

1. BASIC INFORMATION

Course	Language BII
Degree program	Bachelor's Degree in International Business
School	Social Sciences and Communication
Year	4th
ECTS	6
Credit type	Mandatory
Language(s)	French, German, Spanish
Delivery mode	On-Campus
Semester	S7
Academic year	2024-2025
Coordinating professor	Almudena Vázquez Solana
Professor	

2. PRESENTATION

Nowadays, a second or third foreign language is essential for anyone who wants to study or work in an international environment. In this course, students will acquire knowledge and skills in phonetics, morphosyntax, semantics and pragmatics in order to develop their ability to communicate in the language. By the end of the academic year, students will have acquired level A2 of the Common European Framework of Reference for Languages (CEFR), enabling them to understand and produce brief and simple texts relating to everyday life, and to provide information in the areas of experience that are of interest to the student both personally and professionally.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- BS1: Students should be able to demonstrate knowledge and understanding in an area of study that has its basis in general secondary education, and that, whilst supported by advanced textbooks, also includes some aspects that entail an acquaintance with the latest developments in their field of study.
- BS2: Students should be able to apply their knowledge to their work or vocation in a professional way, and should possess the competencies usually demonstrated when preparing and defending arguments and resolving problems in their area of study.

- BS4: Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences..

Cross-curricular competencies:

- CS1: Autonomous learning: The ability to choose the strategies, tools and times that he/she considers most effective for learning, and to put what he/she has learned into practice independently.
- CS3: Ability to adapt to new situations: the ability to assess and understand different points of view, and to adapt one's approach as the situation requires.
- CS6: Oral/written communication: the ability to send and receive information, ideas, opinions and attitudes in order to achieve understanding and action; oral communication is through words and gestures and written communication is through writing and/or graphic aids.

Specific competencies:

- SS5: Ability to communicate effectively in two languages, both generally and specifically in the field of business in an international environment.

Learning outcomes:

- LO1: Recognise and understand common words and expressions of a foreign language in both written and oral communication.
- LO2: Identify predictable, specific information and details in written and oral communication in a foreign language.
- LO3: Pose and respond to simple questions in everyday conversation appropriately in a foreign language.
- LO4: Write short texts and personal correspondence in a foreign language.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BS1, BS4, CS1, CS6, SS5	LO1
BS1, BS2, BS3, CS1, CS3, CS6, SS5	LO2
BS1, BS2, BS3, CS1, CS3, CS6, SS5	LO3
CS6, SS5	LO4

4. CONTENT

Building on the foreign language studied in the previous course, Language BI:

- Lexical content: family; activities and events; furniture; nature; food and containers; tourism and leisure time; sports; common ailments; parts of the human body; work life; useful objects; media; internet; education and training; modes of transportation.
 - Grammatical content: tenses – preterit, present perfect, imperfect y future*; cases and declination*; compound words*; conjugation*; modal and reflexive verbs*; time expressions*; demonstrative, relative and interrogative pronouns*; compound sentence structure*; conjugation*; prepositional and adverbial phrases of time and place; imperative, passive voice in the present tense*, indirect speech*, subjunctive mood in the present tense*, present conditional statements*.
 - The phonological system of the foreign language selected.
- *If applicable. Included if required by the foreign language selected.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Cooperative learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master classes	35h
Autonomous work	45h
Group work	50 h
Tutoring	20 h
TOTAL	150h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Comprehensive knowledge exams	50%
Written reports	25%

Oral presentations	25%
--------------------	-----

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	Weeks 1-7
Activity 2	Week 8-13
Activity 3	Weeks 14-17
Exams	Week 16

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

GERMAN

Required reading

- Habersack, C.; Pude, A. y Specht, F. (2013): Menschen A2 – Deutsch als Fremdsprache Kursbuch. Ismaning: Hueber. ISBN 978-3-19-101902-0.
- Felip Sardà, I. et al. (2014): Menschen A2 - Deutsch als Fremdsprache Glossar XXL Deutsch-Spanisch. Ismaning: Hueber: 978-3-19-191902-3.
- Breitsameter, A.; Glas-Peters, S., Pude y A. (2013): Menschen A2 – Deutsch als Fremdsprache Arbeitsbuch. Ismaning: Hueber. ISBN 978-3-19-111902-7.

Recommended reading

- Castell, Andreu: Gramática de la lengua alemana: explicaciones y ejemplos. Heinemann, 2008.
- Dreyer, Hilke, Schmitt, Richard: Lehr- und Übungsbuch der deutschen Grammatik. Hueber Verlag, 2007.
- Fandrych, Christian; Tallowitz, Ulrike: Klipp und Klar. Gramática práctica de alemán. Difusión Centro de Investigación y Publicaciones de Idiomas, 2012.
- Reimann, Monika: Gramática esencial del alemán. Hueber, 2011.
- Rusch, Paul; Schmitz, Helen: Einfach Grammatik. Übungsgrammatik Deutsch A1 bis B1. Langenscheidt, 2007.
- Weermann, Eva Maria: Im Griff Wortschatz-Übungen DEUTSCH. Die Wichtigsten Vokabeln einfach üben. Pons, 2005.
- Werner, Grazyna: Langenscheidts Grammatiktraining. Deutsch. Lagenscheidt, 2001.

FRENCH

Required reading

- Grégoire, M. y Thievenaz, O. (2013): Grammaire Progressive du Français – « Niveau Intermédiaire ». CLE International.
- VV.AA. (2016): Édito. Livre de l'élève A2. Didier Fle.
- VV.AA. (2016): Édito. Cahier d'activité A2. Didier Fle.

Recommended reading

- Miquel, C. (2007): Grammaire en dialogues- « Niveau Intermédiaire ». Cle international.
- Sirejols, E. (2008): Vocabulaire en dialogues – « Niveau Intermédiaire ». Cle international.
- VV.AA. (2016): La France des années 60 en chanson: Jacques brel, Gainsbourg. Édition Maison des Langues.
- VV.AA. (2013): La France des années 40 en chanson: Edith Piaf, Charles Trenet. Édition Maison des Langues.
- VV.AA. (2013): La France des années 50 en chanson: Brassens, Boris Vian. Édition Maison des Langues.
- VV.AA. (2000): Mise en pratique Vocabulaire – « Intermédiaire » – Livre de l'élève.
- Hachette.
- VV. AA. (2015) : Grammaire du français, A1-B1. FOCUS. Hachette.

- VV.AA. (2014) : Grand dictionnaire Français-Espagnol. Larousse.
- VV.AA. (2012) : Bescherelle- La conjugaison pour tous. Hatier.

SPANISH

Required reading

- Corpas J., Garmendia A., Soriano C. (2016): Aula 2 Curso de Español Nueva Edición. Barcelona. Difusión.

Recommended reading

- Baralo, M., Genís, M., & Santana, M. (2014): Vocabulario (2nd ed.). Madrid: Anaya.
- Aragonés, L., & Palencia, R. (2010): Gramática de uso del Español. Madrid: Ediciones SM.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.