



### Course Aims

This blended learning course, based on the flipped classroom model, aims to actively engage you in learning Spanish. It aims to develop further your reading, writing and conversational skills at an advanced beginner's level with Spanish as the main medium of instruction.

Teaching is based on an action-oriented approach to language learning with the aim of developing your pragmatic, linguistic and sociocultural competencies to the A2 level according to the Common European Framework of Reference for Languages (CEFR). Through the use of authentic written and audio-visual materials, your knowledge of the cultures of the Spanish-speaking world will also be enhanced and expanded.

### Intended Learning Outcomes (ILO)

Upon successful completion of this course, you will have the knowledge and skills to:

1. **Communicate** at an advanced beginner level that allows you to discuss a variety of topics confidently using the present and past tenses, as well as common expressions to explain current information (e.g. basic personal and family information, shopping, geography, travelling experiences, etc.),
2. **Write** accurately and fluently on a range of topics related to your daily life, using structures in the present, present continuous and past,
3. **Read and interpret** accurately a variety of formal and informal texts on familiar topics that use basic grammatical structures and vocabulary,
4. **Discern** different Iberian and Latin American varieties of Spanish, and
5. **Describe** historical and current socio-cultural issues, with a focus on geographical and tourism information about various Hispanic destinations.

### Course Content

This Spanish course continues to build on LS9002. In this course, present (present continuous) and past verb tenses (present perfect, simple past and imperfect) are introduced, along with a wide range of vocabulary and new grammatical structures.

You will learn to express actions in the recent past, to talk about past travelling experiences, to describe habitual actions in the past, to express on-going actions, to make a hotel reservation, to express preferences when shopping, etc. All these, along with more complex idiomatic expressions provide the foundation for an advanced beginner level in the Spanish language.

This course is equivalent to Level A2 of the Common European Framework of Reference for Languages (CEFR) and it prepares you to sit for the official external examination DELE A2 (Diplomas of Spanish as a Foreign Language).

### Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team / Individual	Assessment Rubrics
1. CA 1: <b>Test 1</b>	2, 3, 4, 5	PLO 2	25%	Individual	Appendix 1: Written expression
2. CA 2: <b>Oral Test</b>	1, 4, 5	PLO 1 and PLO 2	10%	Individual	Appendix 2: Oral expression
3. CA 3: <b>Test 2</b>	2, 3, 4, 5	PLO 2	35%	Individual	Appendix 1: Written expression
4. CA 4: <b>Oral Presentation</b>	1, 4, 5	PLO 1 and PLO 2	20%	Individual	Appendix 3: Oral presentation
5. CA 5: <b>Participation</b>	all	PLO 1 and PLO 2	10%	Individual	Appendix 4: Participation in class and in the discussion board.
	Total		100%		

All CML classes follow an Outcomes Based Teaching and Learning (OBTL) curriculum, which are based on the following programme learning outcomes:

Develop interactive, interpretive, and presentational communication skills in the target language.  
– PLO 1

Demonstrate understanding of the concepts of the target language and its respective culture. – PLO 2

Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO 3

### **Formative feedback**

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, you as a student and to teachers. All assessment in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

**Classroom tasks:** you will receive oral or written feedback for the tasks performed in groups or individually during each class session.

**Complementary exercises:** you will complete exercises comprising vocabulary, grammar and comprehension exercises during the class. Oral feedback and corrections are provided in class.

**Oral test and presentation:** you will receive individual oral feedback on the communication skills after the summative oral assessment.

**Discussion board:** the discussion board is used to develop and guide your writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view & comment the work of others and encourages autonomy.

**eLessons:** these are online instructional lessons that include both dynamic explanations and self-assessment exercises. To gauge your understanding of the new concepts and/or clarify any doubt you may have, you will be participating in interactive sessions in class using a gamified student response system that will provide you and the teacher with instant feedback on your learning.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
<b>Blended learning and the flipped classroom</b>	This active learning, student-centred approach aims to increase your engagement in learning Spanish. Prior to class, you will be required to view online instructional videos (eLessons) in NTULearn that will introduce you to new grammatical content in a systematic way. In class, you will be able to clarify any doubt and expand your understanding and application of the new content by actively participating in meaningful collaborative learning. Grammatical concepts are further enforced through post-class exercises in the textbook that encourage self-learning.

