

## Spanish: Language Practice C (A703089)

**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 (semester 1) Dutch, Spanish Gent independent work

**Lecturers in academic year 2023-2024**

|                         |      |                    |
|-------------------------|------|--------------------|
| Moreno Bruna, Ana Maria | LW22 | staff member       |
| Van den Hende, Ria      | LW22 | lecturer-in-charge |

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

|  | <b>crdts</b> | <b>offering</b> |
|--|--------------|-----------------|
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)  | 5            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Spanish)   | 5            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Spanish)   | 5            | A               |
| Exchange Programme Applied Language Studies  | 5            | A               |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish)     | 5            | A               |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Spanish)      | 5            | A               |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Spanish)      | 5            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish) | 5            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Spanish)  | 5            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Spanish)  | 5            | A               |

**Teaching languages**

Spanish, Dutch

**Keywords**

Listening comprehension, speaking (production and interaction), language practice, Hispanophone culture, vocabulary

**Position of the course**

Spanish Language Practice C continues to refine the listening skills and spoken (interaction and production) skills on topics about Spanish general current events that are neither too specialized nor too technical. Authentic Spanish learning materials, both audiovisual material

and newspaper articles, are used.

## Contents

This course unit has three parts: listening, speaking and vocabulary.

In the listening part, listening comprehension is trained (analysis of constituent sounds, word recognition, tempo). Focus is on listening strategies (identify and evaluate listening situations, determining listening goal, activating encyclopedic knowledge, using context-elements, anticipating through hypotheses) and, thematically, on contemporary topics from the Hispanophone world.

The speaking part provides a functional-theoretical framework, in which pragmatics, linguistics and socio-cultural skills are studied, as well as a number of varied speaking activities with reproduction of excerpts from dialogues among others, along with conversations the topics of which students are free to choose. The sub-unit also makes time for speaking and communication tips, expanding vocabulary, extra information about the Spanish spoken language register, etc. The course includes a number of communicative functions and expressions from a manual (*SpreekTaal*), as well as a series of relevant exercises from the database of this handbook, mainly on how to lead conversations.

In the vocabulary part students acquire new vocabulary on an autonomous base.

## Initial competences

The final objectives of the different Spanish units of study of the first bachelor year.

## Final competences

- 1 Having a command of Spanish at B1+ level of the Common European Framework of Reference for Languages for comprehension (listening) and oral skills (production and interaction) [B.1.2, assessed]
- 2 Consulting information regarding the Hispanophone countries, evaluating and interpreting this information in order to prepare a debate or listening activities thereby critically reflecting on their own thinking, learning, decisions and actions [B.3.3, assessed]
- 3 Displaying intellectual curiosity, particularly with regard to the Hispanophone culture [B.3.4, not assessed]
- 4 Taking joint responsibility and being a team player [B.4.1, not assessed]
- 5 Based on acquired competences, acting correctly in different communicative situations, in particular when debating (argumentation for and against), formulating an opinion and presenting arguments, describing expectations and ambitions [B.5.2, not assessed]
- 6 Adequately interpreting, analysing, assessing and correcting written and oral communication [B.6.1, assessed]
- 7 Expressing oneself orally and in written communication, in particular with regard to information related to the Hispanophone countries [B.6.3, assessed]
- 8 Having knowledge of relevant dictionaries, reference works and electronic aids to language acquisition, using them adequately and efficiently and critically evaluating them [B.6.5, not assessed]
- 9 Assessing the usefulness of computer-assisted language learning applications and using them adequately. [B.6.6, not assessed]

## 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, Independent work

## Extra information on the teaching methods

Classes are both organized in the conversation lab where the specific infrastructure is used in order to fulfill exercises enhancing listening and speaking skills and online.

## Learning materials and price

Syllabus eSCAPADA (vocabulary)

Goethals, P. et al. (2007). *SpreekTaal*. Antwerpen, Uitgeverij De Boeck nv.

Course material is made available through the electronic learning platform Ufora.

## References

Alcoba, S. (2000). *La expresión oral*. Barcelona, Editorial Ariel, S.A.

Berne, J. (2004). *Listening comprehension strategies: A review of the literature*. Foreign

Language Annals, 37(4), 521-533.

Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.

Gil Fernández, J. (2000). *Panorama de la fonología española actual*. Madrid, Arco Libros.

Goethals, P. (2007). *SpreekTaal*. Antwerpen, Uitgeverij De Boeck nv.

Vandergrift, L. (2004). *Listening to learn or learn to listen*. Annual Review of Applied Linguistics, 24, 3-25.

Vandergrift, L. (2008). Learning Strategies in Listening Comprehension. In: *Language Learning in Independent settings*. Bristol: Multilingual Matters, 84-102.

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

Students can contact the teacher during the hours and by email.

ELE (questions for self-assessment, online modules with integrated feedback).

### **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**

Skills test

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

examination during the second examination period is possible

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

Listening part (40%):

The end-of-term assessment for the listening part consists of a written examination: two exercises about familiar topics with different question types on the content and transcription.

Speaking part (40%):

The end-of-term assessment consists of an oral examination about subjects dealt with in class. Special attention is given to both vocabulary and communicative functions as well as to expressions.

Continuous assessment consists of an oral production task.

Vocabulary (20%):

The end-of-term assessment consists of a written examination integrated in the listening part. Continuous assessment consists of a vocabulary test organized during the classes.

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

40% for the listening part

40% speaking part, distributed over oral examination and an oral production task

20% woordenschat

### **Facilities for Working Students**

For the three parts attendance is not required: alternative assignments are possible. This should however be discussed with the lecturer. The student has to contact the lecturer at the start of the semester.

### **Addendum**

S2PC