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**WELCOME TO LEARNING SPANISH**

Welcome to the ***Learn a Language*** programme of Queen Mary. Language learning broadens the mind – you learn how different cultures and societies organize the world through language, you acquire a new vocabulary, new concepts, cultural knowledge, and become more interculturally aware. You can connect with people in another society in *their* language, a connection that is likely to be closer than if you make them speak *your* language or you communicate in a third language, such as English. You can use your language skills in your future career – employers consistently ask for better language skills in graduates. And, finally, language learning has cognitive benefits – studies show that bilinguals are more perceptive and have better memory. Speaking another language makes you more aware of language structure in general, and a better communicator.

**SPANISH LANGUAGE**

Spanishis the world’s second largest international language, with more than 400 million speakers in more than 20 countries, including over 40 million in the US. The Hispanic community is the largest minority in the United States, making Spanish the second language in the USA. Learning to understand and to communicate effectively in Spanish, both orally and in the written form, will open doors to the discovery of Hispanic culture, rich in history, traditions, literature and music, and to follow various forms of media available throughout the Spanish-speaking world.

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### MODULE AIMS AND LEARNING OUTCOMES

**Module Aims**

The overall aims of this module are to help you to further develop your knowledge of the Spanish language, and develop your ability to approach communication in the language in a confident and competent manner. You will develop a high command of the language and develop your ability to function effectively and competently dealing with language occurring in more demanding and challenging situations, within a general or a professional context (equivalent to level C1/C2 of the Common European Framework of Reference, CEFR).

You will improve your competence towards an advanced level through tasks designed to develop your skills in speaking and writing. You will also develop your receptive skills, by reading and listening to complex texts. The aim is to achieve a balance between fluency and accuracy, which means grammar and structure are an integral part of this course.

**How is the module structured and how will it be taught?**

You will have two timetabled sessions (of two hours each) per week, over two semesters (4 hours over 22 weeks). The module is taught in-person, on campus. This means you will get 88 hours of tutor-led learning. The total learning hours for this module are 300 hours, which means that in addition to the 88 tutor-led hours, you need to invest an additional 212 hours through independent study. You will do this by doing homework set by your tutor, completing tasks online on QMplus and in the course book, revising class materials and vocabulary, preparing for assessments, and using other opportunities to speak, listen to and read Spanish outside the classroom.

The in-person and online sessions will be mainly used for interactive tasks and skills development (speaking, listening, writing), while explanations of grammar and introduction of new material will be delivered mainly via recorded video clips.

This means you will sometimes be asked to watch a video, go over a PowerPoint presentation, or read a text *in preparation* for a class, as well as completing exercises and tasks *after* sessions, for consolidation (e.g, exercises in the course book, on QMplus, recording yourself, etc.).

**Module Learning Outcomes**

**You should develop the following outcomes related to academic content:**

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| A1 | To achieve effective communication in Spanish at level C1/C2 CEFR with competent speakers of the language. |
| A2 | To exploit, for a variety of purposes, a range of materials, written and spoken, in Spanish level C1/C2 CEFR. |
| A3 | To demonstrate a knowledge and understanding of the structures, registers and, as appropriate, varieties of Spanish at level C1/C2 CEFR. |
| A4 | To demonstrate a knowledge and understanding of Hispanic cultures and societies gained through the study of more complex written and aural texts and other cultural products in the target language. |

**You should develop the following disciplinary skills:**

|  |  |
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| B1 | To analyze aspects of the target language and make use of them in a broadly professional context. |
| B2 | To gather and process information related to Spanish language and Hispanic cultures from a variety of paper, audiovisual and electronic sources and communicate this information, both orally and in writing. |
| B3 | To use ICT effectively both as a means of communication and as an aid to learning. |
| B4 | To demonstrate some ability as an independent learner of the language in order to take further the study of Spanish language and Hispanic cultures. |

**You should develop the following general attributes:**

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| C1 | To be able to operate in more than one language, develop a global perspective and use the knowledge acquired to increase employability and engage with the professional world. |
| C2 | To apply analytical skills to investigate unfamiliar problems and to use the knowledge acquired to enrich research. |
| C3 | To be able to work effectively in diverse communities. |
| C4 | To work individually and in collaboration with others reflecting upon and assessing one's progress in learning the Target Language. |

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### EXPECTED STUDY TIME

If you are taking this module for credit, you will get 30 credits, which equals 300 learning hours. 88 of those will be tutor-led through synchronous sessions, the rest you are expected to invest between the weekly sessions, in your own time, via guided learning, using resources on QMplus, in your course book, and other material as advised by your tutor. Even if you are not taking the module for credit, you should invest the same amount of time in order to make progress as expected.

