

**Module title:** Spanish I N

**Module code:** HSP4202

**Credit value:** 30

**Level:** 4

**Pre-requisite modules:**

### **Content Description**

This module for students who are native or heritage speakers of Spanish offers an integration of Spanish language skills designed to introduce students to the learning methodology of the language in a university context. The module places particular emphasis on the development and application of the four skills (reading, listening, speaking and writing) in a variety of registers. It provides a strong emphasis on advanced grammar and translation (30% from Spanish into English and 70% English into Spanish). The module is also intended to help students become independent language learners, enabling participants to gain competence in some key skills that they will need for future employment (time management, critical thinking, and independent learning strategies). A good deal of the work on this module takes place outside the class. Students are expected to dedicate to Spanish language at least 10 hours of individual work a week, in addition to attendance at classes and preparation of assessed tasks. Tuition is aimed at developing appropriateness and accuracy in the spoken and written language through the analysis and composition of texts and oral presentation in a variety of registers. Successful students will reach Level B2 (+) of the Common European Framework of Reference for Languages (CEFR).

### **Module Aims**

After completion of the course, students will be able to:

1. Summarize the content of a given text, emphasizing the main stages of thought and stating a valid and critical conclusion.
2. Be aware of lexical variations in Spanish through the exposure to a wide range of written and audio-visual texts.
3. Increase their awareness towards lexical diversity and syntactic complexity.
4. Appreciate how form and meaning are constructed during the writing process.
5. Feel empowered with the understanding of the cultural and social characteristics of their linguistic heritage.
6. Engage in more abstract thinking.
7. Plan, compose, revise and evaluate their written work and oral presentations.
8. Distinguish between formal and informal registers of Spanish.
9. Envision a potential of professional development within a bilingual context in Spanish and English.

### **Learning Outcomes**

Academic Content:

- A1 Participants will reflect on their knowledge of Spanish and will identify the challenges to improve their ability with the language.
- A2 Students will analyze formal and informal registers in Spanish.
- A3 Students will expand their lexical and semantic-pragmatic choices to respond to a wider range of formal-academic contexts.

Disciplinary Skills – able to:

- B1 Develop effective spoken and written Spanish.
- B2 Foment a strong sense of intellectual integrity in a multicultural society.
- B3 Identify linguistic needs appropriate to different situations.
- B4 Use technologies to access and interpret information effectively (QMplus materials, tests, assignments and revision quizzes).
- B5 Use information for evidence-based decision-making and creative thinking.
- B6 Acquire and apply knowledge in a rigorous and constructive way.
- B7 Embrace a sense of consideration and support for learners of their native language.
- B8 Appreciate a critical commentary of films in their peninsular or Latin American variety of Spanish.
- B9 Enhance students' ability to reflect on the learning of their family language and monitor their progress for employability.
- B10 Demonstrate effective communication skills in an academic context.

Attributes:

- C1 Students will recognize the value of operating in more than one language.
- C2 Students will value the contribution of their linguistic heritage to their academic progress and to the creation of professional opportunities.
- C3 Students will expand their vocabulary and will be able to express themselves with precision and rigor.

#### Activity Hours

Activity Type	Time spent (hours)
Lecture	11
Seminar	11
Guided independent study	128
Total	150

#### Indicative Reading List

- Bosque, Ignacio & Violeta Demonte (eds), 1999. Gramática descriptiva de la lengua española, 3 vols (Madrid: Espasa).
- El español, una lengua viva (2014). Centro Virtual Cervantes.
- Hualde, José Ignacio, Antxon Olarrea, Anna María Escobar & Catherine E. Travis, 2010. Introducción a la lingüística hispánica, 2nd ed (Cambridge: University Press).
- Montrul, S. (2006). On the bilingual competence of Spanish heritage speakers: Syntax, lexical-semantics and processing. *International Journal of Bilingualism*, 10(1), 37-69.
- Samaniego et al. (2002). *Nuestro Mundo, Curso para hispanohablantes*. Geneva, IL: McDougal Littell, A Houghton-Mifflin Company.
- Schmitt, C.J., & Woodford, P.E. (2000). *Nosotros y nuestro mundo, Spanish for Spanish speakers 2*. New York: Glencoe/McGraw-Hill.
- Valdés, G. (1997). Bilinguals and bilingualism. *International Journal of the Sociology of Language*, 127.