

esade

RAMON LLULL UNIVERSITY

Spanish Language & Culture

ESADE Language Department



Spanish Language Module (1st fortnight)

Summary

ESADE'S Spanish language courses, taught by native speakers with specific training in education, are an effective way of learning Spanish and improving language fluency. We focus on ensuring that our students rapidly acquire the language skills they need in a Spanish-speaking setting. The reduced-group classes are interactive, dynamic and enjoyable, focusing on communication skills to help students to pick up the language from day one.

Methodology

Key factors of the ESADE Methodology in language teaching:

- ✓ Relevant content adapted to the needs of each group: everything you learn in the classroom can be applied to your student/professional life from the very first day
- ✓ Communication in action: our courses are centered on language practice, and the activities encourage active participation by the student
- ✓ Outstanding group dynamics, an excellent motivational atmosphere that really encourages a learning environment
- ✓ Learning 2.0: a virtual platform in every classroom, virtual campus, online resources and so on, all contributing to an effective, interactive learning experience
- ✓ Continuous progress assessment: on-going monitoring of your development, as well as personalized guidelines for your learning

Evaluation

1. Continual assessment (assessed class activities, class participation)
2. Final assessment (final exam)

Attendance at class is compulsory. The minimum required attendance is 80%.

General Objectives by level:

A1. CEFR Breakthrough Level

- Understand and use common expressions in everyday situations, as well as simple phrases and sentences to satisfy immediate needs
- Introduce yourself and others, ask for and provide basic information about where they live, belongings and acquaintances
- Talk to people on a simple level as long as the other person speaks slowly and clearly and is willing to help
- Understand and produce oral and written texts dealing with immediate needs and frequent, familiar matters
- Communicate well enough to be able to carry out simple everyday tasks that do not require anything beyond simple and direct exchanges of information about routine, familiar matters

A2. CEFR Waystage Level

- Communicate in order to complete basic everyday tasks requiring no more than simple exchanges of information on familiar, routine matters
- Describe, in simple terms, aspects of your life and surroundings as well as matters relating to immediate needs
- Begin, continue and end simple face-to-face conversations
- Interact in structured situations with the help of the other speaker
- Describe past activities and personal experiences in simple terms
- Express feelings in simple terms

B1. CEFR Threshold Level

- Communicate effectively in everyday situations in your personal and professional life
- Understand the main ideas of simple, clear texts written in standard language whether dealing with work, studies or leisure
- Produce simple, connected texts on topics that are familiar or of personal interest
- Describe experiences, events, hopes and ambitions
- Justify your opinions
- Explain your plans

B2. CEFR Vantage Level

- Communicate effectively in both everyday and unusual situations
- Understand the basic ideas in complex texts – including technical ones
- Interact with native speakers quite fluently and naturally
- Produce clear, detailed texts on a number of subjects
- Defend a point of view on general subjects in a debate or discussion
- Understand what is being said in standard language even in a noisy environment
- Offer feedback on statements made by other speakers in a debate
- Construct a clear, coherent and cohesive discourse
- Use linguistic and extra-linguistic strategies of cooperation correctly
- Use the language of persuasion correctly

C1. CEFR Effective Operational Proficiency Level

- Use a wide repertory of language
- Maintain fluent spontaneous communication
- Produce clear, fluent and well-structured discourse
- Manage organisational patterns, connectors and cohesive devices
- Demonstrate a high level of precision, accuracy and facility in the use of the language
- Communicate subtle nuances of meaning using the most appropriate structures and vocabulary
- Know and use a wide repertory of vocabulary and of idiomatic and colloquial expressions
- Use the correct register in different situations of communication

Spanish History, Art and Culture: Understanding Spain and Barcelona through Miró, Picasso, Gaudí (2nd fortnight)

Summary

The conference sessions look at the history of Spain as well as some of the most relevant examples of its art and culture. They aim to give the students valuable insights into the Spanish and Catalan society.