### Reading and References

Alonso Cuenca, M. and Prieto Prieto, R. (2011) Embarque 2. Libro del alumno (Edelsa)

Alonso Raya, R et al. (2005) Gramática básica del estudiante de español (Difusión)

### Course Policies and Student Responsibilities

#### (1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

#### (2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Spanish Language

Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise you will be awarded a zero grade.

### (3) Online Discussion Board

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such. Remember that participating in the discussion board will help you improve your written skills in Spanish and will prepare for the written tests. This is a part of your class participation mark.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	<b>MÓDULO 1</b> <b>Lección 1: Conocer a otros</b> - Introduction to LS9003 (NTULearn contents). - Introducing ourselves: getting to know each other (pg. 8-9). - Talking about one's character and personality: descriptive adjectives (pg.9-10) <b>Lección 2: Un curso de español</b> - Why do you study Spanish? (pg. 13) + <b>(notes)</b> - Courses and activities: to register for a Spanish course (pg.14-16). - "Entrevista para hacer un curso de español" <b>(notes)</b> - Revision: irregular verbs and interrogative pronouns (pg. 18, ex.1-2). - Talking about plans: "IR a + infinitivo" (pg. 18, ex.3). <b>1) Written practice: Presentación personal.</b> <b>eLesson 1: El Pretérito Indefinido</b>	1, 2, 3, 4, 5	Reading and understanding various texts and audio-visual materials.  Exchanging personal information with other students.
2	<b>MODULO 2</b> <b>Lección 3: Estudios y profesiones</b>	1, 2, 3, 4, 5	Reading and understanding

	<ul style="list-style-type: none"> <li>- Talking about past experiences: <b>Pretérito Indefinido</b> (pg. 26-27)</li> <li>- Vocabulary: studies &amp; professions (pg. 26)</li> <li>- Writing your own CV in Spanish (pg. 28+31)</li> <li>- “Entrevista de trabajo” (notes)</li> </ul> <b>eLesson 2: Los pronombres de OD</b> <ul style="list-style-type: none"> <li>- Use and position of direct object pronouns</li> <li>- Oral interaction: Talking about your academic experience (<i>Acción</i>, pg.29)</li> <li>- “¿Qué hiciste ayer?” (notes)</li> </ul> <b>2) Written practice: Tus años de estudiante.</b>		various texts and audio-visual materials. Exchanging past personal experiences
3	<b>MODULO 2</b> <b>Lección 4: Etapas de una vida</b> <ul style="list-style-type: none"> <li>- Talking about biographies (pg. 32-33)</li> <li>- “Hablar de biografías” (notes)</li> <li>- “La biografía de Carlos Gardel” (notes)</li> <li>- “Concurso de cultura general” (notes)</li> </ul> <b>eLesson 3: Los pronombres de OI</b> <ul style="list-style-type: none"> <li>- Understanding job offers (pg. 34)</li> <li>- Use and position of indirect object pronouns (pg. 35) + pg. 36 (5-6)</li> </ul>	1, 2, 3, 4, 5	Reading and understanding various texts and audio-visual materials.
4	<b>MODULO 3</b> <b>Lección 5: Los viajes</b> <ul style="list-style-type: none"> <li>- Talking about past travel experiences (pg. 44-45)</li> <li>- Expressing spatial and temporal delimitation: <i>desde, hasta, hace...que, etc.</i></li> <li>- “Lo aprendí hace poco tiempo” (notes)</li> <li>- “Expresar delimitación temporal” (notes)</li> <li>- Assessing travelling experiences</li> <li>- “Valorar una actividad pasada” (notes)</li> <li>- Expressing condition: Si + present + present</li> <li>- Oral interaction: Talking about past travels (<i>Acción</i>, pg.47)</li> </ul> <b>3) Written practice: Cuentas un viaje.</b> <b>eLesson 4: El Pretérito Perfecto</b>	1, 2, 3, 4, 5	Reading and understanding various texts and audio-visual materials.  Exchanging information on past travels.
5	<b>MODULO 3</b> <b>Lección 6: Alojamientos</b> <ul style="list-style-type: none"> <li>- Talking about recent past actions: <b>Pretérito Perfecto</b> (50-51).</li> <li>- Vocabulary: types of accommodation and services.</li> <li>- “¿Qué han hecho durante las vacaciones?” (notes)</li> <li>- Talking about past experiences without specifying when they happened.</li> <li>- Expressing frequency.</li> <li>- Making a reservation (pg. 52+55).</li> </ul>	1, 2, 3, 4, 5	Reading and understanding various texts Exchanging information on recent past experiences
6	<ul style="list-style-type: none"> <li>- Use and position of indirect and direct object pronouns with Pretérito Perfecto.</li> <li>- “Los pronombres de O.D. y O.I.” (notes)</li> <li>- Talking about your favourite type of accommodation (<i>Acción</i>, pg.53)</li> </ul>	1, 2, 3, 4, 5	Exchanging information on recent past experiences

