

**Subject card**

<b>Subject name and code</b>	Practical Spanish Language I, PG_00136563						
<b>Field of study</b>	Spanish and Portuguese Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish Spanish with elements of Polish.		
<b>Semester of study</b>	1	<b>ECTS credits</b>			14.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Małgorzata Płończak				
	<b>Teachers</b>		dr Magdalena Bulińska mgr Angela Macioszczyk mgr Natalia Jądzewska mgr Antonio Mejia Perez				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	210.0	0.0	0.0	0.0	210
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	<b>Number of study hours</b>	210	14.0	126.0	350		
<b>Subject objectives</b>	Development of linguistic skills in Spanish (reading and listening comprehension, writing, speaking), getting to know the socio-cultural realities of the Spanish language area, and acquiring knowledge of grammar and vocabulary so that, by the end of the semester, the student will be able to speak Spanish at levels A.2.1/ A.2.2 according to the CEFR. Further objectives: getting rid of language barriers, ability to speak in public, work in a group, communicate with one another. Jest gotów do krytycznej oceny posiadanej wiedzy i odbieranych treści						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IBEL3_K05] Is ready to participate in cultural life and use its various forms and media	The student is ready to participate in cultural life, especially in the cultural life of Spanish-speaking countries, using its various forms and media.	[SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[IBEL3_U15] Is able to use available multimedia devices and modern technology to obtain information, for self-study or to establish contact with professionals; is able to describe documents from electronic sources reliably	The student is able to use available multimedia devices and modern technology to obtain information, self-educate or establish contact with specialists, and is able to describe documents from electronic sources reliably.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU6] demonstration of practical skills
	[IBEL3_W03] Knows basic linguistic terminology in Spanish	The student is familiar with the grammatical structures of the Spanish language, the basic linguistic terminology in Spanish and the general and specific vocabulary corresponding to levels A.2.1/ A.2.2. according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[IBEL3_W13] Has a basic knowledge of cultural institutions and an orientation to contemporary literary and cultural life in Spanish- and Portuguese-speaking countries	The student has a basic knowledge of the cultural institutions of Spanish-speaking countries and an orientation towards the contemporary culture of Spanish-speaking countries (literature, cinema, theatre, art).	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[IBEL3_U16] Can make observations and interpretations of socio-cultural phenomena, analysing their links with various disciplines in the humanities	The student is able to observe and interpret socio-cultural phenomena taking place in countries of the Spanish language area.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student is ready to evaluate critically his/her philological knowledge and perceived content.	[SK4] test/exam - oral or written [SK6] demonstration of practical skills
	[IBEL3_U17] Be able to express him/herself accurately and coherently in Spanish and communicatively in Portuguese in writing and speaking on selected philological and cultural subjects.	The student is be able to express him/herself coherently in Spanish that corresponds to level A.2.1/A.2.2. on basic topics related to language, literature and culture.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[IBEL3_W12] Understands the diversity of information sources, the complex nature of language and the historical variability of meanings in Spanish and Portuguese	The student is aware of the variety of sources of information about the language and knows and understands the complexity of the Spanish language.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is aware of the cultural difference and diversity of the Spanish language area, has respect for cultural differences, including values, behaviour, customs, language. He/she is able to apply in practice the knowledge of mechanisms of intercultural communication.	[SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task
	[IBEL3_U11] Has the ability to produce typical written work in Spanish on specific topics, using basic theoretical approaches as well as a variety of sources	The student is able to express himself/herself coherently in writing in Spanish on basic topics concerning the private, public and academic spheres.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills
	[IBEL3_K06] Is aware of co-responsibility for the preservation of the cultural heritage of a given region, country, especially Poland and the Iberian language area	The student feels co-responsible for the preservation of the cultural heritage of Poland and the Spanish and Spanish-speaking area.	[SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task
	[IBEL3_U10] Be able to use specialist language and communicate accurately and coherently in Spanish with humanities professionals, using a variety of communication channels and techniques	The student is able to use a specialised language at a basic level corresponding to level A.2.1/ A.2.2.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills

