



## **CENTRO DE ESTUDIOS INTERCULTURALES CCCS**

### **SPANISH 451UA SPANISH LANGUAGE SUPERIOR LEVEL I (C2)**

The general objectives and evaluation system of this course are adapted to the Common European Frame of Reference (CEF) and its global scale of competencies.

#### **General Objectives**

In accordance with the CEF, upon completion of this course, a student will be capable of:

- Writing with coherence and cohesiveness, using the appropriate organizational structures and mechanisms.
- Perceiving and expressing differences in the nuances of communicating feelings.
- Knowing how to express indifference with various grades of formality.
- Speaking in the past, recognizing and expressing all of the differences and nuances that a native speaker would employ, as well as knowing the sequences and temporal relations between past elements.
- Speaking of illness and symptoms, treatments, and medical specializations as a native speaker would, distinguishing without difficulty between the elements pertaining to common language and that which only healthcare workers would utilize.
- Expressing insecurity with the nuance and resources as a native speaker would.
- Expressing courtesy when making requests, orders, and accepting/rejecting requests with various degrees of formality.
- Recognizing one's own pronunciation errors and self-correcting.

- Speaking with precision around different types of circumstances, expressing opinions about them, and summarizing the characteristics and elements related to each case.
- Expressing opinions, desires, feelings, and making distinctions like a native speaker between one's own perceptions and those of others.
- Recognizing and employing all forms of advice-giving that a native speaker uses, and understanding the differences between the intended and its implications.
- Writing complex text employing appropriate vocabulary like a native speaker.
- Recognizing and employing different words relating to the same paradigm with a high level of understanding.
- Recognizing different variations of Spanish spoken throughout Spain.
- Sustaining a conversation with a native speaker and familiarizing oneself with the distinct accent.
- Knowing the principal characteristics of Pre-Colombian cultures.

### **Content Relating to Grammar, Vocabulary, and Pragmatics**

In accordance with the CEF, upon completing this course a student will know and utilize:

- Textual connectors and their use in expository texts at a high level.
- Use of other resources to achieve coherence and cohesiveness: "*dicho/a...*", "*el mencionado...*", possessives, and personal pronouns.
- Characteristics of expository texts and their principal structures, as much from the point of view of the reader and comprehension as well as the written production.
- Spelling and punctuation: Punctuation marks and their use.
- Use of feeling verbs that can be constructed with indirect object pronouns or with reflexive pronouns to distinguish nuances of emphasis.
- Recognition of dative interest.
- Other verbs with different nuances or of use with/without pronouns: *comer/comerse, ir/irse*.
- Verbs that change meaning completely depending on their use with or without pronouns.
- Linguistic exponents that express indifference: *Por mí, me da igual; me da lo mismo; mi me va ni me viene, me es indiferente, me trae sin cuidado, me importa un pimiento, no es asunto mío, me trae al fresco, a mí plin*.
- Phraseology I: Idioms
- Uses of the preterite undefined for description or for habitual actions in the past: characteristics of a determined period.

- Use of the narrative imperfect tense in historical texts, news, and the telling of dreams.
- Use of the imperfect preterite tense to refer to the present.
- Use of the imperfect preterite tense in place of the simple conditional.
- Specialized medical vocabulary.
- Vocabulary of symptoms.
- Vocabulary of medicine.
- Vocabulary of bones, muscles, and organs.
- Adjectives related to senses.
- Phraseology II: Idioms
- Revision of simple future, perfect future, simple conditional and perfect conditional tenses.
- Resources for expression insecurity with different grades of formality.
- Resources for expressing courtesy in contexts of requests and orders.
- Spelling and pronunciation II: pronunciation of Spanish vowels and most frequent errors.
- Spelling and pronunciation III: pronunciation of Spanish consonants and most frequent errors.
- Spelling and pronunciation IV: norms of word groupings and pronunciation: phonetic groups.
- Vocabulary related to film, theater, dance, music, television, and bullfighting.
- Differences in word meanings depending on gender changes of the word: *el guitarra/la guitarra, el clave/la clave*.
- Expressions originating from the world of bullfighting.
- Review of usage norms for the indicative/subjunctive in oral expression. Special uses, differences between what one says and perceives and the opinion/perceptions.
- Indicative/subjunctive with idiomatic expressions: *que conste, la noticia de, la culpa de...*
- Indicative/subjunctive in verbs with various meanings: *decir, sentir, insistir, suponer, parecer, pensar*.
- Nouns and adjectives formed by derivation and composition.
- Significance of the principal suffixes for forming nouns and adjectives.
- Most common prefixes in Spanish and their meanings.
- Phonetic, vocabulary, and grammatical features of the various geographic Spanish spoken in Spain.
- Self-correction of geographic features.
- General features of the Mayan, Aztec, and Inca cultures, as well as their art.
- Indigenous languages of Hispanic America.

