

Subject card

Subject name and code	Didactics of teaching Spanish in primary and secondary school, PG_00146292						
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	4		ECTS credits		4.0		
Learning profile	academic		Assessment form		exam		
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	60.0	0.0	0.0	0.0	60
	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	60		12.0		28.0	100
Subject objectives	The aim of the course is to prepare the student to teach Spanish in primary and secondary education as well as in other professional contexts. During the exercises the student will learn and apply various methods of teaching language skills, teaching individual elements of communicative competence and organizing the educational process, gain basic knowledge of evaluation and assessment, learn to prepare control works/ tests.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W13] Has a thorough knowledge of translation or didactics of French or Spanish.	The student knows norms, procedures and legal bases and good practices used in pedagogical activities (teaching in primary and general secondary schools, technical schools);	[SW4] test/exam - oral or written
	[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 take autonomous action to develop teaching skills, is able to work independently and lead the work of the team;	[SU2] presentation/project/paper/report
	[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 design and create tasks, including exam tasks in Spanish; The student is able to create educational and teaching situations involving creativity in the field of intercultural competence. The student is able to individualize the educational process of teaching Spanish language taking into account the talents of students, also using information and communication technologies (individual learning paths);	[SU4] test/exam - oral or written
	[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 terminology, theory and methodology in the field of didactics in Spanish within the scope of the curriculum content of the subject;	[SW4] test/exam - oral or written
	[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 Engages in cooperation, understands the need for continuous professional development and nurturing a professional ethos in the work of a teacher. Takes action on behalf of the social environment and public interest in education;	[SK2] 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.	The student thinks, plans and acts in an entrepreneurial manner in an educational context; The student initiates decisions related to the organization of the educational process in inclusive education; is aware of ethical responsibility for these decisions; K05 The student plans teamwork, is ready to play different roles in the didactic process related to the teaching of Spanish...;	[SK2] 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 of didactics in Spanish, accurately defines the concepts of didactics;	[SU2] presentation/project/paper/report

Subject contents	- Teaching receptive skills: listening comprehension and reading comprehension. Techniques and examples of tasks.- Teaching productive skills: writing and speaking. Techniques and examples of tasks. [Development of tasks, including interactive tasks].- Techniques for integrating proficiencies. Teaching interaction and mediation. Techniques based on the principles governing authentic communication. - Sociocultural knowledge in Spanish lessons. Formation of intercultural skills. Examples of tasks.- Teaching phonetics. Teaching pronunciation, accentuation and intonation. Examples of exercises.- Teaching grammar in Spanish lessons. Inductive model of teaching grammar. Examples. Deductive model of teaching grammar. Examples. Analysis of grammar teaching materials. [analysis with discussion].- Teaching vocabulary. Teaching techniques. Introduction, consolidation and repetition of vocabulary. Mnemonics. [development of gamification materials].- Use of information and communication technology in Spanish lessons. [development of quizzes, educational quests].- Language error. Types of errors. Linguistic interference, errors most common in Spanish learners. Ways of correcting errors. [practical work - evaluation of written statements].- Language tests. Types of tasks. Analysis of tasks from the eighth-grade exam in Spanish. Analysis of tasks from the matriculation exam in Spanish. [analysis of materials with discussion].		
Prerequisites and co-requisites	Choice of teaching specialization. Fluency in Spanish at a level not lower than C1 according to the Common European Framework of Reference for Languages (CEFR) and knowledge of Polish at a level sufficient for the realization of learning outcomes. Mastering the material of the subject Didactics of the Spanish language in primary and secondary school I.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	final exam	51.0%	80.0%
	project work	51.0%	20.0%
Recommended reading	Basic literature	- Domenech Sanchez, I. (2018), Reinterpretando la Dislexia. Propuesta diferenciadora para una neurodidáctica inclusiva, Revista Iberoamericana de Educación vol. 78 núm. 1, pp. 127-147 - Ribas, R.; DAquino, A. (2004). ¿Cómo corregir errores y no equivocarse en el intento? Madrid: Edelsa. - Mateos, S. (red.) (2018) Neurodidáctica en el aula: transformando la educación evista Iberoamericana de Educación , Vol. 78. Núm. 1, Madrid. - Byram, M., Fleming, M. (2001). Perspectivas interculturales en el aprendizaje de idiomas. Madrid: Cambridge University Press.	
	Supplementary literature	- Byram, M., Fleming, M. (2001). Perspectivas interculturales en el aprendizaje de idiomas. Madrid: Cambridge University Press. - Cassany, D. (1990). Enfoques didácticos para la enseñanza de la expresión escrita en Comunicación, lenguaje y educación, 6: 63-80. Madrid. - Cervero, M. J. y Pichardo, F.(2000). Aprender y enseñar vocabulario. Madrid: Edelsa. - Melero, P. (2000). Métodos y enfoques en la enseñanza/ aprendizaje del español como lengua extranjera. Madrid: Edelsa. - Gamificación en la clase de ELE. Francisco Herrera. International House: formaciónele, Cádiz 2017. - Actividades dramáticas en la clase de ELE, Vanessa Hidalgo MartínUniversidade do Minho, Portugal	
	eResources addresses		
Example issues/ example questions/ tasks being completed	project work: designing a vocabulary learning game/quizeexam: exam with closed tasks and practical tasks. E.g. list the mnemonics you are familiar with or how the inductive vs. deductive model of grammar teaching differs. Practical tasks: describe what a lesson devoted to selected receptive skills might look like (different stages, types of exercises, evaluation methods		
Work placement	Not applicable		

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