	Course outcome	Subject outcome	Method of verification
	[IBEL3_U12] Has the ability to prepare oral presentations in Spanish on specific topics, using basic theoretical approaches as well as a variety of sources	The student is able to express him/herself coherently orally in Spanish on basic topics concerning the private, public and academic spheres.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills
	[IBEL3_W10] He/she knows and understands basic terms and principles of copyright protection	The student knows and understands the basic concepts and principles of copyright protection.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
Subject contents	<p>The assumed minimum level of mastery of the 4 language skills at the end of the semester with reference to the levels of the CEF is: A.2.1/A.2.2. The curricular content presented is the assumed minimum; the content may be expanded depending on the level of language proficiency of the students in the exercise groups formed in the 1st year. The detailed selection of content and the order in which it is taught depends on the leading textbook chosen by the lecturer teaching the PNJH module "Cuatro destrezas".</p> <p>Framework content</p> <p><b>Reading comprehension:</b> the student is able to understand short, simple texts from the private sphere, such as text messages, short emails, notes, and simple, short texts from the public sphere, such as signs, signs on notice boards, advertisements, menu cards, etc.</p> <p><b>Listening comprehension:</b> The student is able to understand simple speech that is articulated slowly; he/she understands simple questions, instructions, directions.</p> <p><b>Speaking:</b> the student is able to talk about himself/herself, his/her interests, place of residence, family; he/she can give instructions, advice, simple directions; he/she can formulate and answer simple questions concerning his/her private sphere or simple situations from the public and academic sphere.</p> <p><b>Writing:</b> The student is able to write a short, simple text, e.g. an e-mail, a message; a personal description, a curriculum vitae, a recipe; he/she is able to fill in a form with personal data.</p> <p><b>Grammar:</b> noun, number and gender. Definite and indefinite articles. Omission of the article. (I) Adjectives: number, gender, correspondence with a noun, formation, gradation. Personal pronouns in the form of a subject, direct and indirect object, reflexive pronouns. Verbs ser, estar, tener. Form of hay. Pronouns of regular and irregular verbs in the presente de indicativo tense. Verbs like gustar. Adverbs and adverbial expressions of place, time, frequency, manner. Possessive, indicative, interrogative, exclamative, indefinite pronouns. Principal and ordinal numerals. Prepositions (I). Periphrastic constructions: ir a + infinitivo, estar + gerundio, acabar de + infinitivo, tener que + infinitivo, haber que + infinitivo, poder + infinitivo. Past tenses of the indicativo mode: pretérito indefinido, pretérito perfecto, pretérito imperfecto. Determination of dates.</p> <p><b>Vocabulary:</b> personal details, family, relationships, university, vocabulary used in class communication, occupations, work, own work experience and aptitude, character, emotions.</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Assessment of the module Practical Grammar	51.0%	40.0%
	assessment of the module Integrated Skills	51.0%	40.0%
	Assessment of the module Conversation and vocabulary	51.0%	20.0%

Recommended reading	Basic literature	<p><b>Core textbooks</b> (selection is made by the teacher of the Module Integrated Skills):</p> <ul style="list-style-type: none"> <li>VV. AA. (2020): Campus Sur, A1-B1 (textbook and workbook). Barcelona: Difusión</li> <li>VV. AA. (2021): Sueña (all levels, workbook and exercise book). Madrid: Anaya</li> <li>Material authored by the lecturer based on original newspaper texts and radio/TV programmes/podcasts.</li> </ul> <p><b>Practical grammar:</b></p> <ul style="list-style-type: none"> <li>Aragonés, L., Palencia, R. (2009): Gramática de uso del español A1-A2. Teoría y práctica. Madrid: Ediciones SM</li> <li>Aragonés, L., Palencia, R. (2009): Gramática de uso del español B1-B2. Teoría y práctica. Madrid: Ediciones SM</li> <li>Castro, F. (2006): Uso de la gramática española. Elemental. Madrid: Edelsa</li> <li>Castro, F. (2006): Uso de la gramática española. Intermedio. Madrid: Edelsa</li> <li>Castro, F. (2006): Aprende gramática y vocabulario, B1. Madrid: SGEL</li> <li>Moreno, C., Hernández, C., Miki Kondo, C. (2021): En gramática. Elemental A1/A2. Madrid: Anaya</li> <li>Moreno, C., Hernández, C., Miki Kondo, C. (2022): En gramática. Medio B1. Madrid: Anaya</li> <li>Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A. (2008): Competencia gramatical en uso A2. Madrid: Edelsa</li> <li>Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A. (2008): Competencia gramatical en uso B1. Madrid: Edelsa</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Domínguez López, J., Nueda Guzmán, M.S. (2007): ¡Viva el vocabulario! A1-A2. Madrid: EnClave ELE</li> <li>Bellver Roses, V., San Andrés Monjas, M.C.. (2007): ¡Viva el vocabulario! B1-B2. Madrid: EnClave ELE</li> <li>Encinar, A. (2012): Uso interactivo del vocabulario nivel A1-B1. Madrid: Edelsa</li> <li>Baralo, M., Genís, M., Santana, M.E. (2013): En vocabulario. A1-A2. Madrid: Anaya</li> <li>Baralo, M., Genís, M., Santana, M.E. (2011): En vocabulario. B1. Madrid: Anaya</li> </ul>
	Supplementary literature	<ul style="list-style-type: none"> <li>Ángeles Palomino, M. (2003): Dual. Pretextos para hablar. Madrid: Edelsa</li> <li>VV.AA. (2014): Cronómetro A2. Madrid: Edinumen</li> <li>VV.AA. (2013): Cronómetro B1. Madrid: Edinumen</li> <li>VV.AA. (2013): Relatos 1. Historias cortas para aprender español. Madrid: Edinumen</li> <li>VV.AA. (2013): Relatos 2. Historias cortas para aprender español. Madrid: Edinumen</li> <li>VV.AA. (2022): Relatos 3. Historias cortas para aprender español. Madrid: Edinumen</li> </ul>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<ul style="list-style-type: none"> <li>Tests. Exams.</li> <li>Written assignments.</li> <li>Translation of sentences.</li> <li>Oral presentations.</li> <li>Presentations.</li> <li>Discussions in pairs/groups.</li> </ul>	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.