

दिल्लीविश्वविद्यालय

# UNIVERSITY OF DELHI

B.A.(Prog.) Spanish

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

<b>Academic Council</b>	
Date:	No:
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**Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning**

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## Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of BA Programme Spanish offers courses on skill enhancement through specially designed courses in the area of media studies, business and tourism sectors and the hotel industry. In addition there are translation and interpretation courses which deal with the techniques and different language registers of each field. To acquaint students with Spanish culture there is even a course on food and social life in Spain.

The University of Delhi hopes the LOCF approach of the programme B.A Programme Spanish will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

## **BA (Programme) Spanish (LOCF)**

### **Introduction**

The B.A. (Programme) Spanish programme has been designed adopting the Task based and Communicative Approaches that are the latest Foreign Language Teaching methodologies adopted across the world in order to enable learners to attain the language competency levels specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council. Each module aims at imparting specific linguistic skills as well as life skills that would help learners to communicate effectively in real life situations. The curriculum intends to integrate real life communicative situations in the language class rooms with the help of concrete tasks and project based collaborative teaching-learning.

### **Nature and Extent of the B.A. (Programme) Spanish Programme**

The B.A. (Programme) Spanish program seeks to cover three key areas of study, i.e. Study of the Spanish Language through development of 4 core skills, reading, writing, listening and speaking; study of the language for specific purposes, such as Translation, Business Spanish, Spanish for Tourism etc.; and study of socio-political institutions, literary, historical and cultural movements of the Spanish speaking world.

The Programme seeks to develop both theoretical and practical knowledge in each of these fields in an interdisciplinary manner so as to develop a comprehensive understanding of the complexities of the language and its social, cultural, historical and professional specificities.

### **Aims and Objectives**

The overall aims of B.A. (Programme) Spanish are to:

- Develop the capacity to comprehend, analyse and synthesize diverse written and oral information in Spanish.
- Enable learners to communicate in an independent manner with little or no help from the native speaker and to attain communicative fluency in Spanish, to have a good knowledge of morphosyntactic, lexical and phonological aspects of the language.
- Develop the ability to apply their knowledge and linguistic skills in a vast and varied range of real-life situations in a Spanish context.
- To provide learners with an overview of issues related to socio-political, cultural, historical and literary fields of the Spanish speaking world.
- Provide learners with the knowledge to undertake further studies in Spanish or to develop required skill sets relevant to wage employment, self-employment and entrepreneurship.

## **Characteristic Attributes of a Graduate in BA Programme with Spanish Discipline**

Some of the characteristic attributes of a graduate in **BA Programme with Spanish Discipline** may include the following:

### **Disciplinary Knowledge:**

- Capable of attaining communicative level in Spanish equivalent to B1 as specified by the Common European Framework.
- Demonstrate an intermediate level of knowledge and understanding of the society, history, culture, literature and all other related aspects of the Spanish speaking world.

### **Skilled Communicator:**

- Demonstrate competence in reading, writing, listening and speaking Spanish.
- Capable of comprehending oral and written texts in Spanish.
- Capable of presenting information in written and oral form in a clear and concise manner.
- Capable of interacting independently in Spanish in various real-life situations.
- Capable of communicating in Spanish through print, audio-visual and virtual media.

### **Critical Thinker:**

- Ability to assess and analyse texts pertaining to social, cultural, historical and literary domains.
- Ability to comprehend and discuss various issues in each of the above-mentioned domains.

### **Problem Solver:**

- Capable of using problem solving abilities in real life situations acquired through task-based learning.
- Ability to use strategic competences to complete a task or attain a communicative goal by application of acquired skills.

### **Analytical Mind:**

- Develop the capacity to analyse and evaluate written and oral texts in Spanish.
- Capacity to produce coherent, well-structured texts in Spanish.
- Skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions.

### **Skilled Researcher:**

- Ability to collect, process and evaluate relevant information obtained through various media.
- Capacity to articulate the outcomes of the research in an appropriately structured manner.

### **Collaborative Learner/Team Player:**

Capable of working in a team, taking on leadership role when required while participating in the collaborative teaching-learning process and task-based activities both within and outside the classroom situation.

### **Scientific/Analytical Reasoning:**

- Ability to analyze, interpret and draw objective conclusions from various texts.

### **Reflective thinker:**

- Demonstrates intercultural and co-cultural competences to generate an awareness of the self and the target culture.

### **Digitally Literate:**

- Ability to use various language learning apps and tools provided by the teacher or available in the course material (text book) prescribed.
- Capacity to effectively communicate across various social media platforms using the target language.

### **Autonomous Learner:**

- Capacity to reflect on and evaluate one's learning process through structured self-evaluation provided by the teacher or available in the course material (text book) prescribed.
- Capacity to adapt to the flipped classroom model by taking responsibility and ownership of one's learning outside the classroom environment.

### **Multicultural Competence:**

- Develop awareness and understanding of the values, beliefs, practices of the target cultures and accept and adapt to cultural differences not only with the target culture but within one's own multicultural society.

### **Moral and Ethical Being:**

- Ability to take an informed position regarding various social and ethical issues such as discriminations, exclusions, marginalization of various genders, castes, ethno-religious communities and social groups.
- Capacity to adopt and generate awareness of environment friendly practices.
- Develop an awareness of ethical practices to respect intellectual property rights by avoiding plagiarism. .

### **Skilled Project Manager:**

- Capable of planning, mapping, identifying and mobilising resources to complete projects by demonstrating skills in organizing, delegating tasks amongst fellow group members.

### **Lifelong Learner:**

- Capacity to put in practice communicative, strategic, socio-linguistic and intercultural competences in learning other foreign languages.
- Ability to improve upon various specialised skills of professional domains, such as tourism, media, commerce and industry through experiential practices and learning opportunities.

## **Qualification Descriptors for B.A. (Programme) in Spanish**

The qualification descriptors for B.A. (Programme) in Spanish may include the following:

- Understanding and identifying the main ideas in a text, a monologue or an interaction in Spanish.
- Capacity to interact with a moderate degree of fluency and spontaneity with a native speaker.
- Ability to produce clear, short and connected texts and monologues on simple and familiar topics.
- Demonstrate basic understanding about history, society, culture and literature of the Spanish speaking world.
- Capacity to effectively communicate and establish a social interaction in a multicultural context.
- Use knowledge, understanding and skills required to carry forward basic research on pertinent issues related to various relevant domains.
- Capacity to undertake professional assignments in a number of fields requiring knowledge of Spanish such as, tourism, media, commerce and industry, teaching of foreign languages and printing and publishing industry.

