

<b>Course title:</b>	<b>INTERMEDIATE SPANISH LANGUAGE - CONVERSATION</b>
<b>Length:</b>	Four weeks
<b>Course schedule:</b>	Two (02) daily hours
<b>Number of credits:</b>	Three (03)
<b>Requisite:</b>	Level Placement Evaluation
<b>Course professor:</b>	TBA
<b>E-mail address:</b>	TBA
<b>Tutoring schedule:</b>	See calendar

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## **COURSE DESCRIPTION**

Intermediate Spanish is third in a four-course sequence. This course provides additional practice to help students attain a higher level of skill development (e.g., listening, speaking, reading and writing) and linguistic accuracy. The course favors a skill-based approach in which students gain mastery of the language through the use of authentic materials taken from various sources (e.g., periodicals, video and radio documentaries). The selection of the materials is based on the complexity of the tasks and the students' professional and personal interest.

The main task of the conversational course is to acquire listening and speaking skills. Students must learn vocabulary and grammar in order to improve and accelerate the skills of listening and speaking. The output of reading and writing skills are being considered as well. Therefore, the teaching of grammar and vocabulary is integrated to the skill-based activities, and it is incorporated in the class activities as an aid to overcome any communicative problems.

The teaching techniques are student-centered, with the instructor as the facilitator, and the goal of teaching to make students independent users of Spanish. The teaching of Spanish is situational and classes will take into account and profit from the natural context of a foreign student living in Lima. All class sessions will be conducted exclusively in Spanish.

## **COURSE OBJECTIVES**

By the end of the course, students are expected to reach a proficiency level close to Intermediate-High Oral Proficiency level (ACTFL). At this level, students are able to converse with ease and confidence when dealing with most routine tasks and social situations. For example, they are able to talk about work, school, recreation, particular interests and areas of competence. Most utterances in these topics are rendered correctly and the speech is generally natural and continuous. With some consistency, students at this can narrate and describe in major time frames. However, some stumbling, rephrasing or unnatural pauses may occur.

By the end of the course, the students will be able to carry out the following communicative functions:

- Talk about past events and situations: Imperfect to express habitual past activities and descriptions, preterit to express a sequence of events; idiomatic uses of preterit and imperfect.
- Express opinions
- Make recommendations about present situations (e.g., present subjunctive)

Unlike Advanced level students, most production at the intermediate level is carried out at sentence level.

## EVALUATION

Students will be graded taking into account the following components:

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|---|-----|
| ▪ 2 Exams (Written and oral comprehension) (30% each) | 60% |
| ▪ 4 Tests (written and oral output) (10% each)        | 40% |

The grading system is based on a scale of 20 (from 00 to 20), with 20 being the highest mark.  
The passing mark is 11.

### Description of the Evaluation Components

#### ✓ EXAMS

These exams will test your mastery of the grammar and vocabulary teaching points in the course. It will also incorporate reading, writing and listening tasks to assess the effective use of language in context.

The class schedule provides the dates for all exams. These dates are set and will not be changed. You must plan your schedules so that you do not miss any.

#### ✓ TESTS

Tests will have two parts: one will evaluate the oral output; the other one, the grammar and vocabulary skills. The oral output evaluation is determined based on four separate criteria:

- Comprehensibility/pronunciation: refers to the production of individual sounds, stress, and features of intonation. The most important element in rating pronunciation is comprehensibility. Pronunciation at the beginning level should be able to be understood by persons used to dealing with students. Native-like speech is not expected.
- Vocabulary: refers to the knowledge of the words and phrases needed to carry out the conversation or situation described in the card.
- Structures: refers to the knowledge of forms and structures needed to carry out the conversation or situation described in the card. The most important element in grading grammar is global correctness and comprehensibility.
- Fluency: refers to easiness and the ready flow of words. The student's adaptability to "get around" any vocabulary and/or grammar gaps will be evaluated.

### Active Class Participation

In order for students to rapidly progress in their language development they must be engaged in activities that promote a better understanding and production in Spanish. Such activities should be carried out on a frequent basis. Therefore, students are expected to come to class prepared and ready to participate actively.

This course is based on constant language practice through the use of communicative activities. Punctuality, correct homework execution and constant class participation will significantly influence a student's final mark.

As part of the language acquisition process, the student is expected to make mistakes during production. It is also worth noting that mastering all four language skills (speaking, reading, listening and writing) does not

necessarily occur at the same speed. The student must consider mistakes as part of the language acquisition process and view them as opportunities to reflect upon the language.

It is important that students inform the professor about any particular needs or difficulties they may be experiencing during the development of the course.

Class attendance. Class attendance is obligatory. Students will not be allowed to miss more than ten (10) hours of class. The only reason for which a student will be excused from class is a serious medical or personal emergency. If there are other extenuating circumstances (i.e. family crisis, surgery, job interview...) the student must notify the instructor before the absence or within 24 hours after the missed class. Please, be advised that classes/exams are not canceled before/after any holidays.

### **CLASS MATERIALS**

- 1) **LEARNING MATERIALS:** Specially tailored for the PUCP course, they contain activities adapted to the Peruvian context. Materials will be shared with the students through PUCP's learning platform Paideia or through other digital ways.
- 2) **REFERENCE TEXTS**
  - Lunn, Patricia, Janet DeCesaris. 2006. *Investigación de gramática*. Cengage Learning: Boston
  - Ewald, Jennifer, Anne Edstrom (Eds). 2008. *El Español a Través de la Lingüística: Preguntas y Respuestas*. Cascadilla Press.

### **INTERNATIONAL STANDARDS**

Students finishing the Intermediate Spanish Course will reach the following international standards of language aptitude evaluation in Speaking:

Intermediate High (ACTFL)  
B1+ (CEFR)  
1+ (ILR)

#### INTERMEDIATE HIGH LEVEL. ACTFL Proficiency Guidelines – Speaking (2012)

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

### CALENDAR (Referential)

Semana	Tema de clase	Evaluación
1	Ser y Estar	
	Descripción de objetos y personas	
	Descripción de estados de ánimo	
	Descripción de rasgos de personalidad	
	Descripción de procesos	<b>Test 1</b>
2	Pretérito e imperfecto	
	Lectura y narración en pasado	
	Pretérito e imperfecto	
	Lectura y narración en pasado	
	Pretérito e imperfecto	<b>Test 2</b>
	<b>Examen 1</b>	<b>EX1</b>
3	Plantear casos hipotéticos	
	Hacer hipótesis	
	Hablar del futuro	
	Construcción de oraciones: Múltiples formas y modos verbales	
	Por vs para: Varias situaciones de finalidad, coordinadas espaciales y temporales	
	Elementos de referencia	<b>Test 3</b>
4	Conectores Lógicos	
	Conectores lógicos: discursos argumentativos, debates	
	Conectores lógicos: discursos argumentativos, debates	
	Conectores lógicos: discursos argumentativos, debates	<b>Test 4</b>
	<b>Examen 2</b>	<b>EX2</b>