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| **30 credit module – 300 learning hours** | |
|  | |
| **Tutor-led learning** | **88 hours** |
| Interactive classes |  |
| **Self-directed learning** | **212 hours** |
| Preparations for synchronous sessions | 44 |
| Completing set homework | 44 |
| Self-study after class (QMplus, course book, etc.) | 88 |
| Preparation for assessments | 36 |
| **Total** | **300** |

### CONTACT DETAILS AND ADVICE & FEEDBACK HOURS OF YOUR TUTOR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module tutor** | | **Office** | **Email** | **Online office hours** |
| Hombre parado enfrente de un edificio  Descripción generada automáticamente | Dr David  Rodríguez  Velasco | Bancroft 1.36 | d.rodriguezvelasco  @qmul.ac.uk | Wednesday 1-2 pm |

You can use tutors’ Advice & Feedback hours to get advice and feedback. Please email your tutor to book an appointment.

**LEARNING PLAN**

**SEMESTER 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| week | main topic | learning outcomes | language focus | cuLTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | * El presente con valor pasado, futuro y atemporal. * Otros usos del presente: ordenes, instrucciones, hipótesis. * El voseo. | * Repasar los contenidos fundamentales del presente de indicativo: la conjugación y sus principales irregularidad, así como sus usos más avanzados. * Conocer el uso del voseo. * Familiarizarte con Argentina, su geografía y su historia. | **Grammar:**   * Presente del indicativo. * El voseo.   **Vocabulary:**   * Viajes y transporte. | * El voseo en Latinoamérica. * La dictadura militar Argentina y sus consecuencias. | * *Vocabulario Medio B1.* **Unit 17.** * *Vocabulario Avanzado B2.* **Unit 14.** |
| 2 | * Repaso del constraste entre pasados. Parte 1. * El arte. | * Repasar el contraste entre el Pretérito Pefecto y el Pretérito indefinido. * Reflexionar sobre cómo nos hace sentir el arte. * Debatir sobre la legalización del arte urbano. | **Grammar:**   * Contraste de pasados. Parte 1. Pretérito Perfecto y Pretérito indefinido.   **Vocabulary:**   * Arquitectura, escultura y pintura. * Sinónimos de ‘belleza’. | * El arte urbano. * La Venus del espejo de Diego Velázquez. * El arte durante el Covid en Perú. | * *Vocabulario Medio B1.* **Unit 12.** * *Vocabulario Avanzado B2.* **Unit 20.** |
| 3 | * Repaso del constraste entre pasados. Parte 2. * El deporte. | * Repasar el contraste entre el Pretérito Pefecto y el Pretérito indefinido. * Hablar sobre deporte e inclusión. | **Grammar:**   * Contraste de pasados. Parte 2. Pretérito Imperfecto y Pretérito Indefinido.   **Vocabulary:**   * Vocabulario técnico del deporte. * Expresiones idiomáticas con el mundo del deporte. | * El deporte femenino. * El deporte inclusivo. * Deportistas hispanos famosos y sus polémicas. * Equipos de fútbol hispanos más populares. | * *Vocabulario Medio B1.* **Unit 21.** * *Vocabulario Medio B1.* **Unit 22.** * *Vocabulario Avanzado B2.* **Unit 19.** |
| 4 | * El pretérito pluscuamperfecto, su formación y su uso. * La cultura y la tradicción. | * Consolidar el uso del pluscuamperfecto. * Reflexionar sobre lo que es cultura y tradición. * Debatir sobre si las culturas y las tradiciones son inmodificables. | **Grammar:**   * Pretérito pluscuamperfecto de indicativo.   **Vocabulary:**   * Valores y comportamientos personales. * Expresiones idiomáticas sobre nacionalidades | * Cultura y tradicción. | * *Vocabulario Avanzado B2.* **Unit 2.** |