## **The Programme Learning Outcomes relating to B.A. (Programme) in Spanish**

The Programme learning outcomes relating to B.A. (Programme) in Spanish are the following:

- Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which these languages have developed and are used.

- Integrate knowledge of socio-historical events and literary and cultural fields into the acquisition of the four linguistic skills - reading, writing, listening and speaking. Develop language skills and critical thinking.
- Enable students to partially attain B2 level at the end of the program by completing stages of language learning specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council.
- Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies.
- Provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, tourism, foreign language teaching at the school and equivalent levels, publishing, the print and electronic media, and in other emerging areas in the corporate world where knowledge of a foreign language is either required or seen as an advantage).

Semester	Core and DSE Courses (6 Credits each)	Other Courses	GE
I	C-1 Study of the Language (1)	AECC	
II	C-2 Study of the Language (2)	AECC	
III	C-3 Study of the Language (3)	SEC – 01 or 02	
IV	C-4 Study of the Language (4)	SEC – 03 or 04	
V	DSE -01 or DSE -02 or DSE -03	SEC – 05 or 06	GE -01
VI	DSE -04 or DSE -05 or DSE -06	SEC– 07 or 08	GE -02

SEC: Skill-enhancement Courses provide skill-based instructions

DSE: Discipline Specific Elective courses chosen from a pool of courses offered by the main discipline/subject of study.

GE: Generic Elective courses chosen generally from an unrelated discipline/subject, with an intention to seek exposure. A core course offered in a discipline/subject may be treated as an elective by other disciplines/subjects and vice versa and such electives may also be referred to as Generic Elective.

The B.A. (Programme) Spanish requires the following:		Lectures	Tutorials	Total Credits	
4	Core Courses spread over 4 semesters of 6 credits each	5	1	4*6	= 24
2	DSE spread over 2 semesters of 6 credits each	5	1	2*6	= 12
				Total	36
4	SEC spread over 4 semesters of 4 credits each	4	-	4*4	16
2	GE spread over 2 semesters of 6 credits each	5	1	2*6	12

SEC	Skill-Enhancement Elective Courses	Semester	Credits
SEC-1	Spanish through audio visual methods: songs and Lyrics	III	4
SEC-2	Oral Skills -1	III	4
SEC-3	Spanish through audio visual methods: Films	IV	4
SEC-4	Oral Skills -2	IV	4
SEC-5	Spanish in the Travel and Tourism Sector	V	4
SEC-6	Intermediate Oral Skills- 1	V	4
SEC-7	Business Spanish	VI	4
SEC-8	Intermediate Oral Skills- 2	VI	4

DSE	Discipline Specific Elective	Semester	Credits
DSE- 1	Advanced Study of the Language (1)	V	6
DSE -2	Life in Spain: Elements of History, Culture and Civilization	V	6
DSE -3	Hispanic Media Studies	V	6
DSE -4	Advanced Study of the Language (2)	VI	6
DSE -5	Introduction to Translation	VI	6
DSE -6	Children & Adolescent Literature	VI	6

GE	Generic Elective	Semester	Credits
GE- 1	Introduction to Spanish	V	6
GE -2	Introduction to Spanish – (2)	VI	6



## Core Courses

### Semester 1

#### Study of the Language (1)

((CBCS) B.A.(PROG))

Core Course (CC) – 01

Credit: 6

#### Course Objective:(2-3)

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests etc., among other things. By the end of this semester, the student will attain partially A1 level of the Common European Framework.

#### Course Learning Outcomes:

- Enable students to partially attain A1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### Unit 1:

Reading: Reading simple texts related to one's immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

#### Unit 2:

Listening: Understanding familiar words and very basic phrases about oneself, one's family, and immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

#### Unit 3:

Writing: Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc.) on everyday topics.

#### Unit 4:

Speaking: Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say. Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires.

#### References:

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas, J., et al. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas A1*. Madrid: SM Español para extranjeros.

- Alondo E., et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
  - Baulenas Neus S., et al.(2016). *Bítacora 1*. Barcelona: Editorial Difusión.
  - Martinez María Angeles Alvarez, et al. (2017). *Sueña1*. Madrid: Grupo Anaya.
- Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based,co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of written comprehension and production and oral comprehension and production adopting the descriptors specified for A1 level by CEF.

25% weightage on Formative Internal assessment through closed-book/open-book tests,tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF.

20% weightage on End Semester oral examination.

### **Keywords:**

Immediate environment, simple structures, basic reading, listening, writing and speaking skills, simple social interaction.

## **Semester II**

### **Study of the Language 2**

**((CBCS) B.A.(PROG))**

**Core Course (CC) - 02**

**Credit: 6**

### **Course Objective:(2-3)**

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Spanish and include communicative activities like narrating of experiences and events, to ask for

and give information, to talk of their daily routine, etc., among other things. By the end of this semester students will become basic users of Spanish by completing A1 level.

### **Course Learning Outcomes:**

- Enable learners to attain A1 Level of reading, writing, listening and speaking skills in the concerned language.
  - Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services.
  - Equip students to write short personal texts describing events and related to specific needs of the learner.
  - Develop the capacity to understand essential points of simple oral text provided speech is clearly and slowly articulated.
  - Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.

#### Unit 1:

Listening: Identifying the main points in short, clear, simple messages and announcements.

#### Unit 2:

Reading: Simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, timetables, Internet forums etc. and answering questions on them.

#### Unit 3:

Speaking:-

- Monologue: Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences in areas of immediate need.
- Dialogue: To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters.

#### Unit 4:

Writing: Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

### **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas, J., et al. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión.
- Campo C. et al. (2017). *Protagonistas A1-A-2*. Madrid: SM Español para Extranjeros.
- Alondo E., et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Baulenas, Neus Sans, et al. (2016). *Bítacora 1*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 1*. Madrid: Grupo Anaya.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of written comprehension and production adopting the descriptors specified for A1 level by CEF.

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF.

20% weightage on end semester oral examination.

### **Keywords:**

Environment of immediate relevance, sufficient skills for survival, matters of immediate need, routine tasks, short and direct exchange of information.

## **Semester III**

### **Study of the Language 3**

**((CBCS) B.A.(PROG))**

**Core Course (CC) – 03**

**Credit: 6**

### **Course Objective:(2-3)**

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2 level of CEF.

