

**Title** Intensive Elementary Spanish Language and Culture (Level A1-A2)

**Term** Semester and Summer

**Description**

Among the many objectives, after completion of this course, the student will be able to:

- Produce simple sentences,
- Ask and answer questions about him/herself, about others, and about things s/he has or needs,
- Produce simple statements concerning his/her needs or usual subjects and to answer questions of this type when they are directed to him/her,
- Use culturally appropriate non-verbal communication
- Use frequent polite structures, speak in short social exchanges, describe what s/he does at work or in his/her leisure time, arrange an appointment,
- Ask for information in different situations (in shops, banks, travel agencies...),
- Describe personal experiences in the past. Describe objects and places.
- Explain what s/he likes or prefers.

**Language of Instruction** Spanish

**Total contact hours** 90

**Methodology**

The language professors at Barcelona International College (BIC) are specialised in teaching Spanish as a foreign language, Certified by Instituto Cervantes and qualified by the CEELE (Certificado de Calidad de la Enseñanza del Español como Lengua Extranjera)- the Certificate of Quality in teaching Spanish as a Foreign Language- Universidad de Alcalá.

BIC combines different methods of communicative language teaching to reach every type of student. The main aim is to teach the students all the skills and concepts needed to feel comfortable in a Spanish-speaking atmosphere where different cultures of both sides of the Atlantic come together.

BIC gears its Spanish Language and Culture classes towards developing the linguistic skills but also attitudes, knowledge, and awareness needed to:

- Communicate in an intercultural context,
- interact with other people in any situation.
- increase confidence in order to encourage more direct contact with native speakers, leading to a better understanding of the cultural elements.

The overarching aim is to make the student acquire a competent communicative ability, with a strong grammatical base, which embraces the knowledge and abilities to produce and understand communication in different cultural contexts.

During the Spanish Language and Culture lessons the teachers will focus on theory and practice related to these important components: grammar, reading, writing, listening, speaking and vocabulary.

The courses at BIC have been produced under the requirements of the MCER (Common European Frame of Reference), which provides a common base to develop language programmes, curricular guidance, exams, and manuals for all of Europe. It consists of an integrative study of what language students have to do in order to use the language to communicate, as well as the knowledge and skills they need to develop in order to interact efficiently and the cultural context in which the

language is used. Thanks to this common base for the explicit description of objectives, content and methods, the *Frame of reference* favours the transparency of the courses, programmes and certificates, promoting the international cooperation in the field of modern languages.

Classes are based on materials from a student manual, textbooks, workbooks, CDs for listening activities and current news.

### **Teaching staff**

Qualified teachers with higher degrees in Hispanic Philology from several universities teach these courses; many are authors of didactic material, and all of them are experts in teaching Spanish as a foreign language.

### **Language groups**

The maximum class size is ten students in order to allow for the students to verbally communicate in pairs, small groups and class discussions under the professor's supervision.

### **Levels**

Prior to arrival, students will take a thorough Spanish language placement exam to measure their level of proficiency and be placed accordingly in a section.. The first week of classes, students may be reassigned based on the teacher's assessment. This language exam consists of a grammar section, a writing section and an oral exam, in order for the teacher to accurately evaluate the level of each student.

The Spanish language levels are:

- A1 Elementary, the equivalent of many U.S. universities' SP 101
- A2 Upper Elementary, the equivalent of many U.S. universities' SP 102
- B1 Lower intermediate, the equivalent of many U.S. universities' SP 201
- B2 Upper intermediate, the equivalent of many U.S. universities' SP 202
- C1 Advanced, the equivalent of many U.S. universities' SP 301

### **Evaluation**

Attendance is very important in language classes in order to properly understand all of the foreign language structures and vocabulary that will be taught. It is mandatory and will be strongly enforced.

The final grade consists of five different parts as reflected in the grade breakdown:

20%	Class participation & attendance
20%	Continuous evaluation (Quizzes)
15%	Homework
15%	Midterm exam
30%	Final exam

### **Attendance Policy**

Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Quizzes, exams and participation points that are missed because of an absence cannot be recuperated.

### **Exams**

The exams consist of five parts: grammar, reading, writing, listening and speaking. The exams will be weighted as follows:

30%	Grammar
10%	Reading
20%	Writing
10%	Listening
30%	Speaking

The final exam will have the same format as the midterm exam. It is a cumulative exam, including material from throughout the entire course. The teacher will place more emphasis on the final exam because it is cumulative. Student improvement will also significantly affect the overall grade.

### **Grammatical Content**

- The Spanish Alphabet
- Nouns and articles
- Adjective form, position and agreement
- Subject pronouns
- Usage and understanding of the present indicative regular verbs

- Usage and understanding of the present indicative irregular verbs
- Interrogative words and forming questions
- Expressions with *tener*
- *Gustar* and similar verbs
- Introduction to *Ser*, *Estar* and *haber*
- Usage and understanding of the present indicative irregular verbs
- Reflexive constructions: pronouns and verbs
- Comparisons of equality and inequality
- Indirect objects and indirect object pronouns
- Introduction to the indefinite preterite – regular verbs
- Possessive pronouns
- Introduction to the present perfect
- Indirect and direct object pronouns
- Double object pronouns
- The verb *gustar* and verbs like *gustar*
- Indefinite preterit regular and irregular verbs
- Indefinite and negative pronouns
- Imperfect tense: regular and irregular verbs
- Preterit vs. imperfect
- Introduction to impersonal and passive *se*
- *Por* vs. *Para*
- *Ser* vs *estar*
- Adverbs ending in *-mente*
- An introduction to Spanish subjunctive (volition, doubt, emotions)
- Introduction to subjunctive vs. indicative with adverbial conjunctions
- Affirmative commands
- Introduction to present perfect
- Future Verbal Periphrasis – (Quiero+ir+a+infinitive)

## **BIBLIOGRAPHY**

### **Manuals and textbooks**

V.V.A.A., Metodo Prisma, Editorial Edinumen. Levels: A1 & A2, Student's book and workbook.