The sessions will be completed by cultural excursions to Barcelona and surroundings to get a deeper understanding of Spain and the culture.

The participants can choose from a range of content options: cultural elements common to the whole of Spain (including the History of Spanish Pop Music through Political and Social changes, Football, Bullfighting, Spanish food) or some cultural highlights of Barcelona such as Picasso, Dalí, Miró, Gaudí and other Modernist artists, main Museums in Barcelona and so on).

Students will give a presentation about a restaurant, museum, place or traditional business he or she visited in Barcelona. Students are also divided into groups, and invited to visit key, museums or sites, which will be the topic of a presentation: Picasso Museum, Miró Foundation, a Gaudí building, etc.

Objectives

During the program, participants will acquire a deeper understanding of their surroundings while studying in ESADE: Barcelona, Catalunya and Spain and a wider historical and cultural perspective.

Contents

- Recent History of Spain and Catalonia
- History of Spanish Pop Music (1960-2012)
- Food in Spain
- Joan Miró (1893-1983) & the Meaning of Art
- Antonio Gaudí and Modernism
- Salvador Dalí (1904-1989)
- Pablo Picasso (1881-1973)
- Bullfighting
- Football in Spain

Methodology

Class lectures taught by the professor will lead to constant group discussions and debates. Students will be required active participation in the sessions and excursions, making presentations and doing a final exam.

Evaluation

Attendance and participation and final evaluation

Bibliography

Recommended reading:

“Homage to Catalonia”. George Orwell. Penguin Books. First Edition, 1938. “Barcelona, a History”. J.Castellar-Gassol. Edicions de 1984. 2004 “Barcelona”. Robert Hughes. Harvill-HarperCollins. 1992 “The Basque History of the World”. Mark Kurlansky. Vintage, 2000 “The New Spaniards”. John Hooper. Penguin Books, 2006 “Morbo: The Story of Spanish Football”. Phil Ball. WSC Books, 2001

Web pages:

About Spanish History: Library of the Congress. Country Studies:

<http://lcweb2.loc.gov/frd/cs/>

Generalitat de Catalunya webpage (English option):

<http://www.gencat.cat/catalunya/eng/coneixer-historia.htm>

This course is strictly ruled by ESADE's Honour Code

"I will not lie, cheat or steal to gain an academic advantage. I will respect all ESADE students, faculty and staff with my words and deeds."

The violations of the ESADE MBA Honor Code include the following:

Lying: Lying includes knowingly communicating an untruth in order to gain an unfair academic or employment advantage.

Cheating: Cheating includes, but is not limited to, using unauthorized materials to complete an assignment; copying the work of another person; unauthorized providing of materials or information (e.g. proprietary course information) to another person; plagiarism; unauthorized providing of materials or information to another person during an exam. All communications, written, oral or otherwise, among students during examinations, are forbidden, as is the use of notes, books, computers, calculators or other written material except when approved by the instructor.

Stealing: Stealing includes, but is not limited to, taking the property of another member of the ESADE community without permission, defacing or vandalizing the property of the ESADE Business School, or the misuse of ESADE resources.

Respect for others and professional conduct: Respect for others includes treating all ESADE students, staff, faculty and external contacts connected to the school with politeness and cordiality, refraining from using abusive language or physical violence.

Upon witnessing a violation of the Honour Code, a student has a **moral obligation** to inform the student whose conduct is believed to be in violation of the Code that the Code has been violated. Each member of the ESADE MBA community, as a person of integrity, has a personal obligation to adhere to this requirement, both on campus and when representing ESADE off campus.

Failure to comply with the more explicit guidelines set forth by the Programme's Rules and Regulations can also be considered as breach of the Honour Code.

Violations of this agreement and will be governed by MBA Programme Management which has the right to exercise any disciplinary action necessary in order to uphold the standards set forth herewith and in the Programme's Rules and Regulations.