| 5 | * Repaso de los tiempos del pasado en indicativo. * El medio ambiente. | * Consolidar el uso de los tiempos del pasado en el indicativo. * Reflexionar sobre el impacto del ser humano en el medio ambiente. | **Grammar:**   * Repaso de los tiempos del pasado.   **Vocabulary:**   * Reciclaje y problemas medioambientales. | * Berta Cáceres y su lucha por la defensa del medio ambiente. * El ser humano y la contaminación. | * *Vocabulario Medio B1.* **Unit 32.** * *Vocabulario Avanzado B2.* **Unit 16.** |
| 6 | * Las oraciones pasivas, su formación y su uso. * La gastronomía. | * Repasar la formación y el uso de las oraciones pasivas. * Reflexionar sobre cómo nos hace sentir la comida. * Debatir sobre la alimentación y la comida basura. | **Grammar:**   * Oraciones pasivas.   **Vocabulary:**   * Comida. | * La comida basura. * La gastronomía latina. * La comida modificada genéticamente. * La dieta mediterránea. | * *Vocabulario Medio B1.* **Unit 8.** * *Vocabulario Avanzado B2.* **Unit 6.** |
| 7 | **STUDY WEEK:**  Please complete the following work during Study Week:   * Mock listening and reading exam. * Mock written exam: Weeks 1 to 6. | | | | | |
| 8 | * Repaso de los tiempos del futuro: simple y compuesto. * Las relaciones sociales y amorosas en el S.XXI. | * Repasar la formación y el uso del futuro. * Reflexionar sobre las relaciones de hoy en día. * Lectura de un texto sobre cómo ligar. | **Grammar:**   * Futuro simple y compuesto del indicativo.   **Vocabulary:**   * Relaciones personales. * Sensaciones y percepciones. | * Diferencias culturales a la hora de conocernos. * El concepto de amor en diferentes países. | * *Vocabulario Medio B1.* **Unit 4.** * *Vocabulario Avanzado B2.* **Unit 1.** |
| 9 | * Repaso de las oraciones condicionales * El internet y los influencers. | * Repasar la formación y el uso de los condicionales. * Reflexionar y hablar sobre los riesgos de internet: gestión de datos y noticias falsas. * Reflexionar y opinar sobre los nuevos trabajos del siglo XXI. | **Grammar:**   * Condicional simple y compuesto   **Vocabulary:**   * Internet. * Ciencia y tecnología. | * La sociedad hispana y su relación con internet y las nuevas tecnologías. * ¿Quién es El Rubius? * Los problemas de los *influencers* en España. | * *Vocabulario Medio B1.* **Unit 29.** * *Vocabulario Avanzado B2.* **Unit 17.** |
| 10 | * Repaso de las formas no personales del vebo. * El feminismo. | * Repasar la formación y el uso de las perífrasis verbales con infinitivo, gerundio y participio. * Reflexionar y opinar sobre el feminismo. | **Grammar:**   * Formas no personales del verbo (Infinitivo, Gerundio y Participio). * Perífrasis verbales.   **Vocabulary:**   * Literatura y teatro. * El lenguaje metafórico. | * Iconos del feminismo hispano. * El signifcado de libertad de la canción feminista de Chile. * El feminismo de Rigoberta Bandini y otras cantantes hispanohablantes. | * *Vocabulario Medio B1.* **Unit 13.** * *Vocabulario Medio B1.* **Unit 14.** |
| 11 | * Repaso del imperativo. * Las etapas de la vida. | * Repasar la formación y el uso del imperativo. * Hablar sobre las diferentes etapas de la vida. * Reflexionar sobre la vejez. | **Grammar:**   * El imperativo.   **Vocabulary:**   * Celebraciones. * Diferentes adjetivos para hablar de la edad de una persona. | * La concepción de la edad. * El concepto de “viejoven”. * Diferentes formas de relacionarnos con la tercera edad. | * *Vocabulario Medio B1.* **Unit 5.** |
| 12 | **Review Weeks 8-11**  Practicing the final exam. | Learn tips and strategies to prepare for a written and oral exam. | Mock written and oral exam. Weeks 8 to 11. | N/A | N/A |

