

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

**COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 4A SPANISH**

**SEMESTER: I**

**LEVEL: 1**

**PREREQUISITES: LEVEL 3B SPANISH/SPAN 1106 or a proficiency level of B2.1 in the Common European Frame of Reference (CEFR).**

**COURSE DESCRIPTION**

This course is a communicative course designed to work on the four language skills (reading, writing, listening, and speaking) and build on the work done in Level 3B Spanish. Students will be able to function more independently in all four skills in a variety of familiar situations and topics. The goal is to help students improve their receptive, as well as their speaking and writing skills.

The course consists of four contact hours per week. As the semester progresses alongside the textbook, the lecturer will also provide authentic materials which will enable students to become more familiar with the sociolinguistic and cultural aspects of the Spanish language, as well as further the language practice. The approach of the course is student-centred and as part of the course the lecturer will encourage the student to build strategies to become autonomous learners.

**COURSE RATIONALE**

This course will give students the opportunity to further their study of one of the languages spoken in the Caribbean region. It will equip them with the necessary communicative skills to be able to deal with most situations likely to arise whilst travelling or working in an area where the language is spoken. It will also enable students to acquire new learning strategies.

**COORDINATOR INFORMATION**

**Name:** Dr. Daniela Ramos

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**Office Hours:** Monday and Wednesday 1:00 P.M. – 2:00 P.M. by appointment.

## LETTER TO THE STUDENT

Dear Student,

Welcome to your Level 4A Spanish course at the CLL! You have already grasped an advanced understanding of the language, and we are going to work to get you one step further. 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 find joy and value in this educational experience you've embarked upon!

Warm regards,  
Your tutor

## CONTENT

The course focuses on developing students' knowledge of Hispanic language and culture with an aim to achieving a B2.1 competence in Spanish. The following are the communicative skills and grammar topics that will be covered in this course:

### Communicative skills

- The communicative skills covered in this course include narrating and describing real or imagined anecdotes, referring to and reporting news stories, giving opinions and justifying them, proposing conditions, expressing agreement or disagreement, giving advice, expressing wishes, and discussing hypothetical situations. Students will also describe cities, towns, and travel destinations, talk about personal interests, emotions, and relationships, and participate in debates, assemblies, and group discussions using appropriate register and culturally relevant expressions.

### Grammar

- Grammar topics include a review of past tenses (preterite, imperfect, present perfect, and pluperfect), the use of the passive voice and impersonal constructions with *se*, expressions of opinion with the indicative and subjunctive, the conditional tense, and the present, imperfect, and perfect subjunctive tenses. Students will also practise relative clauses, correlating verb tenses, and using connectors to express cause, consequence, contrast, and sequence, as well as structures to give advice, make recommendations, and discuss hypothetical situations.

***Greater detail will be provided in the course calendar.***

## GOALS/AIMS

At the end of this course the student should be in the intermediate stage of proficiency, on their way to becoming an independent B2.1 user 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:

- Attain and consolidate a strong B2.1 level in reading, writing, listening, and speaking
- 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 programme will be able to:

- Understand, analyse, and actively participate in conversations and discussions on topics such as tourism, media reports, public opinion, lifestyle, and social and cultural issues.
- Communicate ideas, arguments, and opinions with clarity and precision, including giving recommendations, expressing hypothetical conditions, and discussing causes and consequences, using a broad range of grammatical structures (conditional, various subjunctive tenses, passive voice, relative clauses).
- Read, comprehend, and critically evaluate descriptive and factual texts related to travel, city life, media, and social commentary, developing reading strategies for different text types.
- Write structured and coherent short and extended texts, including proposals, descriptions, opinion pieces, and reports, integrating logical connectors, cohesive devices, and appropriate register.
- Expand vocabulary and expressions to discuss topics of personal interest, current events, and abstract concepts, while using language creatively and accurately in both spoken and written forms.

## LEARNING OUTCOMES

By the end of this course, students will:

- Narrate and describe events, personal experiences, and cultural topics related to tourism, city life, and media coverage in an organized and coherent manner.
- Express, justify, and compare opinions on social, cultural, and lifestyle topics such as tourism trends, media influence, urban living, and public behaviour.
- Actively participate in debates, discussions, assemblies, and group tasks using appropriate register, persuasive language, and culturally relevant references.
- Use impersonal expressions (se), subjunctive clauses, and conditional structures to give advice, make recommendations, and express hypothetical situations or consequences.
- Write structured short texts and extended pieces such as opinion essays, travel reports, or proposals, linking ideas with appropriate connectors and cohesive devices.

- Demonstrate a richer, context-appropriate vocabulary in discussions and writing, covering topics like media, politics, tourism, emotions, personal relationships, lifestyle, and education.
- Engage critically with reading materials, extracting main ideas, supporting details, and inferences, and demonstrate understanding through both oral and written responses.

