

## Spanish Language Proficiency III (A001988)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings and teaching methods in academic year 2023-2024**

A (Year)	Spanish	Gent	seminar
			practical
			independent work

**Lecturers in academic year 2023-2024**

Legaz Torregrosa, Helena	LW06	staff member
Vervaeke, Jasper	LW22	staff member
Enghels, Renata	LW06	lecturer-in-charge

**Offered in the following programmes in 2023-2024**

	crdts	offering
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject English - Spanish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject French - Spanish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject German - Spanish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject Latin - Spanish)</a>	5	A
<a href="#">Exchange Programme Linguistics and Literature</a>	5	A
<a href="#">Preparatory Course Master of Arts in Linguistics and Literature(main subject Iberian-Romance Languages)</a>	5	A

**Teaching languages**

Spanish

**Keywords**

Spanish, language proficiency

**Position of the course**

This course wants to help students master the four language skills, with particular attention to writing and presentation skills.

Level of the Common European Framework of Reference for Languages: B2.

Exchange students may take this course. It does not require knowledge of Dutch.

**Contents**

In this course the students complete advanced exercises based on current texts and videos; the exercises concern the elaboration of summaries, (academic) texts, presentations, dialogues, etc.

**Initial competences**

Students have attended the courses Spanish Language Proficiency I and II and Spanish Linguistics I or have acquired the necessary skills by other means.

**Final competences**

- 1 To understand and reproduce Spanish texts about general topics.
- 2 To produce simple (academic) (written and oral) texts as a prerequisite for the bachelor paper
- 3 To translate general and slightly specialised texts of various nature from Dutch into Spanish.
- 4 To use approximately 10.000 Spanish words and expression in context
- 5 To apply Spanish verb tenses and moods in an appropriate way in context
- 6 To correctly use the most frequently appearing syntactic structures

- 7 To observe and understand the structure of simple, (non-)academic texts
- 8 To understand and apply certain techniques of discourse cohesion (e.g. connectors)
- 9 To write simple (academic and general) texts, adapted to a specific audience
- 10 Make use of digital research environments and search strategies to identify research objects

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Seminar, Practical, Independent work

#### **Extra information on the teaching methods**

- Practicum: interactive method; the lessons are based exclusively on a varied set of exercises (individual and in limited teams)
- Guided self-study: preparing exercises at home
- Seminar: exercises. Students prepare exercises at home after interaction and searches; these are discussed during the seminars.
- Project: students develop their own project including a written assignment and a presentation.

#### **Learning materials and price**

Syllabus (on Ufora)

#### **References**

- D. GÁLVEZ, N. GÁLVEZ, T. INFANTE, I. LÓPEZ and A. MONTIEL (vanaf 1994) Diploma superior. Preparación para el diploma superior de español lengua extranjera. Madrid: Edelsa Grupo Didascalía.
- Goethals, P. / De Groote, C. / Enghels, R. / Vandenberghe, J. (2011): Manual de expresión escrita en español. Técnicas de escritura para estudiantes neerlandófonos (B2-C1). Libro de teoría, Gent: Academia Press. (20€)
- Goethals, P. / De Groote, C. / Enghels, R. / Vandenberghe, J. (2011): Manual de expresión escrita en español. Técnicas de escritura para estudiantes neerlandófonos (B2-C1). Libro de actividades, Gent: Academia Press. (20€)
- C. MORENO GARCÍA (vanaf 1983) Curso superior de español. Madrid: SGEL.
- C. MORENO and M. TUTS (vanaf 1991) Curso de perfeccionamiento. Hablar, escribir y pensar en español. Madrid: SGEL.
- G. ORTEGA and G. ROCHEL (1995) Dificultades del español. Barcelona: Ariel.
- G. REYES (vanaf 1998) Cómo escribir bien el español: manual de redacción. Madrid: Arco/Libros.
- textbook (lexicon): J.M. NAVARRO, A.J. NAVARRO RAMIL (2008) Thematische woordenschat Spaans. Amsterdam/Antwerpen: Intertaal.

#### **Course content-related study coaching**

teaching assistants.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment, Written assessment

#### **Examination methods in case of periodic assessment during the second examination period**

Oral assessment, Written assessment

#### **Examination methods in case of permanent assessment**

Oral assessment, Skills test, Participation, Peer and/or self assessment, Written assessment, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Periodical evaluation: examen (30%): (a) written exam: exercises on grammar and

(Approved)

lexicon, listening and reading comprehension, writing exercises; (b) oral exam: discussion about a relevant topic.

Continuous assessment (70%): grammar and lexicon exercises, speaking and writing skills, portfolio, participation, intermediate test.

#### **Calculation of the examination mark**

- Periodical evaluation (30%) and continuous assessment (70%).
- Attendance is compulsory
- All students are obliged to take part in the continuous assessment (oral and written) in order to pass in the first exam period. If they are able to justify their absence during one or more tests or classes of the continuous assessment, these need to be caught up at a fixed moment in order to be able to pass. In second session students will have to take an altered exam which allows to test the contents and skills of the exam as well as the continuous assessment.
- In implementation of article 76 of the OER, the student who withdraws from (part of the) non-periodical evaluations will be declared failed for the education component in question. Unjustified absence during the classes and/or non-participation to (parts of the) continuous evaluation will lead to a maximum score of 9/20, independent of the score obtained for the other subparts.
- When one has less than 10/20 for at least one of the components (either the total of the non-period-based evaluation or the period-based evaluation), one cannot pass the entire course unit. If the final score would nevertheless be a grade of 10 or more out of 20, this is reduced to the highest failed grade (i.e. 9/20).

#### **Facilities for Working Students**

Facilities:

- 1 Student attendance during educational activities is required.
- 2 Possible rescheduling of an oral and written examination to a different time in the same academic year.
- 3 Individual feedback can be given.