



## Arcadia in Mallorca

### MALL SPAN 105S Spanish Beginner

Credits:3

## 1. Introduction.

The ELE (*Español como Lengua Extranjera- Spanish for foreigners*) Language Courses ELE (Spanish as foreign language) at the University of the Balearic Islands are tailored to the needs of individual students. To design the courses and differentiate the various levels, the *Common European Framework of Reference for Languages* is used as reference UIB

*The Framework* is an initiative that is part of the language policy of the Council of Europe and pursues the following overall objectives

- Protecting and developing cultural heritage and diversity of Europe as a source of mutual enrichment.
- Facilitate mobility and exchange of ideas and of the people.
- Develop an approach to language teaching based on common principles.
- Promoting multilingualism and language learning throughout life.

The initiative has established a common basis in carrying out its work in all those who are related in one way or another to the fields of teaching and language learning: responsible for designing courses, educational authorities, professors, authors of teaching materials, responsible for examinations and students.

## 2. Methodology.

The methodology pursued by the Spanish Foreign Language Department of the UIB in the teaching-learning of the language is the focus on action, which recommended the *Framework*, based on the philosophy of learning called *social constructionist pedagogy*.

The action centered approach considers both the users of language as students learn that the "social partners", ie members of a society that has tasks to perform in a certain circumstances, in a specific environment and within a field of action. Thus the approach has as a starting point speech acts that occur in language activities that are part of a broader social context which in itself can give them full respect. This approach also takes account of cognitive resources, emotional and volitional as well as the whole series of specific skills that an individual employed as a social agent. Thus, the focus on the activity serves the social dimension of language use and thus incorporates the linguistic and extra linguistic communication and individual characteristics and competence of those engaged in communicative exchanges.

The *Framework* approach in its development focus on action identifies a number of general categories that describe the use of language and skill of the user or student to use:

- *Context*: A set of events and situational factors internal and external to the individual, which are acts of communication.

- *Communicative language activities*: involve the exercise of communicative language proficiency within a specific area when processing (as comprehension or expression) of one or more texts in order to perform a task.

- *Strategy*: any course of action organized, intentional and regulated, chosen by any individual to perform a task he sets himself or he has to confront.

- *Skills*: This is the body of knowledge, skills and individual characteristics to perform actions. *General competencies* are those that are not directly related to language, but which can be used for projects of all kinds, including the activities of the tongue. *Communication skills* are what allow a person to act using only linguistic means.

- *Process*: Chain of events, neurological and physiological, involved in speech and in oral and written comprehension.

- *Text*: any speech (written or oral) concerning a particular matter, and that, while performing a task, is the basis of a language activity, either as support and as a goal, as well as product or process.

- *Task*: any deliberate action that an individual considers necessary to achieve a result in solving a problem in the performance of an obligation or in achieving a goal.

Social constructivist pedagogy is a philosophy of constructivism-based learning. The latter, for its part, maintains that individuals actively construct new knowledge as they interact with your environment. Thus, any new knowledge would be strengthened if you can be used successfully in your own environment. In addition, this system of learning maintains that learning is most effective when constructing something new settlers.

From here, the methodology in the teaching of Spanish as L2 in the Spanish Department of the UIB special emphasis on the interaction of all participants in the classroom.

### **3. Levels.**

The different levels are distributed Spanish courses of UIB are based on criteria established by the *Framework*.

The document, to contribute to transparency and consistency in curriculum and language teaching programs, proposes a common language proficiency levels based on the initial division into three levels: A, B and C, which in turn, are split into two. These levels are described in terms of capabilities (generic skills and communication) of the

students or users to perform certain activities with the foreign language (of collection, production, interaction or mediation, oral and written).