	<ul style="list-style-type: none"> <li>- “El fin de semana” (notes)</li> <li>- “Un fin de semana en Madrid” (notes)</li> </ul> <b>CA 1: TEST 1 (listening + written)</b>		Plan a trip with a friend
7	<b>CA 2: ORAL TEST</b> Feedback Test 1 + Q&A  <b>MODULO 4</b> <b>Lección 7: De compras</b> <ul style="list-style-type: none"> <li>- To go shopping at different shops.</li> <li>- Vocabulary: clothes, accessories, shoes and types of shops.</li> <li>- The comparison: superiority, inferiority and equality.</li> <li>- “La comparación” (notes)</li> <li>- Describing clothes: style, material, color, etc.</li> </ul>	1, 2, 3, 4, 5	Interactive conversation in pairs.  Discuss about preferences and compare objects
8	<ul style="list-style-type: none"> <li>- Talk about preferences: <i>PREFERIR</i>.</li> <li>- Verb “<i>QUEDAR</i>”: to fit (notes)</li> <li>- To shop for clothes (pg. 65)</li> <li>- “De compras” (notes)</li> <li>- “En la tienda de ropa” (notes)</li> <li>- Oral interaction: Buying a present for a friend.</li> </ul> <b>eLesson 5: El verbo Gustar y otros similares</b> <b>4) Written practice: Tu último regalo.</b> <b>MODULO 4</b> <b>Lección 8: Las tiendas</b> <ul style="list-style-type: none"> <li>- Talking about likes and interests when shopping.</li> <li>- Verbs <i>GUSTAR, ENCANTAR, INTERESAR, ODIAR</i>.</li> <li>- “Verbos con pronombre de O.I.” (notes)</li> <li>- Oral interaction: comparing preferences and interests when shopping.</li> </ul> <b>eLesson 6: El contraste Pretérito Perfecto/Indefinido</b>	1, 2, 3, 4, 5	Interactive conversation in pairs.  Create a dialogue about shopping
9	<ul style="list-style-type: none"> <li>- Contrast: <i>Pretérito indefinido / Pretérito perfecto</i>.</li> <li>- Famous open air Hispanic flea markets: “<i>Feria de San Telmo</i>” and “<i>El Rastro</i>”.</li> <li>- “De compras en el Rastro” (notes)</li> <li>- Oral interaction: talking about El Rastro.</li> <li>- Reading comprehension (pg. 76-77).</li> </ul> <b>MODULO 5</b> <b>Lección 9: En el gimnasio</b> <ul style="list-style-type: none"> <li>- Expressing ongoing actions: “<i>ESTAR+ gerundio</i>”.</li> <li>- Vocabulary on physical exercises and activities to keep fit.</li> <li>- “El Presente Continuo” (notes)</li> <li>- Use and position of DO/IO pronouns with the present continuous tense.</li> <li>- Irregular comparative adjectives: <i>mejor, peor, mayor, menor</i> (pg.82, ex.5)</li> <li>- Expressing anteriority and posteriority: <i>antes de + inf. / después de + inf.</i></li> <li>- Expressing necessity &amp; obligation: <i>Es necesario + inf. / Hay que + inf.</i></li> </ul> <b>eLesson 7: El Pretérito Imperfecto</b>	1, 2, 3, 4, 5	Interactive conversation in pairs.  Culture content: famous Hispanic flea markets