## **Sociocultural Content:**

In accordance with the CEF, upon completing this course a student will know about:

- Expressions of feelings and the differences between countries: overcoming stereotypes about Spanish character.
- Records and their functions.
- Art and Literature I: Spanish narrative texts and Hispanic Americans.
- Contemporary Spanish society I: Sanitary system of Spain. Consumption of medicine. Aging of the population. Practical example of overcoming stereotypes about Spain: health tourism and its implications.
- Courtesy. Colloquial and formal records. Grades and implications of the use of courtesy in requests and replies.
- Education and customs: cultural differences in education.
- Art and Literature II: Spanish film: popular genres and writers: overcoming stereotypes.
- Contemporary Spanish society II: Television in Spain. Popular programs.
- Contemporary Spanish society III: clinics in the press and other related phenomena: self-help, alternative medicines with strong psychological components.
- Contemporary Spanish society IV: political correction. Formal records.
- Geographical variations in Spanish.
- Social consideration of accents and their role in records.
- Art and Literature III: Pre-Colombian cultures and their art.
- Indigenous languages in Hispanic America.

## **Methodology**

The purpose of this course is to ensure that students are able to manage in actual situations of communication while keeping in mind the rules and practical aspects of language like grammar and vocabulary.

In order to develop this communicative methodology, four skills must be integrated: auditory comprehension, reading comprehension, written expression, and oral expression. The balance between these skills will guarantee the learning and later production of this acquired knowledge by the student in the classroom setting as well as in the sociocultural environment in which he is immersed. It will support the interculturality in the classroom and favor integration, respect, and tolerance towards the diverse cultures present in the Spanish classroom. Another

important aspect will be the incorporation and comparisons of different social and cultural aspects in Spain as well as in Hispanic America.

Each one of these skills requires different learning strategies, with the end result being that the student develops each skill equally.

For the selection of complementary materials, motivation, interest, and a teaching manual consistent with usage and authenticity will be emphasized. Visual and auditory materials will also be used to stimulate and support learning.

### **Bibliography: Texts and Materials**

EQUIPO DE LA UNIVERSIDAD DE ALCALÁ (2001) *Sueña 4. Libro del alumno*, Madrid, Anaya.

EQUIPO DE LA UNIVERSIDAD DE ALCALÁ (2001) *Sueña 4. Cuaderno de Ejercicios*, Madrid, Anaya.

Opciones:

- “El rastro de tu sangre en la nieve”, de G. G. Márquez en *Doce cuentos peregrinos*.
- “Cartas de amor traicionado”, “Vida interminable”, de I. Allende en *Cuentos de Eva Luna*.
- *Lágrimas de oro*, de Alejandro Jodorowsky

### **Evaluation**

Student evaluation Systems in the courses of the *Centro Superior de Idiomas* consists of two components: self-evaluation and evaluation of knowledge and acquired level.

With the self-evaluation, the student must:

- be conscious of his own learning style
- be conscious of progress, and
- develop more independence.

With the evaluation of knowledge and acquired level, what the student has learned by the end of the course is determined. It is then an evaluation of ability. The following areas will be evaluated:

Participation and daily work: <sup>1</sup>	10%
Oral expression:	10%
Reading	10%
Final exam: <sup>2</sup>	70%

It is necessary to mention that the *Centro Superior de Idiomas*, as an university institution, relies on the same norms as the University of Alicante with regards to attendance, and for this reason, in order for a student can obtain an attendance certificate or advantage, he must have at least 80% attendance.

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<sup>1</sup> By daily work, we mean homework and exercises that the student completes throughout the course, at home or in class. It includes written exercises (minimum of four), readings, and a variety of other activities that range from the more formal (fill-in-the-blanks, drills, question and response, corrections in pairs or self-correction of errors) to the more communicative (debates, interviews, role-play, simulations, partner activities, etc.).

<sup>2</sup> The exams are formal tests given midway or at the end of the course. They are a means of formal evaluation to see whether the student has completed the communicative objectives of the course, and are designed in relation to the course objectives. They do not seek to definitively measure grammatical knowledge, but to evaluate oral and written knowledge. The exam consists of:

- Several grammar and vocabulary exercises including fill-in-the-blanks, multiple choice, and free response questions,
- Reading comprehension text,
- Written comprehension text, and
- A test of oral expression.