### Levels and Capabilities Framework

The *Framework* defines five capabilities that students should acquire at each level, unifying criteria for all language learning:

- Listening
- Reading
- Oral Interaction
- Speaking
- Writing

## 4. Objectives.

	<b>Listening</b>	<b>Reading Comprehension</b>
<b>A1</b>	Recognize familiar words and very basic phrases concerning self, family and immediate surroundings when people speak slowly and clearly.	Understand familiar names, words and very simple sentences, for example on notices, posters and catalogs.
<b>A2</b>	Understanding phrases and vocabulary related to areas of personal interest (personal and family information, shopping, residence, employment). Being able to catch the main point in short, clear and straightforward exchanges	Being able to read very short, simple texts. Learn to find specific, predictable information in simple everyday material such as advertising, brochures, menus and timetables and understand short simple personal letters.
<b>B1</b>	Understand the main points of clear standard speech on familiar matters regularly found at work, at school, during leisure time, etc.. Understand the main point of many radio or television current affairs or topics of personal or professional interest when the speech rate is relatively slow and clear.	Comprehend texts written in habitual, everyday style as well as job-related. Understanding the description of events and feelings and wishes in personal letters.
<b>B2</b>	Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Understand most TV news and current affairs programs. Understand most of the films spoken in a standard dialect.	Being able to read articles and reports concerned with contemporary problems in which the writers express their opinion. Understanding contemporary literary prose.
<b>C1</b>	Understand extended speech even when not clearly structured and when relationships are only implied and not signaled explicitly. To understand without much effort television programs and movies.	Understand longer literary or factual texts, appreciating distinctions of style. Understand specialized articles and longer technical instructions, although not related to the own specialty.
<b>C2</b>	Readily understand any output spoken both live or broadcast, even when delivered at native speed, provided there is some time to become familiar with the accent.	Being able to read with ease virtually all forms of written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.
	<b>Oral interaction</b>	<b>Speaking</b>
<b>A1</b>	To participate in a simple way provided the other person is prepared to repeat or rephrase it another way and at a slower rate and to help formulate what is meant. Posing and answering simple questions in areas of immediate need or on very familiar topics,	Use simple phrases and sentences to describe where you live and the people who know.

<b>A2</b>	To be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Being able to perform very short social exchanges but, generally, not be understood sufficiently to keep the conversation itself.	Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, the educational background and current or last job.
<b>B1</b>	To be able to perform in almost all situations that arise when traveling where the language is spoken. You can enter unprepared into conversation on current topics or relevant to everyday life (eg family, hobbies, work, travel and current events).	Learn to connect phrases in a simple way to describe experiences and events, dreams, hopes and ambitions. To be able to briefly explain and justify opinions and projects. Learn to narrate a story or relate the plot of a book or film and describe own reactions.
<b>B2</b>	To participate in a conversation with some fluency and spontaneity that facilitates regular interaction with native speakers. Able to take active part in discussion in familiar contexts, explaining and defending own views.	Present clear, detailed descriptions of a wide range of issues related to own specialty. Learn to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>C1</b>	Express themselves fluently and spontaneously without having to look up very obvious expressions. Use language flexibly and effectively for social and professional purposes. Formulate ideas and opinions with precision and relate own contribution skilfully to those from other speakers.	Present clear, detailed descriptions of complex subjects integrating sub-themes, developing concrete arguments and finishing with an appropriate conclusion.
<b>C2</b>	Take part effortlessly in any conversation or discussion and well known idiomatic expressions and colloquialisms. Express themselves fluently and convey finer shades of meaning precisely. Getting around linguistic problems so smoothly that other people hardly notice.	Ability to present an argumentation clearly and smoothly, with a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