### **Course Learning Outcomes:**

- Enable learners to partially attain A2 Level of reading, listening, writing and speaking skills in the concerned language.
- Develop competence to read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.
- Equip the learners to write short personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.
- Develops skills to read and understand simple texts of immediate relevance related to family, local environment, employment, and other routine matters.
- Equip learners to understand the main points of simple audio messages or recorded material about familiar subjects delivered relatively slowly and clearly.
- Develop the capacity to describe topics in simple terms on different aspects of the immediate environment of the learners and on matters in areas of immediate needs.
- Develop strategies to cope with simple situations related to routine matters in public spaces.

#### Unit 1:

Listening: Identifying the main points in short, clear, simple messages and announcements. Understanding simple directions, understanding and extracting the essential information from short recorded passages, dealing with predictable everyday matters.

#### Unit 2:

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

#### Unit 3:

Speaking:-

- Monologue: Capable of describing, using simple language, different aspects of his or her background, relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.).
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend, making and responding to suggestions, agreeing and disagreeing with others, etc.

#### Unit 4:

Writing: Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

### **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
- Alondo E., et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Baulenas Neus Sans, et al. (2017). *Bítacora 2*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
  - The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
  - The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of written comprehension and production adopting the descriptors specified for A2 levels by CEF.

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

55% weightage on End Semester written Examination adopting the descriptors and components specified for A2 level by CEF.

20% weightage on End Semester oral Examination.

### **Keywords:**

Understanding of straightforward factual texts, expression of feelings and experiences, moving away from immediate environment, speaking about non-routine matters, coping with less familiar situations.

## **Semester IV**

### **Study of the language (4)**

**((CBCS) B.A.(PROG))**

**Core Course (CC) – 04**

**Credit: 6**

### **Course Objective:(2-3)**

The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations,

opinions, etc., among other things. The learner can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The Learner will complete A2 level and partially attain B1 level of CEF.

### **Course Learning Outcomes:**

- Enables learner to complete A2 level and partially attain B1 Level of reading, listening, writing and speaking skills in the concerned language.
- Equip learners to follow much of what is said around him/her on general topics.
- Give training to write straightforward connected texts on a range of familiar subjects within one's field of interest.

#### Unit 1:

Reading: Reading texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment.

#### Unit 2:

Writing: Writing detailed descriptions on a range of familiar subjects within one's field of interest/ writing accounts of experiences/describing feelings and reactions in simple connected text/writing a description of an event, a recent trip - real or imagined.

#### Unit 3:

Listening: Understanding main points presented in an audio/video text.

#### Unit 4:

Speaking:-

- Expressing experiences, feelings and reactions in different situations.
- Describing dreams, hopes, ambitions, events, real or imagined.
- Narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/ discussing what to do, where to go, who or which to choose.

### **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
- Alondo E. et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Baulenas, Neus Sans, et al.(2017). *Bítacora 2*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez. et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Corpas, J. et al. (2015). *Aula Internacional 3*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: Ediciones SM.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of written comprehension and production adopting the descriptors specified for B1 levels by CEF.

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

55% weightage on End Semester written Examination adopting the descriptors and components specified for B1 level by CEF.

20% weightage on End Semester Oral Examination.

### **Keywords:**

Detailed accounts of experiences, debating and presentation skills, writing about topics of interest.

## **DSE Courses**

### **Semester V**

#### **Advanced Study of the Language (1)**

**((CBCS) B.A.(PROG))**

#### **Discipline Specific Elective (DSE) - 01**

**Credit: 6**

### **Course Objective:(2-3)**

- The course focuses on building upon the abilities acquired in the earlier semesters making the learners more proficient and fluent in the target language.
- It enables them to read and comprehend short literary texts, identifying and summarizing the main arguments in a text in their own words as also relate to various aspects of the concerned culture.
- It enables them to acquire the ability to translate sentences, passages and short texts using the various learnt grammatical structures.
- The learners complete level B1 and partially attain level B2 of the CEF.

### **Course Learning Outcomes:**

- Enables learner to attain B1/partial B2 Level through study of advanced grammar, translation and short literary texts.
- Familiarizes students with language usages in literary texts and various aspects of the concerned culture.
- Enables students to be more proficient and fluent in the language.



### Unit 1:

- Consolidation of grammar learnt in the previous semesters.
- Study of advanced grammar.
- Study of texts with learnt advanced grammatical structures.

### Unit 2:

- Introducing the student to the techniques of translation.
- Translation of short texts using advanced grammatical structures.
- Making of word glossaries pertaining to language for specific purposes.

### Unit 3:

- Introduction and analytical study of both form and content of a variety of texts written in simple prose form (eg. short story, fable, etc.) and poems.

### Unit 4:

#### Oral Skills:-

- Expressing experiences, feelings and reactions in different situations.
- Describing dreams, hopes, ambitions, events, real or imagined.

### **References:**

Any of the following textbooks may be prescribed and partially completed and selections from the following literary texts may be included.

- Corpas, J, et al. (2017). *Aula Internacional 3*. Barcelona: Editorial difusión.
  - Bautista, Coto, et al. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.
  - Fernandez, Sonsoles. (2001). *Tareas y proyectos en clase*. Madrid: Editorial Edinumen.
  - Castro F., et al. (2004). *Nuevo Ven 2*. Madrid: Editorial Edelsa.
  - Sanchez, Lobato, et al. (2014). *Español sin fronteras 2*. Madrid: SGEL.
  - Cerrolaza, M., et al. (2001). *Planet@ 2*. Madrid: Editorial Edelsa,
  - Cerrolaza, M., et al. (2001). *Planet@ 3*. Madrid: Editorial Edelsa.
  - García Lorca, Federico; Ramón Jiménez; Alberto, Rafael. (2004). *Mi primer libro de poemas*. Madrid: Anaya.
  - Monterroso Augusto. (1997). *La oveja negra y demás fábulas*. Madrid: Alfaguara.
  - Neruda, Pablo. (1994). *Odas elementales*. Madrid: Cátedra (Letras Hispánicas).
- Additional material can be used.

### **Teaching Learning Process:**

The learners are encouraged to complete specific projects, assignments and translations assigned to them.

### **Assessment Methods:**

Assessment of written comprehension and production adopting the descriptors specified for B1 and partial B2 levels by CEF.

25% weightage on Formative Internal assessment through closed-book/open book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

75% weightage on End Semester written Examination adopting the descriptors and components specified for B1 and partial B2 level by CEF.

