

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

COURSE DOCUMENTATION

**COURSE TITLE: LEVEL 1A SPANISH
SEMESTERS: I, II, Mid-Year Programme
LEVEL: 1**

PREREQUISITES: NONE

COURSE DESCRIPTION:

Candidates for this course are not required to have any prior, formal academic knowledge of the language. At the CLL we are dedicated to the promotion of communicative and cultural competence in our programmes. To this end, the focus of each session will be on the development of the four predominant skills involved in language learning (speaking, listening, reading and writing). Students will also be introduced to various cultural aspects of the language.

The course consists of four contact hours per week. As the semester progresses, learners will develop an initial ability to communicate in the target language in situations relating to their personal lives. In addition, students will be introduced to the concept of learner autonomy in language learning. They are expected to spend time on self-study to prepare for sessions and to review and consolidate work done during sessions.

COURSE RATIONALE:

This course will give students the opportunity to begin the study of one of the languages spoken in the Caribbean region. The purpose of this course is to provide students with the foundation necessary to become independent language learners. Students will become more familiar with the basic learning strategies available to support them in this endeavor.

COORDINATOR INFORMATION:

Name: Dr Diego Mideros
Email: Diego.Mideros@sta.uwi.edu
Office Hours: Monday and Wednesday 4 – 5 pm by appointment

LETTER TO THE STUDENT

Dear Student,

Welcome to your first semester of Spanish with the CLL! It is hoped that you are here because you have a clear interest in the Spanish language and Hispanic culture. We hope we can 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 enjoy this educational experience that begins today!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT:

The course focuses on introducing students to the basics of the Hispanic language and culture. The following are the communicative skills and grammatical topics that will be covered in this course.

Communicative skills

- Introducing and presenting, providing descriptions (physical and personality), conversing about simple, daily schedule and talking about one's family and expressing likes and dislikes.

Grammar

- Basic common verbs and subject pronouns, nouns and articles, some irregular verbs, basic use of the verb '*gustar*', possessive adjectives and the use of '*de*' to denote possession.

Greater detail will be provided in the course calendar.

GOALS/AIMS:

At the end of this course the student will be at the beginner's stage of proficiency, that is 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:

- Begin to develop an A1 level in all the skills (listening, speaking reading and writing)
- Communicate orally and in writing, on a basic level, once the other person is willing to repeat, rephrase and repair
- Develop an understanding of basic Spanish grammar and syntax
- Know further characteristics of life and culture in the Hispanic world
- Develop a basic understanding of themselves as adult language learners

GENERAL OBJECTIVES:

Students in this programme will be able to:

- Understand basic and familiar, written and aural information, designed with a novice learner in mind
- Demonstrate basic competencies in writing
- Develop basic competencies in conversing and interacting 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:

- Recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly
- Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues
- Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate sentences
- Ask and answer simple questions in areas of immediate need or on very familiar topics (e.g. basic personal information, university/work life, family life)
- Use simple phrases and sentences to describe where they live and people they know
- Write a short, simple postcard, for example sending holiday greetings
- Fill in forms with personal details, for example entering name, nationality and address on a hotel registration form

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 (Week 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 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.
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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 programmes. 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 sensitises 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 beginners will be used while we will work on reading and writing skills, a communicative approach will be 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 0–5). 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 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 also important to read up on what you have learnt and practise with a partner, perhaps someone from your class or another class, but at your level.

Preparation time: 2 hours per week. Have a look at the course outline and review or research the material for the upcoming session. 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 1A Spanish *Aula Internacional 1: Units 0 – 5*

Week Assessment	Unit	Title	Communicative objectives	Grammar	Vocabulary
1	0	IN THE CLASSROOM (EN EL AULA) – Learning how to introduce oneself and how to ask classroom related questions, greetings and farewells			
1	1	US (NOSOTROS) Getting to know our classmates	To ask for and to provide personal information	Gender Conjugation of -ar, -er, -ir verbs	Numbers Nationalities
2			To greet and to say goodbye To ask for unknown words	The verbs ser, llamarse y tener	Professions The alphabet
3	2	I WANT TO LEARN SPANISH (QUIERO APRENDER ESPAÑOL) Setting goals for what we want to learn in this course	To express intentions To explain the reasons why we do things	The present indicative Some uses of a, con, de, por, para and porque	Languages Activities in a language class
4			To talk about what we can do in different languages	Definite articles: el, la, los, las Subject personal pronouns Uses of bien, bastante bien, regular, mal	Leisure activities
5	3	WHERE IS SANTIAGO? (¿DÓNDE ESTÁ SANTIAGO?)	To describe places To express existence and location	Some uses of hay The verb estar The superlative	The weather Geography
6			To talk about the weather	Un/una/unos/unas	Tourist places

		Creating a contest about the Hispanic world		Quantifiers: muy, mucho/mucha/muchos /muchas Qué, cuál/cuáles, cuántos/cuántas, dónde, cómo	
7 Test 1	Revision 1, 2, 3	Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1			
8	4	WHICH ONE DO YOU PREFER? (¿CUÁL PREFIERES?) Making a list of the things we need for a weekend away and shopping	To identify objects	Demonstratives: este/esta/estos/estas, esto el/la/los/las + adjective qué + noun, cuál/cuáles tener que + infinitive The verbs ir and preferir	Numbers from 100
9			To express need		Colours
			To shop		Clothing
			To ask for products and prices		Everyday objects
			To speak about preferences		
10	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 Possessives También/tampoco	Family
11			To express and to contrast likes and interests		Adjectives
			To ask about likes		Music
			To talk about personal relationships		
12	4 5	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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