SPANISH COURSE PROGRAMME
INTERMEDIATE LEVEL

SPRING 2021
SECOND QUARTER
1. COURSE INTRODUCTION

Courses are designed so that in the following four (4) months, students acquire the necessary language skills to help them in their educational and personal experience at the Universidad del País Vasco (UPV/EHU).

During the course, the learning process is centred around interaction. This course offers a safe space where students can use different language elements. The classroom becomes the first place where students learn to observe and find answers together with their classmates. Likewise, the use of technological tools and the completion of dynamic activities enrich the teaching-learning process. Each student must have access to a computer with internet connection in order to complete the activities outside the classroom.

In order to achieve the course objectives, the programming of the content is established in all courses following four sections:

a. Functional and Formal Content

This section comprises the functional and grammatical content of the unit. Students will complete a series of practical activities related to these linguistic structures in interactive scenarios within the classroom.

b. Writing Skills

Writing skills will allow students to work with, practice and elaborate on different types of documents suited to their level and based on the functional and formal content covered in the first part of the session.

c. Reading and Listening Comprehension

In this third section, different types of reading and/or audio material which reflect the concepts covered in the first block of the course will be presented in order to allow students an opportunity to develop their comprehension strategies.

d. Speaking Skills

Each unit is concluded with this section where students, through a series of communicative tasks such as presentations, debates, briefings, etc will have the opportunity to practice speaking skills in a group setting.
2. CONTENT AND APPROACH

Students will be assigned to a group according to their language level. In order to do this, each student will complete a level assessment test on their first day. Those students who have never studied Spanish will automatically be placed in the lowest level and will start the course the same day.

In the classroom, the content and skills mentioned in the first section will be put into practice following the planning explained in the chart below:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>SCHEDULE</th>
<th>INTERMEDIATE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% (approx.)</td>
<td>13:30-14:10</td>
<td>Functional and Formal Content</td>
</tr>
<tr>
<td>20%(approx.)</td>
<td>14:10-14:30</td>
<td>Reading and Listening Comprehension Skills</td>
</tr>
<tr>
<td>30%(approx.)</td>
<td>14:30-15:10</td>
<td>Writing and Speaking Skills</td>
</tr>
<tr>
<td>20%(approx.)</td>
<td>15:10-15:30</td>
<td>Interaction and Communication Skills</td>
</tr>
</tbody>
</table>
3. COURSE PROGRAMME

3.1. Description of linguistic competences
Upon successful completion of the course, students will have achieved the following level of competencies.

- Successfully produces a fluid and direct description of many topics of interest, presenting them as a linear sequence of events. Incorporates the use of conditionals and past perfect verbs when speaking.
- Can guide conversations in a familiar situation. Organizes and delivers extensive speech with descriptions and opinions. Maintains fluid language, although errors are present due to literal translations. Speaks clearly, although traces of the mother tongue are still noticeable.
- Understands the main ideas of an argument, but largely by intuition. Understands the spoken language in common subjects and in those of specific to their needs, identifying both specific and general messages, so long as the speech is clear and simple.
- Unhesitatingly reads current texts on topics of interest with a satisfactory level of comprehension. Recognizes the storyline of the topic presented, although not necessarily the details. Writes clearly and well-structured texts.

3.2 General Content

- Verb tenses: gerunds and infinitives, conditionals, simple present and present continuous, simple past, past continuous, present perfect continuous, past perfect continuous.
- Describe businesses, express opinions in face-to-face and virtual meetings, present key aspects in a presentation.
- Discuss the weather forecast.
- Describe symptoms and cause of illnesses caused by work-related stress.
- Negotiate.
- Discuss social tendencies.
- Give reasons and excuses.
3.3 Methodology and Formative activities

During the extensive course, learning occurs daily through individual or group tasks and with a variety of activities to develop different language skills.

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>FORMATIVE ACTIVITIES</th>
</tr>
</thead>
</table>
| ENTIRE GROUP (IN-CLASS) | ▪ In-class material for controlled practice  
▪ Individual or peer correction  
▪ Reading comprehension and reflection on form and content  
▪ Oral presentations and briefings  
▪ Audio visual and new technologies activities |
| SMALL GROUPS (IN-CLASS) | ▪ Completion of exercises  
▪ Document composition  
▪ Interactive and communicative activities  
▪ Games and activities to practice concepts acquired  
▪ The classroom as a place for students to learn to observe and find answers together with their peers. |
| INDIVIDUAL OR GROUP (OUT-OF-CLASS) | ▪ Elaboration and completion of tasks  
▪ Elaboration and composition of texts  
▪ Planning of oral presentations and/or briefing  
▪ (Recommended) Reading of various types of texts |

<table>
<thead>
<tr>
<th>TICS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LEARNLIGHT app.learnlight.com</td>
<td>Online platform using the Flipped Classroom methodology, which combines a structured curriculum of online preparation and reinforcement activities as well as the practice session with the F2F teacher, adapting the content to the students’ needs.</td>
</tr>
</tbody>
</table>
3.4 Tutoring

To resolve any doubts that may arise, face-to-face tutoring sessions are available individually or in groups.

