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| Subject Code | ENGL 3017 |
| Subject Title | Intermediate Spanish II – (CEFR A2 - II) |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite | Intermediate Spanish I (CEFR A1 and beginning A2) |
| Objectives | <p>This course aims to allow students to achieve even greater familiarity with the Spanish language and Hispanic cultures. Students are expected to have previous knowledge of Spanish.</p> <p>This course will focus on communication skills.</p> <p>By now students should have a good understanding of basic grammar and will be expected to focus on the acquisition of set expressions. The course will provide more examples of the way “real people” communicate to enable students to gain a better understanding of the use of set expressions and gestures.</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 correct and fluid Spanish in a range of formal and informal situations (see subject syllabus below) using the past tense and the present continuous. b. 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; c. Be aware and respect political, social and cultural issues relating to the Spanish speaking world; <p>Category B: Additional outcomes</p> |

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| | <p>d. 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>e. 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>f. 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"> • Making a complain • Expressing necessity, prohibition and obligation • Agreeing and disagreeing (reflect on the environment) • Talk about the past • Compare the past with the present • Talk about the environment • Give advice and instructions <p>Grammatical content</p> <ul style="list-style-type: none"> • Past tenses • Revision: Possessive pronouns • Regular and irregular verbs in the past tense (imperfect and indefinite) • Revision: Comparisons • The imperative tense (regular and irregular verbs) • Expressing obligation: The use of “poder” (can/be able to) and “deber” (to have to) <ul style="list-style-type: none"> • Prohibitions • Express causality, finality, opposition, consequences <p>Cultural/Social content</p> <ul style="list-style-type: none"> • Puerto Rico • Venezuela • Uruguay • Honduras y El Salvador • Panamá |
| <p>Teaching/Learning</p> | <p>The lecturer will:</p> |

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| <p>Methodology</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 references from which they will extract the vocabulary to cover their needs at this level. Material to come from real everyday examples. • Allow students to explore and discover the popular culture through current media. • Introduce students to the world of Spanish speaking films. • 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, watching films/programmes | | | | | | | |
| <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>1. Class participation</p> | <p>15%</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | |
| <p>2. Team presentation/drama enactment (in Spanish)</p> | <p>10%</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | |
| <p>3. Grammar, listening writing, culture and reading comprehension</p> | <p>35% (Quiz 1- 15%, Quiz 2</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | | | | |

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| | tests x2 | - 20%) | | | | | | |
| | 4. Written assignments: weekly blog | 15% | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | 5. Oral assessment | 15% | ✓ | ✓ | ✓ | | | |
| | 6. Reading assignments | 10% | ✓ | ✓ | ✓ | ✓ | | |
| | Total | 100 % | | | | | | |
| | <p>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 event attendance and class participation will also be taken into account in the final evaluation. Students will be expected to question and think about art/literature related topics introduced in class and provide their own opinions.</p> <p>Electronic tools will be used to promote online comments and debate amongst the students and to bring to their attention information on relevant topics.</p> <p>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. This course focuses on communication, as such an oral assessment is a necessary and important part of the course.</p> | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | |
| | ▪ Seminars | | 39 Hrs. | | | | | |
| | Other student study effort: | | | | | | | |
| | ▪ Assignments and events attendance | | 44 Hrs. | | | | | |
| | ▪ Individual reading and practice | | 43 Hrs. | | | | | |
| | Total student study effort | | 126 Hrs. | | | | | |
| Reading List and | Textbook: | | | | | | | |

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| <p>References</p> | <p>Encina A. Corpas, J. & Gambluch C. <i>Diverso 2 - Libro del alumno + Cuaderno de ejercicios + CD (MP3). Nivel A2</i> . SGEL. ISBN-13: 978-8497788229; ISBN-10: 8497788222</p> <p>For students intending to take the Minor in Spanish: Encina A. Corpas, J. & Gambluch C. <i>Diverso Basico : Level A1+A2: Curso de Español para Jóvenes (Spanish Edition)</i>. SGEL. ISBN/EAN: 8497788230</p> <p>Reference materials:</p> <p><i>Collins Spanish Dictionary and Grammar (2008)</i>: Collins. ISBN-10: 0007260547; ISBN-13: 978-0007260546 <i>Gramática básica del Español con ejercicios</i>, (2001): Edinumen. ISBN-10: 8489756325; ISBN-13: 978-8489756328</p> |
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Revised by Renia Lopez, March 2023