University of Gdańsk

Subject card

Subject name and code	Spanish Language III, PG_00189140						
Field of study	Spanish and Portuguese Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2027/2028			
Education level	Bachelor's studies		Subject group	Obligatory subject group 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	8.0			
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		mgr Małgorzata Płończak				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	120.0	0.0	0.0	0.0	120
	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	120	8.0	72.0	200

Subject objectives	Development of linguistic skills in Spanish (reading and listening comprehension, writing, speaking, interaction, mediation), 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 B2.1 according to the CEFR. Further objectives: getting rid of language barriers, ability to speak in public, work in a group, communicate with one another.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[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 him/ herself coherently in writing in Spanish on a wide range of topics in the private, public and academic spheres, including selected philological and cultural issues; he/she uses basic theoretical approaches and makes use of various sources of information in his/her own work.	[SU3] text preparation/written work [SU4] test/exam - oral or written [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 B2.1 according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] 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_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
[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 B2.1.	[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
[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_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student is ready to critically evaluate his/her philological knowledge and perceived content and to critically evaluate his/her linguistic skills in Spanish; he/she has a need for linguistic improvement.	[SK4] test/exam - oral or written [SK6] demonstration of practical skills
[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_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_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 the countries of the Spanish language area, analysing their connections with various disciplines in the humanities.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work

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 speak and express him/herself coherently in Spanish on a wide range of topics from the private, public and academic spheres, including selected philological and cultural issues; he/she uses basic theoretical approaches and makes use of various sources of information in his/her own work.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills
[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_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 B2.1 on basic topics related to language, literature and culture.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work

Subject contents	The assumed minimum level of mastery of the 4 language skills at the end of the semester with reference to the levels of the CEFR is: B2.1. 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. Framework content: **Reading comprehension:** the student understands articles and texts on current issues; understands texts on topics related to their own specialisation or interests; understands literary texts of moderate complexity. They are able to identify relevant information in the texts they read and determine their topic or main idea; they are able to identify the context of a text; they are able to identify the author's or sender's intention and/ or attitude. They are able to infer the meaning of unfamiliar words from the context of the sentence. They are able to organise the information presented in a text chronologically. Can draw conclusions based on the information contained in the text. **Listening comprehension:** the student understands the main ideas in longer passages from the private, public and educational/academic spheres, spoken clearly and with a familiar accent; understands the main themes of lectures, podcasts, and radio and television programmes, provided the speech is clear; understands detailed instructions and guidelines. They are able to find specific information in the texts they listen to and identify the context of the utterance and the speaker's intention. **Speaking and oral interaction:** the student is able to produce and present clear and fairly detailed statements on a relatively wide range of general topics and topics related to their field of study. They are able to present and develop their own point of view, explain the advantages and disadvantages of various options; present arguments for and against a particular solution; develop their argument in a logical manner; and give appropriate examples. They are able to deliver a prepared presentation on a moderately complex topic, answer questions about the presentation and expand on the arguments previously put forward. They are able to talk about their own experiences, recount events, and summarise the content of a book or film. Can join in a conversation, take part in a discussion, express their own opinions and put forward their arguments, and can express their feelings and emotions (e.g. joy, sadness, amazement, indifference). Can ask for clarification of content they have not understood or for further explanation. **Online interaction**: the student is able to participate actively in online discussions; express and justify their own opinions; respond to the opinions of others; present arguments and counter-arguments; ask and answer questions; and respond appropriately to the situation, even when communication is more spontaneous. **Mediation:** the student is able to convey to others the key information contained in a moderately complex but well-structured text, such as information from an article, a lecture, a presentation or a report; is able to summarise information in a way that is useful to another person; is able to convey information between languages. The student is able to collaborate with others to solve a problem, is able to ask questions that help others express their views, and is able to facilitate communication between people. **Writing:** the student becomes familiar with the structure and compositional elements characteristic of a given type of text, adapts the stylistic properties of the text and linguistic means to the type of audience, learns the correctness of the syntax of statements, correctness of the choice of vocabulary, is able to work with dictionaries and studies useful when editing texts (online dictionaries, book publications), becomes familiar with the characteristics of the scientific style, learns the genres of scientific texts: description and analysis of statistics/graphs/illustrations, abstract, review, essay and is able to write such texts. **Grammar:** article. Omission of articles (II). *Pretérito pluscuamperfecto de indicativo* tense. Use of past tenses in contrast. Expressing probability in relation to the past. *Pretérito imperfecto de subjuntivo* tense. *Pretérito perfecto de subjuntivo* tense. Probability. Clauses of reason. Clauses of purpose. Clauses of result. Clause of consequence. Noun clauses (*oraciones sustantivas*) (II). Reported speech- transmission of information and instructions/ requests/ orders/ prohibitions. **Vocabulary:** the vocabulary needed to speak fluently about social, professional and personal life is introduced and consolidated across the following thematic areas: identity and social relationships (personality, values, relationships, conflicts); lifestyle and housing (housing conditions, urbanisation, neighbourhood); work and career (the labour market, qualifications, unemployment, professional career); education (education systems, higher education, learning methods, lifelong learning); economics and finance (earnings, consumption, saving, economic crises); consumption and advertising (consumer behaviour, marketing, brands); the environment (climate change, pollution, energy, ecology); technology and media (social media, artificial intelligence, privacy); travel and tourism (mass tourism, responsible travel, cultural differences); culture and the arts (literature, film, music, visual arts); health and lifestyle (nutrition, sport, preventative care); language and communication (interpersonal communication, the language of persuasion). In addition to thematic vocabulary, the course develops students' knowledge of synonyms and antonyms, collocations, phraseology and idioms, various linguistic registers, and indicators of text cohesion.

