and traer Direct object pronouns: lo, la, lo, las	Food Modes of cooking Typical dishes from Spain and the Hispanic world
6			To talk about eating habits		
7 Test 1	Revision 5, 6, 7	Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1			
8	8	THE IDEAL NEIGHBOURHOOD (EL BARRIO IDEAL) Imagining and describing the ideal neighbourhood	To describe towns, neighbourhoods and cities	Quantifiers: algún, ningún, muchos Prepositions and adverbs of place: a, en, al lado de, lejos, cerca...	Services and places in a city Adjectives to describe a place
9			To talk about what we like about a place		
10	9	DO YOU KNOW HOW TO DRIVE? (¿SABES CONDUCIR?) Choosing the ideal candidate for a job	To talk about past experiences	The perfect tense Saber + infinitive Poder + infinitive	Expressions of frequency Adjectives of character and personality
11			To talk about skills and aptitudes		
12	8 9	Revision	Revision	Revision	Revision
13 Test 2	Reading comprehension test 2 Listening comprehension test 2 Writing test 2 Oral test 2				

GRADING SYSTEM:

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90-100	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			

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