

4.00 credits

45.0 h

Q2


This learning unit is not being organized during this academic year.

Teacher(s)	Garcia Migura Begona ;Lorente Fernandez Paula (coordinator) ;
Language :	Spanish
Place of the course	Louvain-la-Neuve
Prerequisites	<ul style="list-style-type: none"> • Having met the 1st semester course objectives set by the Faculty of Arts. • Having enrolled for this course and included it in one's curriculum. • Simultaneously follow the BAC 1 Spanish classes offered by FIAL
Main themes	<p>The aim of this course is to develop the systematic mastering of the communication and language skills (socio-linguistic and pragmatic) needed in various productive, receptive, interactive and mediating situations, corresponding to an A2-level starting point and a B1.1-level objective of the Common European Framework of Reference for languages.</p> <p>To reach that target, the themes tackled in the course differ from those that are usually addressed when only basic communication skills are aimed at. Conversations, critical reflection and writing activities will be organized about: the family, leisure and points of interest, work, travel and current events, abstract or cultural subjects such as music, cuisine, history or cinema.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> • express themselves using a sufficient amount of vocabulary on most subjects related to everyday life, such as the family, leisure and points of interest, work, travel and current events (language skill: lexis). • communicate with a sufficient amount of self-correction about familiar topics, using good grammatical control, with the general sense remaining clear (language skill: grammar).? • pronounce clearly and intelligibly, even while retaining a distinguishable foreign accent (language skill: phonology). • produce written text in which the learner's use of the spelling code, punctuation and structure can be understood easily and they are understandable overall (language skill: spelling). • use neutral register to respond to a large array of language functions, using the most common expressions (language skill: self-correction). • recognize the most salient rules of politeness and the most significant differences in custom, usage, attitudes, values and beliefs between Hispanic communities and one's own (socio-linguistic skills: self-correction). • implement the flexibility needed to adapt one's discourse and deal with less common situations, using a wide range of simple language, with the aim of expressing the essence of what they want to say (pragmatic skill: discourse competence and flexibility). • intervene in a discussion on a familiar subject, using the language functions needed to draw the interlocutor's attention and be able to launch, pursue or conclude a simple face-to-face conversation on familiar or personal subjects (pragmatic skill: discursive competence and turn-taking). • narrate or describe with relative ease something simple and linear (pragmatic skill: discursive competence and thematic development). • link a series of short, simple and distinct elements into ongoing and coherent discourse (pragmatic skill: discursive competence, coherence and cohesion). • express themselves with a degree of ease, narrate understandably, continue speaking efficiently and without help, even with some formulation problems, pauses and hesitations (pragmatic skill: functional competence and oral self-confidence). • explain the main elements of an idea or problem, with enough accuracy to be able to express one's opinion (pragmatic skill: functional competence and accuracy).

<p>Evaluation methods</p>	<p>The evaluation is continuous with different language communication activities of production (oral and written), reception (oral and written) and interaction (oral and written) and also mediation to be carried out throughout the four-month period with a final test of grammar and vocabulary. The parts of the evaluation are as follows:</p> <ul style="list-style-type: none"> - Oral exercises (40% of total grade): between 1 and 3 individual class presentations throughout the semester (15%); One group presentation (15%); "time bank" exercise (10%). - Vocabulary: 10%. - Final grammar and vocabulary tests: 30%. - Written expression exercises in an E-portfolio: 10%. <p>Successful completion of the course is contingent upon successful completion of each of the assessment parts/ activities.</p> <p>In the June session, the final grade will be made up of these 4 integrated parts (oral exercises; vocabulary; final grammar and vocabulary test; written exercises in an E-portfolio): the success of these parts is essential to demonstrate the skills and knowledge defined in the learning outcomes of the teaching unit. Success can only be achieved by passing each of the assessment parts/activities. The final grade is the weighted average of the different parts. In order to pass this course, the student must obtain 50% of each part of the evaluation, i.e. a minimum of 20/40, 15/30, 5/10 (absorbing grade).</p> <p>The activities "group presentation" and "banco del tiempo" are organized only once per academic year. In the event of a second registration for the examination, the parts of the evaluation remain the same, but the mark relating to these learning activities is then deemed to be attached to each of the examination sessions of the academic year (Article 78. - Exception to article 77).</p> <p>Attendance in this course is required. In accordance with Article 72 of the General Regulations for Studies and Examinations, the course directors may propose to the jury that it oppose the registration of a student who has not attended at least 70% of the course sessions.</p>
<p>Teaching methods</p>	<p>This learning module starts from an action-oriented approach, which means that the language learner is essentially becoming a language user in various fields (personal, public, professional, educational) and situations (places, organizations, actors, objects, events, operations, texts).</p> <p>The course is given face-to-face, with some distance learning sessions and with e-learning support on UCLouvain platforms (Teams, Moodle.uclouvain) and other external platforms (Google, Zoom...).</p> <p>The learning module follows a foreign-laguage handbook and its workbook, corresponding to the level aimed at in the course (B1.1).</p> <p>The learning module is based on the PBL principle (problem-based learning) as well as the principles of self-study and self-reflection: the student is at the heart of their learning process and they are cognitively activated, so that they can autonomously self-construct their knowledge and know-how, beside the help of their peers. Various self-assessment and peer assessment activities will thus be proposed throughout the learning module.</p>
<p>Content</p>	<p>This learning module aims at developing all the language and communication skills entrenched in a communicative, lexical and grammatical approach.</p> <p>The methodology is very varied and includes carrying out various assignments (written and oral) throughout the course, linked to the themes tackled.</p>
<p>Faculty or entity in charge</p>	<p>ILV</p>