

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.


3.00 credits

30.0 h

Q2

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| Teacher(s) | Garcia Migura Begona ;Serey Mendoza Osvaldo (coordinator) ;Tirado Fernandez Alicia Maria ; |
| Language : | Spanish |
| Place of the course | Louvain-la-Neuve |
| Prerequisites | <ul style="list-style-type: none"> • To be able to register for this course, the student should have followed two years of Spanish classes at secondary school, or stayed in a Spanish-speaking country for a prolonged period of time. • To be able to include Spanish on their programme, the student will have to take a compulsory placement test at the beginning of the first semester of BAC 1. • Students having scored 15/20 or more for the placement test can sit a productive test to be able to be exempt from the LESPA1230 course. <p>The weighting is as follows: receptive skills test (reading and listening comprehension) 40 %, oral test 30 %, writing test 30 %).</p> |
| Main themes | <p>This learning module is focused on communicative competence. Starting from various types of activities, the communication strategies, and productive, receptive, interactive and mediating skills are systematically developed, taking the A2.2 level of the Common European Framework of Reference for Languages as a starting point.</p> <p>The themes tackled are: points of interest, student life, travel, civic participation, traditions and customs of certain Spanish-speaking countries, history, as well as culture (cinema, music, theatre, literature, TV, etc.).</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 a vast array of subjects related to everyday life, such as 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). • 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). |

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| <p>Evaluation methods</p> | <p>June</p> <ul style="list-style-type: none"> • Tests, assignments, presentations: 30% of the final grade. • Final written exam (S13), grammar / vocabulary / reading comprehension and listening comprehension: 40% of the final mark. • Individual oral exam, a prepared part (oral presentation of a subject of the student's choice) and an unprepared part (answering a question - from a list of 20 -, taken at random): 30 % of final grade <p>September</p> <ul style="list-style-type: none"> • Written exam, grammar/vocabulary/reading comprehension and listening comprehension: 60% of the final mark. • Oral exam, one prepared part and one unprepared part: 40% of the final mark. • Prepared part: description of an organization (association, company, sports club, etc.). Describe its characteristics, its main objectives, its founders, its work and/or its orientation, its location, its activities, its highlights. Leave the reason for your choice clear. If you wish, on the day of the exam you can include a PPT with keywords and/or some images – which you yourself would project. This is not an obligation, it is you who choose to do it or not to help you in your presentation. • Part not prepared: the same modality as the month of June. • Important: in September, the 2 exam parts must be presented. <p>Depending on the health situation, exams could be done remotely.</p> |
| <p>Teaching methods</p> | <p>Grammar is tackled using texts as a starting point (grammar-in-use); interactive classes, role-playing, story-telling, debates on current events.</p> <p>The acquisition of vocabulary is implemented using the lexical approach.</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>Inline resources</p> | <p>http://pot-pourri.fltr.ucl.ac.be/gra/</p> |
| <p>Bibliography</p> | <ul style="list-style-type: none"> • Alonso Araya R., Castañeda Castro, A., Martínez Gila, P, Miquel López, L., Ortega Olivares, J., Ruiz Campillo, J. (2014) Gramática básica del estudiante de español. Difusión. |
| <p>Other infos</p> | <p>Moodle: Exercises, announcements, homework descriptions and instructions, planning, etcetera.</p> |
| <p>Faculty or entity in charge</p> | <p>ILV</p> |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Bachelor in Philosophy, Politics and Economics | PPE1BA | 3 | |  |