**SEMESTER 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| week | main topic | LEARNING OUTCOMES | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | * Repaso del subjuntivo. * Apropiación cultural. | * Repasar la formación y el uso del presente del subjuntivo. * Entender un tablao flamenco. * Comentar rasgos culturales típicos de cada país. * Reflexionar sobre la apropiación cultural del flamenco. | **Grammar:**   * Presente de subjuntivo.   Parte 1.  **Vocabulary:**   * Música y danza. * Cine y fotografía. * Vocabulario del flamenco.   Vocabulario del caló. | * Flamenco, gitanos y Rosalía. * Ver una actuación de Sara Baras. * El flamenco. | * *Vocabulario Medio B1.* **Unit 11.** * *Vocabulario Avanzado B2.* **Unit 22.** |
| 2 | * Repaso del subjuntivo. * Temas controvertidos: la eutanasia y el aborto | * Repasar la formación y el uso del presente del subjuntivo. * Reflexionar y opinar sobre la eutanasia y el aborto. * Debatir sobre el derecho de elección. | **Grammar:**   * Presente de subjuntivo.   Parte 2.  **Vocabulary:**   * Salud y enfermedad. * En el hospital. * Expresiones idiomáticas con partes del cuerpo | * La visión de la eutanasia y el aborto en el mundo hispano. | * *Vocabulario Medio B1.* **Unit 27.** * *Vocabulario Avanzado B2.* **Unit 9.** |
| 3 | * Repaso del pretérito perfecto del subjuntivo. * Las fobias. | * Repasar la formación y el uso del pretérito perfecto del subjuntivo. * Escuchar un pódcast sobre la Gordofobia. * Reflexionar sobre el culto al cuerpo y la necesidad de romper etiquetas. | **Grammar:**   * Pretérito perfecto del subjuntivo.   **Vocabulary:**   * El cuerpo humano. * Higiene y belleza. * Repaso a las estructuras de opinión y valoración. | * La belleza y el culto al cuerpo en los países hispanos. | * *Vocabulario Medio B1.* **Unit 1.** * *Vocabulario Avanzado B2.* **Unit 8.** |
| 4 | * Repaso del pretérito imperfecto del subjuntivo. * La educación. | * Repasar la formación y el uso del pretérito perfecto del subjuntivo. * Escuchar un extracto de radio sobre “las Inteligencias Múltiples”. * Leer el artículo *La educación personalizada*. * Reflexionar sobre cómo debe ser la educación. | **Grammar:**   * Pretérito imperfecto del subjuntivo.   **Vocabulary:**   * Educación. * Vocabulario de la escuela. | * El sistema educativo español. | * *Vocabulario Medio B1.* **Unit 10.** * *Vocabulario Avanzado B2.* **Unit 4.** |
| 5 | * Repaso del pretérito pluscuamperfecto del subjuntivo. * Los sentimientos. | * Repasar la formación y el uso del pretérito pluscuamperfecto del subjuntivo. * Hablar y reflexionar sobre las emociones y los sentimientos. * Leer un poema en español. | **Grammar:**   * Pretérito pluscuamperfecto del subjuntivo.   **Vocabulary:**   * Literatura y teatro. * Sentimientos y estados de ánimo. * Vocabulario y expresiones idiomáticas relacionadas con las emociones y los sentimientos. | * Poesía y poetas en el mundo hispano. * Actores y actrices del mundo hispano. | * *Vocabulario Medio B1.* **Unit 3.** * *Vocabulario Avanzado B2.* **Unit 21.** |
| 6 | * Repaso de las oraciones relativas con indificativo y subjuntivo. * Superhéroes o super inteligentes. | * Repasar las oraciones relativas con indificativo y subjuntivo. * Leer el artículo *¿Superhéroes?* * Debatir sobre qué hace a una persona extraordinaria. | **Grammar:**   * Oraciones relativas con indicativo y subjuntivo.   **Vocabulary:**   * Carácter y personalidad. | * Gente extraordinaria del mundo hispano. | * *Vocabulario Medio B1.* **Unit 2.** |
| 7 | **STUDY WEEK:**  Please complete the following work during Study Week:   * Mock listening and reading exam. * Mock written exam. Weeks 1 to 6 | | | | | |
| 8 | * Introducción al estilo indirecto. * Aprendiendo del pasado. | * La formación y el uso del estilo indirecto. * Hablar de la infancia y adolescencia. * Hablar de los hechos históricos que hemos presenciado. | **Grammar:**   * El estilo indirecto.   **Vocabulary:**   * Expresiones idiomáticas relacionadas con la memoria. * Verbos de memoria con y sin preposición. * Expresiones idiomáticas sobre personajes de la historia y de la cultura | * Hechos históricos fundamentales en la historia de nuestros países. | * *Vocabulario Medio B1.* **Unit 33.** * *Vocabulario Avanzado B2.* **Unit 16.** |
| 9 | * Introducción a las variedades fonéticas, morfológicas y léxicas del español. | * Conocer y detectar las principales diferencias dialectales del mundo hispano. | **Grammar:**   * Variedades fonéticas. * Variedades morfológicas. * Variedades léxicas.   **Vocabulary:**   * Expresiones del ámbito administrativo * Expresiones y frases hechas para la correspondencia comercial * Latinismos | * La diversidad del mundo hispano. * La situación lingüística en España y América. * Las lenguas indígenas y su influencia en el español. | * *Vocabulario Medio B1.* **Unit 26.** * *Vocabulario Avanzado B2.* **Unit 15.** |
| 10 | * Ortografía, acentuación y puntuación. * La censura. | * Asentar las reglas de ortografía, acentuación y puntuación en español. * Reflexionar y hablar sobre los riesgos de la censura. | **Grammar:**   * Ortografía, acentuación y puntuación.   **Vocabulary:**   * Medios de comunicación * Vocabulario relacionado con el cine y el espectáculo | * Cine y censura en la España de Franco. * Música y censura. | * *Vocabulario Avanzado B2.* **Unit 11.** |
| 11 | * El adjetivo, posición y cambio de significado. * El (tele)trabajo. | * Asentar el conocimiento sobre la posición del adjetivo y su significado. * Reflexionar y opinar sobre el mercado laboral. * Debatir sobre los ventajas y desventajas del teletrabajo. | **Grammar:**   * La posición del adjetivo y su significado. * Adjetivos antepuestos y pospuestos.   **Vocabulary:**   * Figuras retóricas de la descripción * En el trabajo. * Actividad laboral. | * La situación laboral en España y en los países hispanos. | * *Vocabulario Medio B1.* **Unit 6.** * *Vocabulario Avanzado B2.* **Unit 5.** |
| 12 | **Review Weeks 8-11**  Practicing the final exam. | Learn tips and strategies to prepare for a written and oral exam. | Mock written and oral exam. Weeks 8 to 11. | N/A | N/A |

