



**PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU
FACULTAD DE LETRAS Y CIENCIAS HUMANAS
SPANISH LANGUAGE AND PERUVIAN STUDIES PROGRAM**

Course title:	Intermediate Spanish
Length:	Four weeks
Theoretical contents:	Two (02) daily hours, taught by the course professor
Practical contents:	Two (02) daily hours, taught by the teaching assistant
Number of credits:	Six (06)
Course schedules:	9 a.m – 11 a.m. (Theory) 11 a.m. – 1 p.m. (Practice)
Course Professor:	Enrique Bruce Marticorena, Ph.D.
E-mail address:	enrique.bruce@pucp.edu.pe
Office schedules:	by appointment

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.

In order to acquire the four skills (listening, speaking, reading, and writing), students must also possess knowledge of vocabulary (both general and specific) and grammar. It is important to realize, however, that vocabulary and grammar are means to an end; knowing the definition of vocabulary items or being able to recite grammar rules is not using the language. Students must learn vocabulary and grammar in order to improve and accelerate the skills of listening, speaking, reading, and writing. 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+Oral) (15% each) | 30% |
| ▪ 2 Oral Presentations (20% each) | 40% |
| ▪ 5 Practices (6 % each) | 30% |

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

a) 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. Active class participation entails the following:

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.

b) Written 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.

c) Oral Presentations

The students will delivery two (02) oral presentation.

The first one will be in class; the topic will be chosen by the instructor. The second one will be chosen by the student with previous consultation with the instructor.

The purpose of the oral presentations is to assess your overall ability to speak Spanish. The week(s) for the oral exams are indicated in your course calendar of activities.

Your Oral Grade will be 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.

For the scoring criteria of the oral grade, please refer to APPENDIX C (Scoring Scheme for Oral Grade).

d) Practices

The students meet each week to practice conversation. On four of these meetings the students will have to solve some written exercises, which will be graded.

CALENDAR (Referential)

Semana	Fecha	Tema de Clase	Prácticas y Evaluaciones
1	30 de junio	Introducción al curso Práctica comunicativa: <ul style="list-style-type: none"> • Descripción física Tema gramatical: <ul style="list-style-type: none"> • SER vs. ESTAR Concordancia de género y número	Práctica Dirigida 1
	1ro de julio	Práctica comunicativa: <ul style="list-style-type: none"> • Descripción física • Comparaciones Tema gramatical: <ul style="list-style-type: none"> • SER vs. ESTAR • Concordancia de género y número 	Práctica Dirigida 2
	2 de julio	Práctica comunicativa: <ul style="list-style-type: none"> • Descripción física • Comparaciones Tema gramatical: <ul style="list-style-type: none"> • SER vs. ESTAR Concordancia de género y número	Práctica Dirigida 3
	3 de julio	Práctica comunicativa: <ul style="list-style-type: none"> • Narración en pasado Tema gramatical: <ul style="list-style-type: none"> • Pretérito vs. Imperfecto 	PC 1

	6 de julio	Práctica comunicativa: • Narración en pasado Tema gramatical: • Pretérito vs. imperfecto	Práctica Dirigida 4
2	7 de julio	• Presentación oral 1a	Práctica Dirigida 5
	8 de julio	• Presentación oral 1b	Práctica Dirigida 6
	9 de julio	Práctica comunicativa: • Reacciones y recomendaciones Tema gramatical: Subjuntivo en cláusulas nominales	PC 2
	10 de julio	Práctica comunicativa: • Reacciones y recomendaciones Tema gramatical: Subjuntivo en cláusulas nominales	Práctica Dirigida 7
	13 de julio	Examen Parcial	Ex1 Práctica Dirigida 8
3	14 de julio	Práctica comunicativa: • Hacer hipótesis • Hablar del futuro	Práctica Dirigida 9
	15 de julio	Tema gramatical: • Imperfecto de subjuntivo Condicional	PC3
	16 de julio	Práctica comunicativa: • Hacer hipótesis • Hablar del futuro	Práctica Dirigida 10
	17 de julio	Tema gramatical: • Múltiples formas y modos verbales	Práctica Dirigida 11
	20 de julio	Tema gramatical • Preposiciones: para-por	Práctica Dirigida 12
4	21 de julio	• Elementos de referencia	PC4
	22 de julio	• Conectores Lógicos	Práctica Dirigida 13
	23 de julio	Presentación oral 2a	Práctica Dirigida 14
	24 de julio	Presentación oral 2b	Práctica Dirigida 15
	27 de julio	Examen Final	ExF / PC5

REQUIREMENT: INTERMEDIATE LEVEL PLACEMENT

Adequate language level placement is vital to better develop language skills. Before course registration, it is necessary for the student to pass a placement exam administered by the Intermediate and Advanced level

teachers in the language program. This evaluation consists of an on-line test and a face-to-face interview (oral evaluation).

CONTACT INFORMATION

- Field School Program in Perú Webpage: <http://fieldschool.pucp.edu.pe/courses/spanish-language-peruvian-studies/>
- Piero Fioralisso (Administrative Coordinator): piero.fioralisso@pucp.pe
- Prof. Carmen P. Saucedo, Ph.D. (Academic Coordinator): carmen.saucedo@pucp.pe

Please, contact Mr. Fioralisso for any queries regarding the Program and for registration purposes.

INTERNATIONAL STANDARDS

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

Intermediate High (ACTFL)

B2 (CEFR)

1+ (ILR)

INTERMEDIATE HIGH LEVEL. ACTFL Proficiency Guidelines – Speaking (1999)

“Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.”