

LC2612: SPANISH FOR BUSINESS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Spanish for Business

Subject Code

LC - CFML CSL Language Centre

Course Number

2612

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

Spanish supplemented by English

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

Spanish supplemented by English

Prerequisites

LC2601/LT2601/CLA2601 Spanish 1; or
LC2606/LT2606/CLA2606 Intensive Spanish 1 and 2

Precursors

Nil

Equivalent Courses

LT2612/CLA2612/CLA3612/EN2867 Spanish for Business

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

- develop all four language skills (reading, writing, speaking and listening), introduced in the context of simulation and business case studies relevant to the Spanish-speaking world.
- enrich students' understanding of Spanish institutions and business practices.
- give students tools to learn to use appropriate technical vocabulary for different business contexts.
- Examine cross-cultural differences in the workplace.

By the end of the course students should have reached Level A1.2 of the Common European Framework of Reference for Languages (CEFR).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate basic understanding of some standard business practices and cultural differences in the Spanish-speaking world.		x	x	x
2	Write coherent texts in Spanish using lexicogrammatical choices related to the business context at Level A1.2 of the Common European Framework of Reference for Languages (CEFR).		x	x	x
3	Demonstrate the ability to reflect on and orally communicate messages related to the business context in Spanish with a degree of accuracy in grammar and pronunciation corresponding to Level A1.2 of the CEFR.		x	x	x
4	Demonstrate an ability to read and understand texts and messages related to the business context in Spanish at Level A1.2 of the CEFR.		x	x	x
5	Demonstrate an ability to understand spoken messages, short conversations and descriptions related to the business context in Spanish at Level A1.2 of the CEFR.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1		Students will engage in semi-guided business-related oral interactions and interact with peers and teacher.	1, 3, 5	
2		Students will complete exercises focusing on the acquisition of comprehension strategies for reading business-related texts, such as identifying key words, deducing the meaning of unfamiliar vocabulary and using inference skills, in order to understand the information and to produce accurate and cohesive answers.	1, 4	
3		Students will engage in writing business-related writing texts with peers and reflect on effective strategies to express ideas with vocabulary and lexico-grammar structures covered in the course.	1, 2	
4		Students will engage in tasks to develop listening skills needed for understanding business-related speech, so that they can a) identify relevant information to the task; b) produce adequate answers to questions.	1, 2, 5	
5		Students will engage in focused activities to acquire new vocabulary and lexico-grammar structures useful in a business context.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Written Test 1 (based on the first half of the course)	2, 3, 4, 5	35	-	No

2	Oral Test	1, 2, 3, 4	20	-	No
3	Written Test 2 (based on the second half of the course)	2, 3, 4, 5	35	-	No
4	Participation/In-class activities	1, 2, 3, 4, 5	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. & 3. Written Tests 1 & 2

Criterion

Demonstrating business-related Spanish communication skills (reading, writing, listening) at Level A1 of the Common European Framework of Reference for Languages (CEFR).

Excellent (A+, A, A-)

The student is able to communicate clearly and accurately (business-related reading, writing, listening) with very few minor mistakes. The student's orthography, accuracy and listening/reading comprehension of the target language are excellent overall.

Good (B+, B, B-)

The student is able to communicate clearly and accurately (business-related reading, writing, listening) most of the time. A few mistakes do not impair communication. The student's orthography, accuracy and listening/reading comprehension of the target language are good overall.

Fair (C+, C, C-)

The student is able to communicate clearly and accurately (business-related reading, writing, listening) some of the time. Mistakes sometimes impair communication. The student's orthography, accuracy and listening/reading comprehension of the target language are adequate overall.

Marginal (D)

The student is unable to communicate clearly and accurately (business-related reading, writing, listening) most of the time. Mistakes often impair communication. The student's orthography, accuracy and listening/reading comprehension of the target language are marginal overall.

Failure (F)

The student fails to communicate clearly and accurately (business-related reading, writing, listening). The student's orthography, accuracy and listening/reading comprehension of the target language are weak overall. The student's answers do not correspond to the proposed task.

Assessment Task

2. Oral Test

Criterion

Demonstrating business-related spoken communication skills in the target language at Level A1.2 of the CEFR.

Excellent (A+, A, A-)

The student is able to communicate clearly and accurately (business-related listening and speaking) with very few minor mistakes. The student's pronunciation, accuracy and listening comprehension of the target language are excellent overall.

Good (B+, B, B-)

The student is able to communicate clearly and accurately (business-related listening and speaking) most of the time. A few mistakes do not impair communication. The student's pronunciation, accuracy and listening comprehension of the target language are good overall.

Fair (C+, C, C-)

The student is able to communicate clearly and accurately (business-related listening and speaking) some of the time. Mistakes sometimes impair communication. The student's pronunciation, accuracy and listening comprehension of the target language are adequate overall.

Marginal (D)

The student is unable to communicate clearly and accurately (business-related listening and speaking) most of the time. Mistakes often impair communication. The student's pronunciation, accuracy and listening comprehension of the target language are marginal overall.

Failure (F)

The student fails to communicate clearly and accurately (business-related listening and speaking) The student's pronunciation, accuracy and listening comprehension of the target language are weak overall. The student's answers do not correspond to the proposed task.

Assessment Task

4. Participation/In-class activities

Criterion

Contributing to class activities; displaying collegiality and participation in pair work; being prepared for lessons and arriving on time.

Excellent (A+, A, A-)

The student participates extremely actively in discussions, activities, and asking questions; is highly responsive to the instructor's questions; leads peers to participate and always comes to class prepared.

Good (B+, B, B-)

The student participates actively in discussions, activities, and asking questions; is responsive to the instructor's questions; shows initiative to interact with peers and usually comes to class prepared.

Fair (C+, C, C-)

The student participates regularly in discussions, activities, and asking questions; offers answers mostly after being called upon; interacts with peers and occasionally comes to class prepared.

Marginal (D)

The student participates passively and shows almost no initiative to interact with peers and the instructor; barely responds when asked questions by the instructor; is absent from class frequently.

Failure (F)

The student participates extremely passively and shows no initiative to interact with peers and the instructor; always remains almost silent, ignores questions, activities, and discussions frequently; is absent from class very frequently.

Part III Other Information

Keyword Syllabus

Professions and professionals (likes and dislikes, the time: days of the week and months); new working place (location and directions information; give an opinion); guided tour around a working place; making a business phone call.

Reading List

Compulsory Readings

Title	
1	De Prada M., Marcé P., & Bovet M., Entorno laboral (Nueva edición), Edelsa , 2022

Additional Readings

Title	
1	Collins Spanish Dictionary and Grammar
2	Gramática de uso del español A1-A2, Editorial SM, Madrid