**Keywords:**

Narrating experiences, debating and presentation skills, reading and analysing simple literary texts.

**Semester V**

**Life in Spain and Latin American Countries, Elements of History, Culture and Civilization**

**((CBCS) B.A.(PROG))**

**Discipline Specific Elective (DSE) - 02**

**Credit: 6**

**Course Objective:(2-3)**

- The course aims to give an overview of major developments in the Spanish speaking countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
- It provides knowledge on various aspects of contemporary culture (films, art, education system...) in Spain and Latin American countries.

**Course Learning Outcomes:**

- An overview of major developments in the Spanish speaking countries through a survey of literature and politics.
- Familiarize students with the major social, political and cultural events of the Spanish speaking countries.
- Provide basic understanding of the Contemporary Hispanic world.
- Initiate learners to the culture and civilization of the Spanish speaking countries.
- Provide knowledge about education systems, home, family, leisure activities, festivals, dance forms, politics, tourism, physical geography of the Spanish speaking countries.

Unit 1:

1.1: A brief overview of the main historical events in Spain and the Latin American countries.

1.2: Some salient aspects of each of the Spanish speaking countries with regard to the physical geography, principal industries, tourism, music and dance, etc.

1.3: The Hispanic presence in the United States of America.

Unit 2:

2.1: The Spanish Civil War (1936-1939).

2.2: Story related to the Civil War: El Desaparecido of Julio Llamazares.

2.3: Post-war poem: Nanas de la cebolla of Miguel Hernández.

Unit 3:

3.1: A brief sketch of The Mexican Revolution (1910 -1920).

3.2: Poem related to the Mexican revolution: Una Gran Revolución of Leonardo Antivero.

3.3: Story related to the Mexican Revolution: Nos han dado la tierra of Juan Rulfo.

#### Unit 4:

4.1: The military regime in Chile (1973-1990).

4.2: Story related to the military regime in Chile: Mi hermano cruza la plaza of Luis Alberto Tamayo.

#### Unit 5:

Cultural forms and National Identity: Flamenco (Spain), Merengue (Dominican Republic), Tango (Argentina), “The Madrid Scene” (La Movida Madrileña), Festivals of Spain and Latin American countries.

### **References:**

Suggested Readings:-

Excerpts from:

- Chasteen, John Charles. (2001). *Born in blood and fire - A concise history of Latin America*. New York: Norton.
- Alvarez, Manuel Fernández. (2008). *Pequeña historia de España*. Madrid: Espasa Libros SLU.
- Samaniego A. Fabián, et al. (1998). *¡Dímelotú!* Fortworth: Holt, Rinchart and Winston. ISBN: 003020078-
- Alonso E. et al. (2007). *Gente joven: Curso de español para jóvenes*. Barcelona: difusión.

Website Articles:

- Tierra, Corazon. (2016, February 26). *El merengue*. Retrieved from <https://www.aboutespanol.com/el-merengue-298234>
  - Bottega, Nicolás. (2016, November 27). *El tango, una danza a tierra*. Retrieved from <http://nbottega.wixsite.com/nicolasbottega/single-post/2016/11/26/El-tango-una-danza-a-tierra-1>
  - Tierra, Corazon. (2018, May 17). *¿Qué es el flamenco?* Retrieved from <https://www.aboutespanol.com/que-es-el-flamenco298103>
  - *La movida madrileña: Arte y películas españolas*. (2015, March 17). Retrieved from <https://lamovidamadrid80.blogspot.com/2015/03/la-movida-madrilena-parte-1.html>
- Additional material can be used.

### **Teaching Learning Process:**

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

### **Assessment Methods:**

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.  
75% weightage on End Semester Written Examination.

**Keywords:**

Spanish Civil War, Mexican Revolution, the Hispanic countries in the Contemporary World, Culture, civilization, Intercultural Competence.

**Semester V**

**Hispanic Media Studies**

((CBCS) B.A.(PROG))

**Discipline Specific Elective (DSE) - 03**

**Credit: 6**

**Course Objective:(2-3)**

The course aims at providing the students basic skills of news reporting and editing for audio-visual and print media. They also learn to prepare articles etc. for blogs and websites.

**Course Learning Outcomes:**

- Familiarize with print and audio-visual media of the Spanish speaking world.
- Generate awareness about Censorship laws in various countries.
- Make students aware about the professional Risks involved in Journalism.
- Develop skills to read, compare and analyse articles/reports/editorials/programs/information across various types of media.
- Develop skills to prepare report/blogs/articles on internet etc.
- Familiarize with basic editing skills.

Unit 1:

Print Media

- Famous newspapers of the Spanish speaking world. (El País, Spain; Clarin, Argentina, La Jornada, Mexico, etc.)
- Magazines, current affairs, fashion, children's films.

Unit 2:

Audio-visual media

- Radio and T.V. news channels in Spain and Latin American countries.

Unit 3:

Different types of Journalism

- Study of examples of Travel and Environmental Journalism, Sports and Cultural Journalism.

Unit 4:

Issues related to new-age journalism

- Internet and journalism.

## References:

Suggested Readings:

- Rory. (2019, March 9). *Totally gonzo – A Hunter S. Thompson Community – Upcoming Publication*. Retrieved from <https://totallygonzo.org/2019/03/09/upcoming-publication/>
- Bomczuk, Alan. (2008, October 3). *Periodismo Gonzo Independiente*. Retrieved from <https://periodismogonzoargentina.blogspot.com/>
- Luis Cebrián, Juan. (1980). *La prensa en la calle - Escritos sobre Periodismo*. Madrid: Taurus.
- Martín, Vivaldi G. (1977). *Géneros periodísticos*. Madrid: Paraninfo.
- Núñez Ladeveze, L. (1991). *Manual para periodismo*. Barcelona: Ariel.
- Rodríguez Ruibal, Antonio. (2009). *Periodismo turístico -Análisis del turismo a través de las portadas*. Barcelona: Editorial UOC.

Additional material can be used.

## Teaching Learning Process:

The Learning will be based on hands-on experience, demonstrations of the field through active interactions with professionals. Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids. The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them. By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

## Assessment Methods:

50% weightage on internal assessment based on Project Work such as presentation of news in various newspapers/summarizing an article/ analyzing texts/articles on social issues/Preparing a flyer/Analyzing & writing blogs/ Preparing a weather report/Writing a small report on a given topic for the wall-newspaper /Editing assignments.

50% weightage on written internal test.

