

Subject Code	ENGL2008
Subject Title	Elementary Spanish I (CEFR A1 I)
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This course aims to introduce the Spanish language and Hispanic cultures to students already bilingual or trilingual in other languages. Students are not expected to have any previous knowledge of Spanish.</p> <p>In particular it will develop students' awareness of how to use their existing knowledge of languages to acquire a basic understanding of Spanish and establish a foundation that will facilitate their further learning of Spanish.</p> <p>This course will develop overall students' communication skills in formal and informal Spanish speaking settings, It will provide students with a platform to begin to understand the cultural traits of the Spanish speaking world.</p> <p>The course aims to be as practical as possible and will use authentic resources to give a true insight into Hispanic culture and Spanish. These will include: media footage (video/audio); printed and electronic media (websites/blogs/newspapers/magazines/books); events taking place in Hong Kong (exhibitions/film openings/presentations/restaurant openings); presentations and talks by Spanish speaking individuals.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Language and cultural related outcomes</p> <ol style="list-style-type: none"> a. Communicate in basic Spanish in a range of formal and informal situations (see subject syllabus below) in written and oral form, using the present tense. b. Identify the tone of a conversation/text and its main message. c. Recognise and articulate communicative and intercultural perceptions, emotions, and oral interaction demonstrating the necessary skills to interact in global and plurilingual contexts such as Spanish-speaking ones.

	<p>d. Be familiar with the relationship between Spanish speaking countries and the rest of the world (in particular the Anglo-Saxon business world and China).</p> <p>Category B: Additional outcomes</p> <p>e. Demonstrate confidence in their communicative and social skills, such as when speaking in public, communicating with foreigners face-to-face and through virtual resources.</p> <p>f. Integrate their views with those of others when working in a team, both face-to-face and in multicultural teams, including showing respect towards others' views, reflecting upon them and developing them further.</p> <p>g. Reflect on, and provide critical analysis to justify decisions involving the use of online tools, including social media, learning how to identify accurate and credible sources, to use them to communicate with others and as a source of information.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Vocabulary and language functionality (to cover the following situations)</p> <ul style="list-style-type: none"> • Introducing yourself and others in formal and informal contexts • Describing oneself and others (and family relationships) • Describing a home, a district, and a city. • Express location and ask/give directions to public and private services. • Describing professions. <p>Phonetics and Orthography</p> <ul style="list-style-type: none"> • The Spanish alphabet (correct pronunciation) • Basic accentuation <p>Grammatical content</p> <ul style="list-style-type: none"> • Key differences between Chinese, English and Spanish grammar and sentence structure. • Gender and number • Determinants and quantifiers • Adverbs (state/frequency/time/place) • Pronouns (personal/possessive)

- Interrogative pronouns
- Prepositions (most used with transport, location, and time expressions)
- Conjunctions (most used)
- Verbs (present tense)
- Most used regular verbs
- Key irregular verbs and stem-vowel change verbs
- Reflexive verbs (daily routine)
- Auxiliary verbs

Cultural/Social content

Spanish speaking countries of the world (basic geography and history)

Famous Hispanic people (alive)

Spain

Argentina

<p>Teaching/ Learning Methodology</p>	<p>The lecturer will:</p> <ul style="list-style-type: none"> • Present the language through everyday situations (authentic situations). • Allow students to use their cognitive powers to identify the overall message transmitted through the language used and then analyse it to discover its exact meaning. • Provide students with material from which they will extract the basic vocabulary to cover their needs at this level. Material to come from real everyday examples. • Allow students to explore and discover the grammatical rules underpinning the language through literary texts, current cinema and electronic media. • Introduce students to different Hispanic cultures through contact with real people and events. • Encourage the use of Spanish as the only language to be used during class. <p>In addition students will be expected to:</p> <ul style="list-style-type: none"> • Attend class and participate. • Complete the exercises provided by the lecturer to practice new structures introduced in class. • Read the materials provided to become familiar with the written word (in all its forms), be aware of its different use depending on the source and the recipient and use it as source for new vocabulary. • Attend events programmed by the lecturer to immerse themselves in Spanish speaking situations. • Carry out written assignments that might include: essays, blogs, facebook entries 								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>						
			<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>	<p>f</p>	<p>g</p>
<p>1.Class and online participation</p>		<p>15%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

2. Team presentation of a cultural topic (in English)	15%			✓	✓	✓	✓	✓
3. Culture, grammar, writing, listening and reading comprehension tests x2	40%	✓	✓	✓	✓			
4. Oral proficiency task: dialogue between two students or similar (in Spanish)	15%	✓	✓				✓	✓
5. Reading assignment	15%	✓	✓	✓				
Total	100 %							

Students will be assessed on a continuous basis. To facilitate language acquisition a wide range of activities is recommended. These will be carried out in teams or individually depending on the activity and the comfort level of the students. They will include: reading comprehensions, presentations, entries in internet based tools, events attendance, written assignments and tests. In addition class attendance and participation will also be taken into account in the final evaluation. Students will be expected to question and think about culture related topics introduced in class and provide their own opinions.

Electronic tools will be used to promote online comments and debate amongst the students and to bring to their attention information on relevant topics.

The use of the tests is key to allow the student and the lecturer to assess the level of knowledge and understanding achieved, to clarify any grey areas and evaluate the overall running of the course.

Student Study Effort Expected	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Assignments and events attendance	44 Hrs.

	<ul style="list-style-type: none"> ▪ Individual reading and practice 	43 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Textbook</p> <p>Vazquez Fernandez, R., Bueso Fernandez, I., Ruiz de Gauna Moreno, M. (2014). <i>Nuevo Prisma A1 (ed. Ampliada) - Libro del alumno</i> (Student's book). Madrid: Edinumen. ISBN 9788498486001</p> <p>Reference materials:</p> <p><i>Collins Spanish Dictionary and Grammar (2008)</i>: Collins. ISBN-10: 0007260547; ISBN-13: 978-0007260546</p> <p><i>Gramática básica del Español con ejercicios</i>, (2001): Edinumen. ISBN-10: 8489756325; ISBN-13: 978-8489756328</p> <p>Other books and material of interest</p> <p>R. Carr (2001). <i>Spain a History</i>: Oxford University Press, USA. ISBN-10: 0192802364; ISBN-13: 978-0192802361</p> <p>J. Michener (1984) <i>Iberia</i>: Fawcett Crest Books by Ballantine Books. ISBN-10: 0449207331; ISBN-13: 978-0449207338</p> <p>E. Williamson (1993). <i>The Penguin History of Latin America</i>: Penguin (Non-Classics). ISBN-10: 0140125590; ISBN-13: 978-0140125597</p> <p>N. Minnis (Editor) (2008). <i>Insight Guides South America</i>: Insight Guides. ISBN-10: 9812587640; ISBN-13: 978-9812587640</p> <p>Online and other tools</p> <p>Blackboard</p>	

Revised by Renia Lopez, Dec 2023