

4.0 credits	45.0 h	2q
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Teacher(s) :	Garcia Migura Begona (compensates Lorente Fernandez Paula) ; Lorente Fernandez Paula (coordinator) ;
Language :	Espagnol
Place of the course	Louvain-la-Neuve
Prerequisites :	-- Having met the 1st semester course objectives set by the Faculty of Arts. -- Having enrolled for this course and included it in one's curriculum. -- Simultaneously follow the BAC 1 Spanish classes offered by FIAL
Main themes :	The aim of this course is to develop the systematic mastering of the communication and language skills (socio-linguistic and pragmatic) needed in various productive, receptive, interactive and mediating situations, corresponding to an A2-level starting point and a B1.1-level objective of the Common European Framework of Reference for languages. To reach that target, the themes tackled in the course differ from those that are usually addressed when only basic communication skills are aimed at. Conversations, critical reflection and writing activities will be organized about: the family, leisure and points of interest, work, travel and current events, abstract or cultural subjects such as music, cuisine, history or cinema.
Aims :	At the end of this learning module, the student should be able to: -- express themselves using a sufficient amount of vocabulary on most subjects related to everyday life, such as the family, leisure and points of interest, work, travel and current events (language skill: lexis). -- communicate with a sufficient amount of self-correction about familiar topics, using good grammatical control, with the general sense remaining clear (language skill: grammar).? -- pronounce clearly and intelligibly, even while retaining a distinguishable foreign accent (language skill: phonology). -- produce written text in which the learner's use of the spelling code, punctuation and structure can be understood easily and they are understandable overall (language skill: spelling). -- use neutral register to respond to a large array of language functions, using the most common expressions (language skill: self-correction). -- recognize the most salient rules of politeness and the most significant differences in custom, usage, attitudes, values and beliefs between Hispanic communities and one's own (socio-linguistic skills: self-correction). -- implement the flexibility needed to adapt one's discourse and deal with less common situations, using a wide range of simple language, with the aim of expressing the essence of what they want to say (pragmatic skill: discourse competence and flexibility). -- intervene in a discussion on a familiar subject, using the language functions needed to draw the interlocutor's attention and be able to launch, pursue or conclude a simple face-to-face conversation on familiar or personal subjects (pragmatic skill: discursive competence and turn-taking). -- narrate or describe with relative ease something simple and linear (pragmatic skill: discursive competence and thematic development). -- link a series of short, simple and distinct elements into ongoing and coherent discourse (pragmatic skill: discursive competence, coherence and cohesion). -- express themselves with a degree of ease, narrate understandably, continue speaking efficiently and without help, even with some formulation problems, pauses and hesitations (pragmatic skill: functional competence and oral self-confidence). -- explain the main elements of an idea or problem, with enough accuracy to be able to express one's opinion (pragmatic skill: functional competence and accuracy). <i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>

<b>Evaluation methods :</b>	-- Continuous assessment with various forms of testing throughout the term, -- alongside a final exam on grammar and vocabulary.
<b>Teaching methods :</b>	This learning module starts from an action-oriented approach, which means that the language learner is essentially becoming a language user in various fields (personal, public, professional, educational) and situations (places, organizations, actors, objects, events, operations, texts). The learning module is mainly taught in the form of contact hours, along with e-learning support on two UCL platforms (Moodle and Mahara). The learning module follows a foreign-language handbook and its workbook, corresponding to the level aimed at in the course (B1.1). The learning module is based on the PBL principle (problem-based learning) as well as the principles of self-study and self-reflection: the student is at the heart of their learning process and they are cognitively activated, so that they can autonomously self-construct their knowledge and know-how, beside the help of their peers. Various self-assessment and peer assessment activities will thus be proposed throughout the learning module.
<b>Content :</b>	This learning module aims at developing all the language and communication skills entrenched in a communicative, lexical and grammatical approach. The methodology is very varied and includes carrying out various assignments (written and oral) throughout the course, linked to the themes tackled.
<b>Bibliography :</b>	-- Alonso, R., Castañeda, A., Martínez Gila, P., Miquel, L., Ortega, J., & mp; Ruiz Campillo, J.P. (2005). Gramática básica del estudiante de español -- Chamorro, M.D, Conejo, E., & mp; Martínez Gila, P. (2013). Bitácora 3- Cuaderno de ejercicios -- Sans, N., Martín Peris, E., Garmendia, A., & mp; Conejo, E. (2013). Bitácora 3 - Libro del alumno. Difusión.
<b>Faculty or entity in charge:</b>	ILV

<b>Programmes / formations proposant cette unité d'enseignement (UE)</b>				
Intitulé du programme	Sigle	Credits	Prerequis	Acquis d'apprentissage
Bachelor in Modern Languages and Letters : General	ROGE1BA	4	-	