	<b>Writing</b>	
<b>A1</b>	Be able to write short texts, such as postcards, notes, or for example holiday greetings. Know how to fill in forms with personal data such as name, nationality and address on the registration (e.g. registration form of a hotel)	
<b>A2</b>	Be able to write notes and messages relating to matters concerning immediate needs. Write very simple personal letters, for example, thanking someone for something.	
<b>B1</b>	Be able to write simple connected text on topics which are familiar or of personal interest. Be able to write personal letters describing experiences and impressions.	
<b>B2</b>	Be able to write clear, detailed texts on a wide range of topics related to self-interest. Be able to write an essay or report, giving information or providing reasons for or against a particular viewpoint. Know how to write letters highlighting the importance of certain facts and experiences.	
<b>C1</b>	Be able to express oneself in a clear, well structured manner, expressing points of view at some length. Be able to write about complex subjects in a letter, essay or report, underlining what is considered to be the salient issues. Select the appropriate style for the readers to whom the letters are addressed.	
<b>C2</b>	Be able to write clearly and fluidly in an appropriate style. Be able to write letters, reports or articles presenting a case with an effective logical structure which helps the recipient to notice and remember significant pieces of information. Write summaries and reviews of professional or literary works.	

## **5. Contents.**

### **5.1. Contents A1.**

#### **5.1.1. A1 PART**

##### **5.1.1.1. Functional contents**

- Greet formally and informally.
- Identify oneself (nationality, origin, profession, age)
- Introduce oneself
- Saying goodbye.
- Give an opinion.
- Ask and tell the direction.
- Ask for and give spatial information.
- Describe objects and locations.
- Describe people.
- Expressing possession.
- Describe clothing.
- Expressing needs, desires and preferences.
- Asking and expressing the time.
- Describing actions and daily activities.
- Express frequency of events
- Ask about a product and its price.

##### **5.1.1.2. Grammatical content.**

- The alphabet.
- Present: *be, have, work called*.
- Numbers 0-101.
- Numbers 101 to a million.
- Demonstratives.
- Gender and number in adjectives.
- Interrogative.
- *Creo que (I believe that )+ view*.
- Present regular.
- Uses *you / you*.
- Gender and number in nouns and adjectives.
- Use of the definite article and indefinite. Presence and absence.
- Contrast *is / is-n*.
- Prepositional phrases.
- Adjectives.
- Adjectives and possessive pronouns.
- *Be, have, carry*.
- Concordance adjective-noun.
- Comparison.
- Comparative irregular.
- Prepositions *a (to)* and *en (in)* with verbs of motion.
- Present indicative of regular and irregular verbs

- Reflexive verbs
- Adverbs and expressions of frequency

### **5.1.1.3. Lexical content.**

- Adjectives of nationality.
- Country names.
- Professions.
- Languages.
- Personal and class objects.
- Names of colors.
- Vocabulary related to directions.
- The house.
- The family.
- Clothing.
- Physical appearance
- Retail outlets, entertainment and leisure.
- Activities of daily living and leisure.
- Months.
- Weekdays.

### **5.1.1.4. Cultural content.**

- Names and last names in Spain.
- Forms of treatment and address in Spain.
- Correspondence.
- The Spanish Royal Family.
- Transport in Spain.
- Feast of the Three Wise Men.
- Timetables, Spanish customs and stereotypes.
- Nonverbal language.
- Literature: Juan José Millás, Gonzalo Torrente Ballester, Julio Cortázar
- Anuncios por palabras

## **6. Assessment.**

The assessment of students from different Spanish courses for foreigners at the UIB is based on the achievement of objectives at each level.

The qualifying criteria are the following guidelines:

- **Levels A and B:**
- Reading: 20%
- Writing: 15%
- Grammar and vocabulary: 20%
- Listening: 15%
- Speaking: 30%

- Level C:
- Reading Comprehension: 15%
- Writing: 20%.
- Grammar and vocabulary: 20%.
- Listening: 15%
- Speaking: 30%

To obtain any of the Diplomas it is essential to achieve at least 60% of the final grade.

**Grading system:**

<b>Concept</b>	<b>Value in Spain</b>	<b>Value in USA</b>
Matrícula de Honor	10 - 9,00	A
Sobresaliente	8,99 - 8,75	A-
Notable Alto	8,74 - 8,25	B+
Notable	8,24 - 7,50	B
Bien Alto	7,49 - 7,00	B-
Bien	6,99 - 6,00	C+
Suficiente	5,99 - 5,00	C
Suspenso	4,99 - 4,00	D
Muy Deficiente		