## **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: reading, writing, listening, speaking.

<b>Test 1 Week 7 (45%)</b>	Reading Quiz 1	(10 marks)
	Writing Task 1	(10 marks)
	Listening Quiz 1	(10 marks)
	Speaking Test 1	(15 marks)
<b>Final Test Week 13 (50%)</b>	Reading Quiz 2	(10 marks)
	Writing Task 2	(10 marks)
	Listening Quiz 2	(15 marks)
	Speaking Test 2	(15 marks)
<b>Participation (5 %)</b>	Participation	(5 marks)

### **1. Test 1 (Week 7): 45%**

- 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**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**
- Speaking 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. (Week 7) **15 marks**

### **2. Test 2 (Week 13): 50%**

- Reading test 2 – **10 marks**
- Writing test 2 – **10 marks**
- Listening test 2 – **10 marks**
- Speaking test 2 – **15 marks**

### **3. Participation: 5%**

Participation and attendance - **5 marks**

<b>ATTENDANCE AND PARTICIPATION RUBRIC</b>	
<b>5 marks</b>	Student attended 10 or more sessions 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.
<b>4 marks</b>	Student attended 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.
<b>3 marks</b>	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.
<b>2 marks</b>	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.
<b>1 mark</b>	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 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 this level will be used weekly, while we 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 end-of-semester student feedback questionnaire.

## RESOURCES:

### Required reading

Corpas, J., Garmendia, A., Soriano, C. (2015). *Aula Internacional 4 Nueva Edición* (Units 1–6). Difusión. ISBN 9788415620853

Students will use internet resources provided by the tutor to review, revise and practise 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 4A Spanish - *Aula Internacional 4: Units 1 – 3*

Week <b>Assessment</b>	Unit	Title	Communicative objectives	Grammar	Vocabulary
<b>1</b> <i>(Refresher)</i>	<b>8</b> <b>(3B)</b>	<b>TOURIST BY ACCIDENT (EL TURISTA ACCIDENTAL)</b> Telling real or imagined anecdotes	Resources to tell anecdotes  Resources to show interest when listening to a story  To talk about causes and consequences	Some connectors to talk about causes and consequences: <b>como,</b> <b>porque, así que, de modo que,</b> etc.  The pluperfect tense  Combining the different past tenses in a story (perfect, preterite, imperfect, pluperfect)	Travel  Types of tourism

2 (Refresher)	9 (3B)	<b>WE HAVE TO TALK (TENEMOS QUE HABLAR)</b>  <b>Writing an argument between a couple for a movie script</b>	To express interests and feelings  To talk about relationships  To show agreement in different registers  To soften expressions of disagreement  To present counterarguments	<b>Me fascina / me encanta / odio / no aguanto... que</b> + subjunctive  <b>Me fascina/n / me encanta/n / odio / no aguanto...</b> + subjunctive / infinitive	Verbs to Express interests, feelings and sensations  Resources to show disagreement  Adjectives to describe people's personalities
3 (Refresher)	11 (3B)	<b>A BETTER WORLD (UN MUNDO MEJOR)</b> <b>Making a presentation on a new movement</b>	To assess situations and facts  To express opinions about actions and behaviours	<b>Me parece bien / mal / injusto / ilógico... que</b> + present subjunctive  <b>Está bien / mal que...</b> + present subjunctive  <b>Es injusto / ilógico / fantástico... que</b> + present subjunctive  The conditional  <b>Lo de</b> + infinitive / noun	The environment  Solidarity
4	1	<b>GOOD NEWS (BUENAS NOTICIAS)</b> <b>Becoming the editorial team of a media outlet</b>	To refer to and comment on a news story  To report a news story	Past tenses  Use of the passive voice  Impersonal constructions: <b>se</b> + verb in the 3rd person / use of the 3rd person plural  Anticipation of the direct object	Verbs of information transmission: <b>manifestar</b> , <b>declarar</b> , etc.  Media  Politics and history
5					
6		Revision			
7 Test 1	Reading Comprehension Test 1 Writing Test 1 Listening Comprehension Test 1 Speaking Test 1				

8	2	AND WHAT DO YOU THINK? (¿Y TÚ QUÉ OPINAS?) Hosting a popular assembly	To give our opinion	creo que + indicative, no creo que + subjunctive  es una tontería / impensable + infinitive / subjunctive  solo si / siempre que...  eso de...  en primer / segundo / ... lugar, por último...	Vocabulary for talking about leisure and tourism and the characteristics of cities and towns
9			To evaluate different options  To propose conditions  To argue opinions  To express agreement or disagreement  To refer to other events or interventions		
10	3	I WOULD NEVER DO IT (YO NUNCA LO HARÍA) Deciding which companions can participate in a reality show	To give advice	Some uses of the conditional  te recomiendo / aconsejo / sugiero que + present subjunctive  The imperfect subjunctive  no sabía que...	Sports  Traditions  dar miedo / asco / pánico / pereza / vergüenza...
11			To evoke imaginary situations  To give opinions on actions and conducts  To express wishes  To express lack of knowledge		
12	1 2 3	Revision			
13 Test 2	Reading Comprehension Test 2 Writing Test 2 Listening Comprehension Test 2 Speaking 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			