### SEMESTER DATES 2023-24

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| --- | --- |
| **Semester 1** | **Dates** |
| **Teaching Weeks 1 to 6** | 25 Sep – 5 Nov 2023 |
| Study Week (Week 7) | 6 Nov – 10 Nov 2023 |
| **Teaching Weeks 8 to 12** | 13 Nov – 15 Dec 2023 |
| January exam period | 4 – 19 January 2024 |
| **Semester 2** | **Dates** |
| **Teaching Weeks 1 to 6** | 22 Jan – 1 Mar 2024 |
| Study Week (Week 7) | 4 Mar – 8 Mar 2024 |
| **Teaching Weeks 8 to 12** | 11 Mar – 12 Apr 2024 |
| Exam period | 2 May – 31 May 2024 |
| Summer Resit period | August 2024 |

### LEARNING MATERIALS

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| --- | --- | --- | --- |
|  | **QMPLUS MATERIALS** |  | Notes |
| Text  Description automatically generated with low confidence | *Materials for this module are all included in the QMPlus Module area.* |  | ***Materials will be available on QMplus on a weekly basis.***  **You can download this book in the following** [**link**](https://marcoele.com/gramatica-b/)**.** |

**OTHER RESOURCES:**

**Websites:**

* Campus Difusión: <https://campus.difusion.com/>
* Instituto Cervantes Londres: <https://londres.cervantes.es/es/default.shtm>
* Radio Televisión Española: <https://www.rtve.es>
* Hoy Hablamos: [https://www.hoyhablamos.com/](https://www.hoyhablamos.com/%20)