10	<b>MODULO 5</b> <b>Lección 10: Deportes al aire libre</b> - Expressing habitual actions in the past: <i>Pretérito Imperfecto</i> . (pg.86-87) - “El Pretérito Imperfecto” (notes) - Vocabulary on open-air sports and activities. - Expressing frequency in the past: <i>soler + infinitivo</i> . <b>MODULO 5</b> <b>Lección 10: Deportes al aire libre</b> - Expressing habitual actions in the past (pg.88-89) - Comparing people and things <i>now</i> and <i>then</i> .	1, 2, 3, 4, 5	Reading and understanding various texts  Exchanging information on habitual actions in the past
11	- The superlative: the suffix “ <i>ísimo/a</i> ” - Describing someone or something in the past. - Reading comprehension: <i>parques naturales</i> . - Oral interaction: <i>Tu experiencia con la naturaleza</i> (pg. 91)  <b>CA 3: TEST 2 (listening + written)</b>	1, 2, 3, 4, 5	Describing people and experiences in the past
12	<b>CA 4: ORAL PRESENTATION</b>  Feedback Test 2 + Q&A  Cultural activity	1, 3, 4, 5	Individual oral presentation on a cultural aspect

## Appendix 1: Assessment Rubric for Written Expression in CA 1 Test 1 & CA 3 Test 2

Criteria	4 points	3 points	2 points	1 point
<b>Content and accuracy</b>	The text is clear and accurate, and fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows instructions and the extension of the text.	The text is clear and accurate but occasionally it does not refer to the proposed communicative situation. It follows the extension of the text.	The text is simple but fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows the extension of the text.	The text is basic and it does not fulfill some of the requisites (introduces irrelevant information, it does not respond to the objective, etc.). It does not follow the extension of the text.
<b>Structure</b>	The text is coherent and it is well structured: it demonstrates an appropriate control of the necessary elements to organize and connect ideas. Good use of punctuation signs and distribution of paragraphs in a consistent manner.	The text is coherent and it is well structured: it demonstrates a limited control, but appropriate, of connecting elements. Discourse is well planned. Good use of punctuation signs and distribution of paragraphs appropriately.	The text presents some structural problems: in some parts, exposition and order of the ideas are confusing; there is a bad use of pronouns and some ideas are not well connected. The use of punctuation signs is not appropriate.	Structure is a bit confusing and it requires re-reading of some paragraphs. There are problems of distribution of ideas and order. There are some problems in the connection between the parts of the text. Some signs of punctuation are missing or are wrongly used.
<b>Grammar</b>	The text shows a very good grammatical control. The morphological, syntactic and orthographic mistakes correspond to those of an advanced level.	The text shows a good grammatical control and, although it shows some morphological, syntactic and orthographic mistakes, they are not serious nor affect comprehension.	The text shows simple grammatical structures. Basic errors happen frequently or in a systematic manner, although it does not affect comprehension.	The text shows serious grammatical errors, which affect comprehension, and it requires re-reading some parts of the text.
<b>Vocabulary</b>	The text includes correct and accurate vocabulary of a certain variety and richness.	The text includes some inaccuracies in the use of vocabulary, although they do not affect comprehension.	There are some inaccuracies in the use of vocabulary, which can affect comprehension or require a re-reading of some parts of the text. There are some literal translations.	There are some inaccuracies in the use of vocabulary, which affect comprehension and require a continuous re-reading of the text. There are constant literal translations and the vocabulary is redundant and poor.



## Appendix 2: Assessment Rubric for Oral Expression in CA 2 Oral Test

Criteria	4 points	3 points	2 points	1 point
<b>Pronunciation and fluency</b>	Communicates with certain fluency, although with pauses, being able to maintain the rhythm effectively. Pronunciation is clear, although his foreign accent is evident, and he makes a few mistakes.	Communicates with relative fluency, although with doubts, while looking for structures and expressions. Pronunciation is clear, although his foreign accent is evident, and could be problematic with certain sounds.	Pauses are clear, as he has some problems formulating his message, but he can continue. Pronunciation is clear, although his foreign accent is evident, and makes quite many mistakes.	Uses simple and short sentences. Pauses are constant. Pronunciation and articulation are generally quite clear and understandable; although his foreign accent and occasional mistakes requires making an effort to understand him.
<b>Coherence and cohesion</b>	Discourse is coherent and cohesive, with an appropriate use of organisation structures, connectors and other cohesion mechanisms.	Discourse is coherent and cohesive, with an appropriate, although limited, use of habitual connectors (eg. <i>por eso, además, sin embargo</i> ).	Discourse is somewhat coherent and cohesive, with short statements linked with simple connectors (eg. <i>y, pero, porque</i> ).	Limited discourse with hardly any use of connectors.
<b>Grammar correction</b>	Shows a good grammatical control. Tries to use more complex structures, making some mistakes. Sometimes, corrects mistakes.	Shows a reasonable grammatical control. Makes mistakes that do not affect comprehension, and sometimes, corrects them.	Shows some grammatical control (he has some problems with some structures learned in the course). Makes basic mistakes but not systematic ones.	Uses simple structures correctly, but makes continuous basic mistakes (agreement mistakes, confusion with verbs tenses, etc.).
<b>Vocabulary</b>	Shows a good level of vocabulary, which allows him to make clear descriptions and express his point of view without having to look for the complex words or structures to do so.	Shows sufficient vocabulary to express himself well during the conversation. Sometimes he makes mistakes trying to use more complex vocabulary.	Shows a limited level of vocabulary, which does not allow him to make descriptions or express himself clearly. He needs to look for the words and makes mistakes.	Shows a poor level of vocabulary, which does not allow him to put his message across. He makes numerous mistakes which sometimes affect communication.
<b>Interaction</b>	Converse with relative easiness and efficacy and collaborates with the other person.	Keeps the conversation adequately, collaborating with the other person.	Occasionally, he needs clarification or repetition to confirm comprehension.	He needs the other person's collaboration to confirm comprehension and to answer to simple questions.