## Keywords:

Print media, audio-visual media, new-age journalism, professional risks of Journalism.

## Semester VI

### Advanced Study of the Language (2)

((CBCS) B.A.(PROG))

### Discipline Specific Elective (DSE) – 04

**Credit: 6**

## Course Objective:(2-3)

- The course continues progressively and builds upon the abilities acquired in the previous semester of advanced study of the language leading to the acquisition of advanced language skills.
- The learners partially attain B2 Level of the CEF.

## Course Learning Outcomes:

- To build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills which shall enable the learner to partially attain B2 Level in the concerned language.
- To train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples.

### Unit 1:

To continue with the study of advanced grammar and further build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills.

### Unit 2:

Translation of fictional and non-fictional texts.

### Unit 3:

To continue with the analytical study of both form and content of a variety of texts written in prose form (eg. short story, fable, etc.) and poems.

### Unit 4:

- To discuss the literary texts and make presentation of the same.
- To narrate the storyline of the texts discussed in the class.

## References:

Any of the following textbooks may be prescribed and partially completed and selections from the following literary texts may be included.

- Corpas, J, et al. (2016). *Aula Internacional 3*. Barcelona: Editorial difusión.
  - Corpas, J, et al. (2017). *Aula Internacional 4*. Barcelona: Editorial difusión.
  - Bautista, Coto, et al. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.
  - Bautista, Coto, et al. (2011). *Tema a Tema B2*. Madrid: Editorial Edelsa.
  - Fernandez, Sonsoles. (2001). *Tareas y proyectos en clase*. Madrid: Editorial Edinumen.
  - Sanchez Lobato, et al. (2005). *Español sin fronteras 3*. Madrid: SGEL.
  - García Lorca, Federico; Ramón, Jiménez; Alberto, Rafael. (2004). *Mi primer libro de poemas*. Madrid: Anaya.
  - Neruda Pablo. (1994). *Odas Elementales*. Madrid: Cátedra (Letras Hispánicas).
  - Darío Rubén. (2013). *Prosas profanas y otros poemas*. San Diego, USA: Grupo Editorial Tomo.
  - Gallegos Rómulo. (1984). *Cuentos Completos*. Caracas, Venezuela: Monteávila Editores.
  - Borges Jorge Luis. (2006). *El libro de arena*. Barcelona: Editorial Destino.
- Additional material can be used.

## Teaching Learning Process:

- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them.

- By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

### **Assessment Methods:**

Assessment of written comprehension and production adopting the descriptors specified for partial attainment of B2 levels by CEF.

25% weightage on Formative Internal assessment through closed book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

75% weightage on End Semester written Examination adopting the descriptors and components specified for B2 level by CEF.

### **Keywords:**

Advanced grammatical structures, debating and presentation skills, reading and analysing simple literary texts, translation.

## **Semester VI**

### **Introduction to Translation**

**((CBCS) B.A.(PROG))**

**Discipline Specific Elective (DSE) - 05**

**Credit: 6**

### **Course Objective: (2-3)**

Aims to impart to the students the techniques of translation to enable them to translate varied texts. Students are also made aware about the ethics and accountability in translation as also the limitations of machine translation.

### **Course Learning Outcomes:**

- Familiarize students with language for specific purposes.
- Familiarize students to the techniques of translation.
- Help students to make word glossaries for specific texts.
- Sensitizes students towards Machine translation and its limitations.
- Develops awareness about Ethics and accountability in translation.

#### Unit 1:

Study of language used in industries such as hospitality, tourism, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).

#### Unit 2:

2.1: Introducing the student to the techniques of translation.

2.2: Making of word glossaries for specific texts.

## Unit 3

3.1: Machine translation and its limitations.

3.2: Ethics and accountability in translation.

### **References:**

#### Suggested Readings

- Daniel, Gile. (2009). *Basic concepts and models for interpreter and translator training*. Amsterdam: John Benjamins Publishing.
  - Jeremy Munday. (2012). *Introducing Translation Studies - Theories and Applications*. New York: Routledge.
  - Malmkaer Kirsten; Windle, Kevin. (2011). *The Oxford handbook of translation studies*. Oxford: OUP.
  - Baker, Mona. (2011). *In other words - A course book in translation*. New York: Routledge.
  - López Guix; Juan Gabriel. (2012). *Manual de traducción inglés – castellano*. Madrid: Gedisa.
  - Child, Jack. (2009). *Introduction to Spanish translation*. USA: University Press of America (UPA).
  - Haywood, Louise. (2009). *Thinking Spanish translation: A course in Spanish translation, Spanish to English*. New York: Routledge.
  - Lunn, Patricia, et al. (2013). *En otras palabras: perfeccionamiento del español por medio de la traducción*. Washington: Georgetown University Press.
- Additional material can be used.

### **Teaching Learning Process:**

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them.
- By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

### **Assessment Methods:**

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments on translations using the target language.

75% weightage on End Semester Written Examination.

### **Keywords:**

Techniques of Translation, commercial translation, Word glossary, machine Translation.

## **Semester VI**

### **Children and Adolescent Literature**

**((CBCS) B.A.(PROG))**

**Discipline Specific Elective (DSE) – 06**



## Credit: 6

### Course Objective: (2-3)

- To develop the student's ability for analytical reading of various genres in Children and Adolescent literary texts.
- To sensitize students about the role of literature in transmitting and preserving values of concerned culture.

### Course Learning Outcomes:

- Read and analyze Literature for children and /or adult readers.
- Introduction to folklore, fables and fairy tales for young children.
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

#### Unit 1:

Literature for children and /or adult readers.

#### Unit 2:

Folklore, fables and fairy tales for young children.

#### Unit 3:

Children's literature and transmission of values.

### References:

Selections from the following Texts may be taken:

- García Lorca, Federico; Ramón Jiménez; Alberto, Rafael. (2004). *Mi primer libro de poemas*. Madrid: Anaya.
- Fuertes, Gloria. (2008). *Versos fritos*. Madrid: EDICIONES SUSAETA, SA.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes: Antología de poemas y vida*. Barcelona: Ed. BLACKIE Books.
- Muñoz Martín, Juan. (2003). *Fray Perico y su borrico*. Madrid: EDICIONES SM.
- Quiroga, Horacio. (2008). *Cuentos de la selva y otros relatos*. Madrid: Ed. Alianza, ES.
- Nazoa, Aquiles. (2002). *La fábula de la ratoncita presumida*. Caracas: Ed. Ekare.
- Andruetto Teresa, María. (2008). *El árbol de lilas*. Córdoba, Spain: Ed. Comunicarte.
- Sacristán, Pedro Pablo. (2013, August 27). *Cuento Infantil español -Las arrugas*. Retrieved from <https://blogclasesinformativasdefernando.blogspot.com/2013/08/las-arrugas-por-pedro-pablo-sacristan.html>

Additional material can be used.

