

Subject card

Subject name and code	Didactics in teaching Spanish in primary and secondary school, PG_00146291						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2026/2027	
Education level	Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	2		Language of instruction			Spanish	
Semester of study	3		ECTS credits			2.0	
Learning profile	academic		Assessment form			credit	
Conducting unit	Division of Iberian Studies -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Magdalena Bulińska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		6.0		14.0	50
Subject objectives	The purpose of the course is to methodically prepare the student to teach Spanish at the second and third educational stages, as well as in other professional contexts. The student will possess the ability to critically analyze teaching materials and design them independently. Students will improve their skills in the use of modern technologies in education, will characterize and implement intercultural competence or teaching by service . Students will possess the ability to prepare a lesson outline and plan the didactic process.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_U10] Has skills specific to his/her chosen specialisation: can apply knowledge of linguistics, literary studies, translation studies or didactics to solve practical problems in the field of translation or foreign language teaching, in particular of French or Spanish.	The student is able to critically analyze and adapt curricula and plan the didactic process taking into account the diverse educational needs of students using correct Polish and adequate terminology; is able to plan the didactic process enhancing student motivation education with particular attention to peer evaluation tools; Student is able to undertake work with students that awakens their interests and develops their talents, appropriately select the content of teaching, tasks and forms of work within the framework of self-education and promote students' achievements;	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FRIMU2_U04] Correctly applies the learned scientific terminology in French or Spanish, accurately defines concepts in literary studies, linguistics and didactics.	The student correctly applies the learned scientific terminology from the field of didactics in Spanish, accurately defines the concepts of didactics within the framework of the curriculum content provided for the subject;	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FRIMU2_K04] Correctly identifies and resolves dilemmas related to the profession of a teacher of French or Spanish, its heritage and traditions and understands the ethical issues related to the responsibility for the accuracy of actions and the reliability of transmitted knowledge. Strives to think and act in an entrepreneurial manner.	Is ready to make decisions related to the organization of the Spanish language learning process in inclusive education	[SK8] observation of student's independent or team work
	[FRIMU2_W13] Has a thorough knowledge of translation or didactics of French or Spanish.	The student is aware of the diverse learning needs of students in Spanish lessons; knows the basic issues of inclusive education and their impact on Spanish language teaching; The student knows the legal basis of the educational system necessary for the proper implementation of Spanish language classes; The student knows the general content of teaching Spanish language instruction; with special attention to the principles of evaluation and feedback.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FRIMU2_W03] Knows at an extended level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	The student knows at an extended level the methodology in the field of glottodidactics in Spanish and contemporary research in the field of glottodidactics;	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FRIMU2_U03] He/she is able to undertake autonomous actions aimed at the development of his/her abilities, indicates directions for further research; is able to work independently and to lead a team.	The student Is able to analyze research and identify directions for further research in the field of glottodidactics;	[SU2] presentation/project/paper/report
	[FRIMU2_K02] Undertakes individual and team professional activities plans and organizes their course, engages in cooperation, understands the need for continuous professional development and care for professional ethos. Undertakes activities for the social environment and public interest.	The student Undertakes individual and team professional activities, such as planning and designing teaching activities, engages in collaboration, understands the need for continuous professional development and the need to nurture the professional ethos in the work of a teacher. Takes action on behalf of the social environment and public interest in education;	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report

Subject contents	Choice of teaching method (teaching children, adolescents, adults). Selection of teaching materials (leading textbook, exercises, supplementary materials).Analysis of selected Spanish language textbooks.Feedback, evaluation and assessment. Typology of evaluation. Subject evaluation system. Formative assessment/final assessment; direct assessment/indirect assessment; assessment of the ability to complete a sentence/ assessment of the knowledge possessed; holistic assessment/analytical assessment. Self-assessment. Criteria evaluation of written and oral statements. Diagnostic assessment.Planning the didactic process: structure of the didactic unit. Preparation of a lesson outline.		
Prerequisites and co-requisites	Choice of teaching specialization. Knowledge of Spanish at a level not lower than C1 according to the EQF and knowledge of Polish at a level sufficient to realize the learning outcomes.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral presentation 2	51.0%	25.0%
	oral presentation	51.0%	25.0%
	project work	51.0%	25.0%
	project work2	51.0%	25.0%
Recommended reading	Basic literature	1. Ribas, R.; DAquino, A. (2004). ¿Cómo corregir errores y no equivocarse en el intento? Madrid: Edelsa. 2. Sánchez Lobato J. I Santos Gargallo I. (reds.) (2016) Vademécum para la Formación de Profesores. Enseñar español como segunda lengua y lengua extranjera. Madrid: SGEL 3. Wilczyńska W. (1999). Uczyć się czy być nauczonym? O autonomii w przyswajaniu języka obcego. Warszawa: Wydawnictwo Naukowe PWN 4. Arias Filgueira, I. (2017) Desafíos del paradigma educativo en el siglo XXI: investigación, innovación y formación , Global Knowledge Academics Madrid	
	Supplementary literature	1. Wilczyńska W. (red.). (2002). Autonomizacja w dydaktyce języków obcych. Doskonalenie się w komunikacji ustnej. Poznań: Wydawnictwo Naukowe UAM 2. Wilczyńska W. (red.). (2002). Wokół autonomizacji w dydaktyce języków obcych. Badania i refleksje. Poznań: Wydawnictwo Naukowe UAM 3. Żylińska M. (2007). Postkomunikatywna dydaktyka języków obcych w dobie technologii informacyjnych. Teoria i praktyka. Warszawa: Fraszka Edukacyjna 4. Cómo planificar eficazmente una clase de espanol. International House: formaciónele, Cádiz 2019	
	eResources addresses		
	Example issues/ example questions/ tasks being completed	project work : development of a test, development of a feedback sheet, presentation (oral) of the results of the textbook analysis, development of a lesson outline	
Work placement	Not applicable		

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