**Interactive websites**:

* Ver tal: <http://www.ver-taal.com>
* Spanish Unicorn: <https://www.spanishunicorn.com/>
* Profe de ELE: <https://www.profedeele.es/>

**Online dictionaries:**

* Word reference: [https://www.wordreference.com/](https://www.wordreference.com/%20)
* Linguee: <https://www.linguee.com/>
* Real Academia Española de la Lengua: <https://www.rae.es/>

**Youtube channels:**

* Tío Spanish: [https://www.youtube.com/c/TioSpanish](https://www.youtube.com/c/TioSpanish%20)
* Sergi Martin Spanish: <https://www.youtube.com/c/Sergimartinspanish>

**Talis Reading List:**

* <https://qmul.rl.talis.com/index.html> (Just type your module or access directly from QMplus).

**Institutions and events in London related to Spanish Language and Culture:**

|  |
| --- |
| London Spanish Film Festival |
| El día Ñ del español (Instituto Cervantes) |
| Cervantes Theatre |

### QMplus Module page

The QMplus module page is the place to go to regularly before and after class, to prepare for the weekly sessions and find resources for self-study. Here you will find the materials used in class in addition to the course book, and additional resources and activities that help you consolidate and extend the material covered in class. You will also find links to web resources and videos on the language and cultural information.

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### Free Language Speaking Practice

A group of people with books in them

Description automatically generated with medium confidenceLanguage learners within the Queen Mary community can book 30-minute online speaking sessions with native or proficient speakers, for 15+ languages, for free. You can practise your speaking skills in the language you're learning, in an informal way. Sessions are offered by volunteers – QMUL students and staff who enjoy helping others learn. It’s a great way to practise the language, and get to know Queen Mary students from different schools and different backgrounds.

[More information and booking link](https://www.qmul.ac.uk/sllf/language-centre/language-learning/speaking-practice/)

### FEEDBACK

* How can you check your progress throughout the module?
* What feedback can you expect from your tutor?

Language classes are highly interactive and participative, which means your tutor will give you regular instant feedback on your participation in class. Your tutor will also give you feedback on your submitted homework, and on activities that you complete on QMplus, if there is no automated feedback.

You will get feedback on the draft (formative submission) of your Writing Assignment, and will then have the opportunity to improve your writing before you submit it for summative assessment (counting towards your mark).

Your tutor is available during Feedback & Advice hours (check the times in the Tutor profile above), which you can use for a one-to-one meeting to discuss your progress. Please email your tutor beforehand.

### ASSESSMENT INFORMATION

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| **Assessment if you take the module FOR credit.**  If you are taking this module for credit, you need to complete and pass the assessments in order to gain the credits. The credits will count towards the total number of credits you need in each academic year (120 per year for undergraduate students). |
| **Assessment if you take the module NOT for credit.**  If you are taking this module as a non-credit bearing module, it will not count towards your programme, and you will not receive credits. However, if you complete and pass the module, you will receive a **Certificate of Completion** stating that you have passed the module, and with what grade. The requirements are that you:   1. Have attended *at least* 65% of the taught sessions. 2. Take and pass the module assessment for non-credit seeking students to show that you have achieved the learning outcomes of the module.   If you do not take the module assessment but meet the attendance requirement, you will receive a **Certificate of Attendance**, without a grade. |

Assessment is carried out through formal and informal reading, writing, listening, and speaking tasks. The assessment structure depends on whether you are taking the module for credit or not, and whether you take the year-long or the one-semester option. Check your module code and note the assessment structure relevant to you, below:

**Assessment structure:**

**FOR CREDIT**

**LAN6020: Spanish Language & Culture 3: Students taking the module for credit, year-long (30 credits)**

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| --- | --- | --- | --- |
| **LAN6020**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 450-500 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

**LAN 6021: Spanish Language & Culture 3a: Students taking the module for credit, Semester A only (15 credits)**

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| **LAN6021**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 400-450 words | Submission (formative):  Week 9  Feedback given in Week 10  Submission (summative):  First week in January |
| **Oral exam** | 30% |  | Semester 1, Week 12 |
| **Written exam** | 40% | 2 hours | January Examination period |

**LAN 6022: Spanish Language & Culture 3b: Students taking the module for credit, Semester B only (15 credits)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LAN6022**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 2, Week 11 |
| * Writing Assignment | 20% | 450-500 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

**NOT FOR CREDIT**

**LAN6025: Spanish Language & Culture 3: Students taking the module NOT for credit, year-long. In order to get a Certificate, you need to pass the following assessments:**

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| **LAN6025**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 20% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 30% | 450-500 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * Oral test | 50% |  | Semester 2, Week 12 |

Your tutor will give you assessment briefs for each of the assessments.