### Teaching Learning Process:

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

### **Assessment Methods:**

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.  
75% weightage on End Semester Written Examination.

### **Keywords:**

Literature for young children and adolescents, transmitting values.

### **SEC Courses**

#### **Semester III Spanish through Audio Visual Methods: Songs and Lyrics (CBCS) B.A.(PROG)**

#### **Skill-Enhancement Elective Course (SEC) – 01**

#### **Credit: 4**

#### **Course Objective:(2-3)**

- To improve language learning through songs, rhymes and lyrics by analyzing the grammatical structures used in them and by increasing vocabulary.
- To improve pronunciation and articulation and thereby fluency in the language.

#### **Course Learning Outcomes:**

- Enable students to attain different nuances of language through poetic as well as colloquial songs, popular rhymes and slams.
- Improving grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
- Improving pronunciation and articulation and thereby fluency in the language.

#### Unit 1:

1.1: Introduction to famous songs, poems and rhymes as written or audio-videotexts.

#### Unit 2:

2.1: Identification of specific words and structures.

2.2: Analysis of grammar used and vocabulary, alternatives for the same can be suggested.

2.3: Analysis of the Song lyrics which can be later used for writing and speaking.

#### Unit 3:

3.1: Writing and presenting poems, songs and rhymes.

### **References:**

Suggested Songs and Rhymes:

1. Chavela Vargas, *Somos*. (2009)
2. Marc Anthony, *Vivir mi Vida*.(2013)

3. Amparanoia, *La vida te da*. (2005)
  4. José Feliciano, *Feliz Navidad*. (2014)
  5. *Super Simple Español – Canciones Infantiles y más* – YouTube <https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ>
  6. *Top 20 Spanish Rhymes* – You Tube <https://www.youtube.com/watch?v=iiHsqJUU97M>
- Additional songs and rhymes can be included.

### **Teaching Learning Process:**

- The Learning will be based on presentation of audio-visual and virtual teaching aids.
- The learners are encouraged to sing songs and recite poems in the classroom.
- The learners are encouraged to collaborate with their peers to make a group presentation as part of co-curricular activities.
- The learners are encouraged to compose poems/songs/rhymes.

### **Assessment Methods:**

50% weightage on internal assessment based on written and oral presentations of songs and rhymes.

50% weightage on written internal test.

### **Keywords:**

Songs, rhymes, poems, lyrics, articulation, pronunciation.

## **Semester III**

### **Oral skills (1)**

**((CBCS) B.A.(PROG))**

**Skill-Enhancement Elective Course (SEC) –02**

**Credit: 4**

### **Course Objective: (2-3)**

The course aims to bring proficiency and fluency in the oral expression and comprehension of the students in the basic language skills so as to enable them to carry out basic communicative transactions fluently.

### **Course Learning Outcomes:**

- Enable learners to attain A1/A2 Level of reading, listening and speaking skills in the concerned language.
- Develop upon the linguistic skills sets already acquired in Sem I & II with enhanced focus on oral comprehension and expression such that they can use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Train learners to formulate simple sentences so that they can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.

### Unit 1:

- Listen and identify the main points in short, clear, simple messages and announcements.
- Understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters and reading simple texts related to one's immediate environment.
- Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc., making and responding to suggestions, agreeing and disagreeing with others etc.

### Unit 2:

- Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu.
- Grammatical structures required for simple usages of moods, tenses and voices, usages of prepositions, pronouns to compose simple sentences with focus on oral expression inform of monologues and dialogues so that the learner can communicate effectively simple and routine tasks and can describe in simple terms aspects of his/her background relevant environment.
- Developing sufficient understanding of phonological specificities of Spanish to help learners articulate and read more independently predicting pronunciation of unknown words.

### Unit 3:

- Interacting with peers and native speakers in the appropriate communicative contexts.
- Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Hispanic world.

### **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas, J., et al. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A1*. Madrid: SM Español para extranjeros.
- Alondo E., et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Baulenas Neus S., et al.(2016). *Bítacora 1*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 1*. Madrid: Grupo Anaya.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of oral comprehension and production adopting the descriptors specified for A1/A2 levels by CEF.

50% weightage on Formative Internal assessment adopting the descriptors and components specified for A1/A2 levels by CEF.

50% weightage to viva-voce Examination adopting the descriptors and components specified for A1/A2 levels by CEF.

### **Keywords:**

Environment of immediate relevance, sufficient skills for survival, matters of immediate need, routine tasks, short and direct exchange of information.

## **Semester IV**

### **Spanish through audio visual methods: Films**

**((CBCS) B.A.(PROG))**

**Skill-Enhancement Elective Course (SEC) – 03**

**Credit: 4**

### **Course Objective: (2-3)**

- To improve oral comprehension and expression through films.
- To acquaint the students with concerned culture through films.

### **Course Learning Outcomes:**

- Improving Oral comprehension and expression through the Cinema of the Spanish speaking countries.
- Using films to discover cultural and historical aspects of the Spanish speaking countries.
- Acquainting students with conversational Spanish and the wide variations of pronunciation and intonation in the Spanish speaking world.
- Providing basic tools to analyse films and make very short films.

#### Unit 1:

Improving oral comprehension through films.

#### Unit 2:

Improving oral communication using specific scenes, by learning of new speech acts and conversational phrases and using them in role plays.

### Unit 3:

Basic tools to analyse a film and make very short films.

### **References:**

Suggested Films:

1. *Flamenco* of Carlos Saura, 1995.
2. *El Laberinto de Fauno* of Guillermo del Toro, 2006.
3. *Hable con ella* of Pedro Almodóvar, 2002.
4. *Los Olvidados* of Luis Buñuel, 1950.

Additional films can be included.

### **Teaching Learning Process:**

- The Learning will be based on screening of films.
- The learners will be encouraged to enact roles and present dialogues from specific scenes of the films.
- Analysing themes, characters and various other components of films.
- The learners will be encouraged to make their own short films using basic ITC and phone/video camera available with them.

### **Assessment Methods:**

50% weightage on internal assessment based on role play/presentations on films/film poster making/synopsis writing/making short films.