- If these doubts are collective, the entire class will participate in the session.
- If they are individual or specific to a small group: the teacher will tutor these students while the rest continue working in the classroom.

How to register:

The teacher will mention the possibility to do these the day before the indicated date for the tutoring session and will give the opportunity in the last 5 minutes of the session for students to register and write their doubts.

<table>
<thead>
<tr>
<th>DATES</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUTORING 1: Monday, February 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
<tr>
<td>TUTORING 2: Monday, March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
<tr>
<td>TUTORING 3: Monday, April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
<tr>
<td>TUTORING 4: Monday, May 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
</tbody>
</table>
## 4. ASSESSMENT

It's necessary to pass the final exam to complete the course successfully. In order to pass the final exam, students need to reach at least 50% in each of the parts assessed: reading comprehension, listening comprehension, writing and speaking.

### 4.1 Continuous Assessment

Continuous assessment requires students to meet an 85% attendance rate. Attendance will be rated according to active in-class participation. For this continuous assessment, students must comply with the following five elements:

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>DESCRIPTION AND DATES</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1. ATTENDANCE     | - Effort, dedication and progress  
                   - Cooperative Classroom Activities  
                   - Participation and communication in the classroom  
                   - Reinforcement activities and individual work  
                   - Outdoor activities  
                   - Access to a computer with internet connection is necessary.                                                 | 0,25 points  
                   0,25 points  
                   0,5 points  
                   0,5 point  
                   0,5 points  
                   Total: 2,0 points |
| 2. WRITING SKILLS | WRITING ASSIGNMENT (I)  
                   WRITING ASSIGNMENT (II)  
                   WRITING ASSIGNMENT (III)  
                   • Deadline: Wednesday, February 17th  
                   • Deadline: Wednesday, March 10th  
                   • Deadline: Wednesday, March 31st  
                   0,5 points  
                   0,5 points  
                   0,5 points  
                   Total: 1,5 points |
| 3. SPEAKING SKILLS| - Speaking activities and group presentations                                                                      | 1,5 points  
                   Total: 1,5 points |
| 4. MIDTERM TEST   | - Date: Wednesday, March 17th  
                   - Duration: 45-60 minutes  
                   Note: dates are subject to change depending on students’ needs.                                               | 2,5 points  
                   Total: 2,5 points |
| 5. FINAL EXAM     | - Date: Monday, May 3rd  
                   - Duration: 45-60 minutes  
                   Note: dates are subject to change depending on students’ needs.                                               | 2,5 points  
                   Total: 2,5 points |
| **TOTAL**         |                                                                                                                    | 10 points |
4.2 Final assessment

Students who do not meet the minimum attendance requirement of 85% will have to complete a final assessment test comprised of all the course contents. The result obtained will account for 100% of the final grade.

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>DESCRIPTION AND DATES</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| FINAL EXAM FOR STUDENTS WHO DO NOT MEET THE MINIMUM ATTENDANCE REQUIRED | - Date: Monday, May 3rd  
- Duration: 60-90 minutes  
Test Description:  
The test is made up of 4 activities:  
• 1 Reading Comprehension Skills exercise  
• 1 Listening Comprehension Skills exercise  
• 1 Writing Skills exercise  
• 1 Speaking Skills exercise  
Note: dates are subject to change depending on students’ needs. | 10 points |
5. BIBLIOGRAFY

a. Consultation Methods
   • Learnlight Platform Learnlight International Learning Department
   • La Revista Learnlight International Learning Department
   • Reference Center Learnlight International Learning Department

b. Online Resources
   • Instituto Cervantes: http://cvc.cervantes.es/
   • Activities in Spanish: http://www.aprenderespanol.org/index.html
   • RAE (Real Academia Española) Dictionary: http://dle.rae.es/?w=diccionario
   • Spanish Signs Dictionary: http://www.coloquial.es/es/diccionario-de-gestos-españoles/
   • Practice Spanish with EFE: http://www.practicaespanol.com/