### Appendix 3: Assessment Rubric for CA 4 Oral Presentation

Criteria	Excellent	Proficient	Partially Proficient	Incomplete	POINTS
Body language	10-8 points  Presenter uses gestures, posture and eye contact confidently and appropriately. Presenter uses facial expressions appropriately and communicatively.	7-5 points  Presenter uses gestures, posture and eye contact confidently and appropriately most of the time. Presenter uses facial expressions appropriately and communicatively most of the time.	4-3 points  Presenter sometimes uses gestures, posture and eye contact confidently and appropriately. Presenter sometimes uses facial expressions appropriately and communicatively.	2-0 points  Presenter hardly uses gestures, posture and eye contact confidently and appropriately. Presenter hardly uses facial expressions appropriately and communicatively.	/ 10
Organisation of ideas	5 points  Excellent stage setting and transition from one slide to the next.	4 points  Good stage setting and transition from one slide to the next.	3 points  Appropriate stage setting and transition from one slide to the next.	2-0 points  Poor stage setting and transition from one slide to the next.	/ 5
Grammar and vocabulary	10-8 points  Excellent use of vocabulary and additional expressions. A variety of different verb tenses/moods are accurately and appropriately used.	7-5 points  Good use of vocabulary and additional expressions. A variety of different verb tenses/moods are accurately and appropriately used most of the time.	4-3 points  Appropriate use of vocabulary and additional expressions. Different verb tenses/moods are sometimes accurately and appropriately used.	2-0 points  Limited or poor use of vocabulary and additional expressions. Limited use of verb tenses/modes accurately and appropriately used.	/ 10
Fluency and clarity	10-8 points  Presenter demonstrates a clear and audible voice with an excellent fluency, pronunciation and intonation. It is very easy to follow the message. Presenter does not look at notes.	7-5 points  Presenter demonstrates a clear and audible voice with a good fluency, pronunciation and intonation. It is easy to follow the message. Presenter rarely looks at notes.	4-3 points  Presenter somehow demonstrates a clear and audible voice with some fluency, pronunciation and intonation. It is sometimes easy to follow the message. Presenter looks often at notes.	2-0 points  Presenter's voice is sometimes clear and audible, with some fluency, pronunciation and intonation. It is difficult to follow the message. Presenter looks constantly at notes.	/ 10
Visual appeal and creativity	5 points  The pictures chosen were very appropriate, creative and strongly related to the topic. The audience was well-informed and entertained.	4 points  The pictures chosen were appropriate, creative and well-related to the topic. The audience was informed and entertained.	3 points  The pictures chosen were somehow appropriate, creative and related to the topic. The audience was informed and at times entertained.	2-0 points  Some of the pictures chosen were appropriate, creative and related to the topic. The audience was not well-informed and entertained.	/ 5
Comments: _____					/ 40

#### **Appendix 4: Assessment Rubric for CA5 Participation**

The marks (10) are calculated based on two components:

1. Written practice in the Discussion Board
2. Classroom participation

##### **1. Written practice in Discussion Board (4 points):**

Students need to submit all.

- Full marks if all written practices were attempted and submitted on time.
- 1-point deduction for each written practice not submitted.

##### **2. Classroom participation (6 points)**

Students ought to participate actively in all classroom activities.

Active participation:

- 6 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 4 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 2 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points for students who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.