50% weightage on written internal test.

### **Keywords:**

Films, subtitles, culture, history, role playing, dialogues.

## **Semester IV**

### **Oral Skills (2)**

**((CBCS) B.A.(PROG))**

**Skill-Enhancement Elective Course (SEC) – 04**

**Credit: 4**

### **Course Objective:(2-3)**

The course aims to build upon the oral skills attained in the earlier semester so as to further improve fluency in the oral expression of the students leading to the acquisition of elementary language skills.

### **Course Learning Outcomes:**

- Enable learners to attain A2 Level of reading, listening and speaking skills in the concerned language.

- Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression.
- Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
- Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

### Unit 1:

- Understand and identify sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Reading and comprehending relevant information that one encounters in routine situations such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognize significant points and line of argument in the treatment of the issue presented.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters as well as non-routine matters and thereby, moving out of the immediate environment of the students such as discussing film/book/advertisement, TV and radio programs, current issues, preparing and conducting an opinion poll conducting an interview, working with songs, films etc.

### Unit 2:

- Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu.
- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.
- Developing sufficient understanding of phonological specificities of Spanish to help learners articulate and read more independently predicting pronunciation of unknown words.

### Unit 3:

- Interacting more confidently with peers and native speakers.
- Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Hispanic world.

## **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas, J., et al. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión.
- Campo C. et al. (2017). *Protagonistas A1-A-2*. Madrid: SM Español para Extranjeros.
- Alondo E., et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Baulenas, Neus Sans, et al. (2016). *Bítacora 1*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 1*. Madrid: Grupo Anaya.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of oral comprehension and production adopting the descriptors specified for A2 levels by CEF.

50% weightage on Formative Internal assessment adopting the descriptors and components specified for A2 levels by CEF.

50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for A2 levels by CEF.

### **Keywords:**

Moving away from immediate environment, speaking about non-routine matters, coping with less-familiar situations.

## **Semester V**

### **Spanish in the Travel and Tourism Sector**

**((CBCS) B.A.(PROG))**

**Skill-Enhancement Elective Course (SEC) - 05**

**Credit: 4**

### **Course Objective: (2-3)**

- To prepare the student for a profession in travel and tourism sector.
- To increase his knowledge about tourist attractions of India and the Spanish speaking countries.

### **Course Learning Outcomes:**

- Provide knowledge about cultural history and geography through the perspective of tourism in the Spanish-speaking countries and India incorporating the vocabulary of travel and tourism.
- Inform about historical monuments and places.
- Enable students to plan an itinerary by air, ship, train.



- Prepare students for the profession of tour guide and travel agent.

### Unit 1:

1.1: Introduction to cultural history and geography through Tourism in the Spanish-speaking countries incorporating vocabulary of Travel and Tourism.

1.2: Familiarize students with International travel and ticketing vocabulary, travel insurance, visa procedures and health advisories.

### Unit 2:

2.1: Information about historical monuments and places.

2.2: Introduction to the profession of tour guide and travel agent.

### Unit 3:

3.1: Preparing an itinerary by air, ship, train.

3.2: Develop an understanding of the Hotel Industry in the Spanish-speaking countries/India, important hotel chains, language used in hotel industry, airports and by airlines.

## **References:**

### Suggested Readings:

- González, Marisa et.al. (2007). *Socios: Curso de español orientado al mundo del trabajo*. Barcelona: Difusión.
  - Felipe Gallego, Jesús. (2004). *Diccionario de hostelería: hotelería y turismo, restaurante y gastronomía, cafetería y bar*. Madrid: Ed. Paraninfo.
  - López Collado, Asunción. (2001). *Hostelería: curso completo de servicios*. Madrid: Ed. Paraninfo.
- Additional material can be used.

## **Teaching Learning Process:**

The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals. Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids. The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them. By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

## **Assessment Methods:**

50% weightage on internal assessment based on Project Work such as making an audio-guide, preparing brochures/itineraries/writing blog entries on historical monuments, museums, events etc.  
50% weightage on written internal test.

## **Keywords:**

Cultural History and Geography, Vocabulary of Travel and Tourism, Planning Itinerary and travel.

## **Semester V**

### **Intermediate Oral Skills (1)**

**((CBCS) B.A.(PROG))**

### **Skill-Enhancement Elective Course (SEC) –06**

**Credit: 4**

#### **Course Objective:(2-3)**

Aims to build upon the oral skills acquired by the students in the previous two semesters so as to reach the intermediate level of oral expression and comprehension and be able to carry out small meaningful conversation.

#### **Course Learning Outcomes:**

- Enable learners to partially attain B1 Level of reading, listening and speaking skills in the concerned language.
- Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression.
- Produce simple coherent and structured texts on topics that are familiar to them or of personal interest.
- Tackle effectively most situations likely to arise while travelling in an area where the language is spoken.
- Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence.

#### Unit 1:

- Listening, analysing and synthesizing information, ideas presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
- Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
- Reading, analysing and summarising texts/articles on different social issues or current affairs.
- Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident/relating the plot of a book or film and describing his/her reactions/describing dreams, hopes, ambitions, events, real or imagined/preparing, conducting and presenting results of opinion polls on various social issues/ preparing and presenting skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.

#### Unit 2:

- Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization.
- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.
- Developing sufficient understanding of phonological specificities and intonations of Spanish to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

### Unit 3:

Co-cultural Competence: Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of the Spanish speaking countries. Awareness of the salient politeness conventions and acting and responding appropriately.

### **References:**

- Any of the following textbooks may be prescribed and will be partially completed.
- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión.
  - Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
  - Alondo E., et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
  - Baulenas Neus Sans, et al. (2017). *Bítacora 2*. Barcelona: Editorial Difusión.
  - Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of oral comprehension and production adopting the descriptors specified for B1 level by CEF.

50% weightage on Formative Internal assessment adopting the descriptors specified for B1 level by CEF.

50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1 level by CEF.

**Keywords:**

Socio-cultural issues, routine and non-routine matters, culture and civilization.

**Semester VI**

**Business Spanish**

**((CBCS) B.A.(PROG))**

**Skill-Enhancement Elective Course (SEC) - 07**

**Credit: 4**

**Course Objective: (2-3)**

Aims at making the student adept at business letter writing and also conversant with the different protocols observed in the Spanish speaking world in commerce and industry.