**MARKING CRITERIA FOR ASSESSMENT OF WRITING SKILLS**

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| **Task achievement** | * How fully has the task brief been achieved? Does the text have the required length?\* * How fully, and in what breadth, has the topic been covered? * If the task consists of description, how comprehensive is the description? * If the task consists of argumentation, has the topic been considered from different angles? * Have different aspects of the topic been elaborated? * How relevant, and how correct, is the information included? |
| **Organisation, Coherence and cohesion** | * How clear is the text, and how logical is its structure? * How appropriate, and how varied, are the connectors and cohesive devices used to link sentences? * How well is paragraphing used, and how well are paragraphs connected to achieve a coherent text? Does the text read smoothly, or are there jumps? |
| **Range**  **(Grammar, Syntax, Vocabulary)** | * Are the sentence and grammatical structures appropriate for the level? (at lower levels, simple sentences will be fine, while at higher levels, the inclusion of more complex structures will be expected) * How wide is the range of vocabulary used in the text? (simple and frequent lexical items will be fine at lower levels, while at higher levels, more varied vocabulary, use of nuance, and use of idiomatic expressions will be expected) |
| **Accuracy (Grammar, Syntax, Vocabulary)** | * How accurate are the grammar and sentence structures? If there are errors, are they minor, or do they impact the communication more severely? To what extent does the reader have to make an effort to understand what you are trying to communicate? * How good is your command of the vocabulary? Do the words you have chosen have the right meaning to express what you want to say? If there are errors, do they just make the passage sound somewhat clumsy or do they obscure the meaning of the sentence and hinder communication? * How well are lexical collocations used? (that is, words that normally go together, e.g. we say ‘to take a picture’ and not ‘to make a picture’, ‘to make a mistake’ and not ‘to do a mistake’, ‘to do someone a favour’ but not ‘to make someone a favour’) |

\*If you submit work significantly under the word limit, marks will be deducted.

**MARKING CRITERIA FOR ASSESSMENT FOR SPEAKING SKILLS**

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| **Task achievement** | * Have you completed the task that has been set? Have you completed it fully or only partially? |
| **Range of vocabulary and structures** | * How wide is the range of vocabulary that you use? Is it quite simple and basic, or do you master the full range of vocabulary that has been covered in the module? * What kind of sentence structures do you use? Are they simple (such as a list of short main clauses), or are they more complex (using longer sentence structures with subordinate clauses that are well connected by conjunctions)? |
| **Accuracy of vocabulary and grammatical structures** | * How accurate is the vocabulary you are using? Are you using words with the right meaning to express what you want to say? How often do you pick words that don’t quite fit? * How accurate are the grammar and the sentence structures that you are using? How frequently do you make mistakes? Are the mistakes minor or do they make it hard for your conversation partner to understand what you are trying to say? |
| **Pronunciation** | * How well do you pronounce the words and sounds in the target language? Is your pronunciation smooth and clear, with the correct word stress and sentence intonation, or is it difficult for the listener to recognise some of the words you produce? |
| **Fluency** | * How natural is the speed of your speech? (Note that slight hesitations, restarting a sentence, pausing to find the right word, etc., is part of natural speech). Are there many, long and ‘unnatural’, pauses and hesitations? Is there a breakdown of communication? Can you repair gaps by paraphrasing a word that you cannot find, or by reformulating a sentence? |
| **Interactional skills** | * How well can you use conversational norms when interacting with someone else: For example, opening a conversation, maintaining it, asking for clarification, giving appropriate responses to prompts from your conversation partner, taking turns in the conversation, closing (ending) the conversation. |