**Course Learning Outcomes:**

- Provide knowledge about investments in India from the Spanish-speaking countries and Indian investments/business interests in these countries.
- Develop knowledge about Multinationals and business houses from Spanish speaking countries, headquarters of companies, Chambers of Commerce.
- Familiarize with products of import and export between the Spanish speaking countries and India. Areas of potential business growth. International brands.
- Impart skills to write job applications.
- Equip students with tools to write letters of acknowledgements, complaints, tenders for companies.
- Generate awareness about business codes, protocol and Industrial espionage.
- Help to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
- Enable students to create websites for business houses and prepare publicity materials.
- Hone marketing skills.

Unit 1:

Investments in India from the Spanish-speaking countries and Indian investments/business interests in these countries.

Unit 2:

Multinationals and business houses from Spanish speaking countries. Company headquarters of companies. Chambers of Commerce.

Unit 3:

Products of import and export between Spanish speaking countries and India. Areas of potential business growth. International brands.

Unit 4:

Writing job applications/Making a curriculum vitae/Writing letters of acknowledgements/complaints/writing tenders for companies.

Unit 5:

Business codes and protocol, Industrial espionage.

Unit 6:

Developing marketing skills through role play on buying and selling products, talking about one's skills.

**References:**

Suggested Readings:

- Aguirre Beltran B. (2011). *Introducción al español de los negocios*. Madrid: SGEL.
  - Pérez Matilde, Alonso. (2011). *Innovando en el mundo de los negocios*. Madrid: September Ediciones.
  - Nevaer, Louis. (2012). *Speak Business Spanish like an executive: Avoiding the common mistakes that hold Latinos back*. New York: Hispanic Economics.
- Additional material can be used.

**Teaching Learning Process:**

The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals. Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids. The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them. By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

**Assessment Methods:**

50% weightage on internal assessment based on Project Work such as, creating websites for business house/preparing publicity materials/brochures/making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.

50% weightage on written internal test.

**Keywords:**

Investments, Multinational companies and Business Houses, Products of Import Export, Job Application, CV, Complaint letters, Tenders, publicity materials, Marketing skills.

**Semester VI**

**Intermediate Oral Skills (2)**

**((CBCS) B.A.(PROG))**

**Skill-Enhancement Elective Course (SEC) –08**

**Credit: 4**

## **Course Objective: (2-3)**

Aims to continue progressively and build upon the oral skills acquired in the earlier semesters leading to the completion of acquisition of intermediate oral skills making the learners independent users of Spanish.

## **Course Learning Outcomes:**

- Enable learners to attain B1 Level of listening, reading and speaking skills in the concerned language.
- Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression.
- Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
- Provide learners with basic debating and presentation skills.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### Unit 1:

- Understanding the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect.
- Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, articles and reports concerned with contemporary problems in which the writers adopt particular positions or view points.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### Unit 2

- Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Hispanic contexts.
- Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.
- Developing good understanding of phonological specificities and intonations of Spanish to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

### Unit 3

Co-cultural Competence: Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts. Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of the Hispanic communities.

## **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
- Alondo E. et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Baulenas, Neus Sans, et al. (2017). *Bítacora 2*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez. et al.(2017). *Sueña 2*. Madrid: Grupo Anaya.
- Corpas, J. et al. (2015). *Aula Internacional 3*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: Ediciones SM.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

Assessment of oral comprehension and production adopting the descriptors specified for B1 level by CEF.

50% weightage on Formative Internal assessment adopting the descriptors specified for B1 level by CEF.

50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1 level by CEF.

### **Keywords:**

Understanding of a wide range of audio-visual material, wide range of socio-cultural topics, Structured argumentative texts, good range of vocabulary.

## **GE Courses**

### **Semester V**

#### **Introduction to Spanish**

**((CBCS) B.A.(PROG))**

**Generic Elective (GE) – 01**

## **Credit: 6**

### **Course Objective: (2-3)**

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

### **Course Learning Outcomes:**

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

#### Unit 1:

Listening:-

Understanding familiar words and very basic phrases concerning of himself, of his family, and immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

#### Unit 2:

Reading:-

Reading simple texts related to one's immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

#### Unit 3:

Speaking:-

- Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.
- Dialogue: Taking part in a conversation and interaction in a simple way provided th eother person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

#### Unit 4:

Writing:-

Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages etc.) on everyday topics.

### **References:**

Any of the following textbooks may be prescribed and will be partially completed.



- Sanz, N. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión.
  - Campo, Cristina, Melero, Pilar. et. al. (2017) *Protagonistas A1- Libro de alumno*. Madrid: Ediciones SM.
  - Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid: SGEL.
  - Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bítacora 1 Libro de alumno*. Barcelona: Editorial Difusión.
  - Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 1 Libro de alumno*. Salamanca: Grupo Anaya.
- Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### **Assessment Methods:**

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral Comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

### **Keywords:**

Reading, Writing, listening, Speaking, Immediate Environment.

## **Semester VI**

### **Introduction to Spanish 2**

((CBCS) B.A.(PROG))

**Generic Elective (GE) –02**

**Credit: 6**

### **Course Objective: (2-3)**

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in

Spanish and include communicative activities like narrating of experiences and events, to ask for and give information, to talk of their daily routine, etc., among other things. By the end of this semester students will become basic users of Spanish by completing A1 level.

### **Course Learning Outcomes:**

- Enable learners to attain A1 Level of reading, writing, listening and speaking skills in the concerned language.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services.
- Equip students to write short personal texts describing events and related to specific needs of the learner.
- Develop the capacity to understand essential points of simple oral text provided speech is clearly and slowly articulated.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.

#### Unit 1:

Listening:-

Identifying the main points in short, clear, simple messages and announcements.

#### Unit 2:

Reading:-

Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables, Internet forums etc. and answering questions on them.

#### Unit 3:

Speaking:-

- Monologue: Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences in areas of immediate need.
- Dialogue: To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters.

#### Unit 4:

Writing:-

Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

### **References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Corpas, J., et al. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión.
- Campo C. et al. (2017). *Protagonistas A1-A-2*. Madrid: SM Español para Extranjeros.
- Alondo E., et al. (2018). *Diverso A1-A2 Libro de alumno*. Madrid: SGEL.
- Baulenas, Neus Sans, et al. (2016). *Bítacora 1*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 1*. Madrid: Grupo Anaya.

Additional material can be also used.

### **Teaching Learning Process:**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

### **Assessment Methods:**

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral Comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

### **Keywords:**

Environment of immediate relevance, sufficient skills for survival, matters of immediate need, routine tasks, short and direct exchange of information.