Prerequisites and co-requisites	Prerequisite for attendance is passing the course and passing the PNJH exam in semester 2. Spanish language skills at a minimum level B1.
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
Assessment of the module Practical Grammar	51.0%	25.0%
Assessment of the module Reading Comprehension, vocabulary, conversation	51.0%	25.0%
Assessment of the module Writting	51.0%	25.0%
Assessment of the module Listening comprehension, vocabulary, conversation	51.0%	25.0%

Recommended reading	Basic literature	At the beginning of the semester, the lecturer of each module reviews or determines the set of readings required to pass the course. **Reading comprehension/listening comprehension:** • Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts. • Muñoz Basols, J. (2013): ¡A debate! Madrid: Edelsa. • VV.AA. (2017) (2017) Bitácora Nueva Edición 3. Barcelona: Difusión. • VV. AA. (2021): Nuevo Sueña (levels 2 and 3) Madrid: Anaya. • VV. AA. (2013): El cronómetro. Nivel B1 Madrid: Edinumen. **Writing:** • Álvarez Martínez M., Sánchez Lobato J. (2012): *En escritura. Nivel B1*. Madrid: Anaya. • Álvarez Martínez M., Sánchez Lobato J. (2012): *En escritura. Nivel B2*. Madrid: Anaya. • Ayala González, M., Criado Clemente, E. (2007): Expresión Escrita, Madrid: En Clave ELE. • Herrera Lima M. E. et al. (2011): Lectura, Redacción y Expresión Oral 2, cuadernos de trabajo. México: Pearson Educación. • Martín Vivaldi, G., Sánchez Pérez, A. (2020): Curso de redacción: teoría y práctica de la composición y del estilo, Madrid: Paraninfo. • Real Academia Española y Asociación de Academias de la Lengua Española (2012): Ortografía básica de la lengua española. Madrid: Espasa. • Romero Oliva M. Fco. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos, Peter Lang ed. **Practical Grammar:** • Lecturer-authored materials based on original press and literary texts. • Aragonés, L., Palencia, R. (2015): Gramática de uso del español B1-B2. Teoría y práctica. Madrid: Ediciones SM. • Castro, F. (2006): Uso de la gramática española. Intermedio. Madrid: Edelsa. • Castro, F. (2010): Uso de la gramática española. Avanzado. Madrid: Edelsa. • Castro, F. (2022): Aprende gramática y vocabulario, 3. Madrid: SGEL. • Castro, F. (2022): Aprende gramática y vocabulario, 4. Madrid: SGEL. • Moreno, C., Hernández, C., Miki Kondo C. (2022): En gramática. Medio B1. Madrid: Anaya. • Moreno, C., Hernández, C., Miki Kondo C. (2023): En gramática. Avanzado B2. Madrid: Anaya. • Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A. (2015): Competencia gramatical en uso B1. Madrid: Edelsa. • Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A. (2019): Competencia gramatical en uso B2. Madrid: Edelsa. **Vocabulary**: • Lecturer-authored materials based on original press and literary texts • Bellver Roses, V., San Andrés Monjas, M.C. (2007): ¡Viva el vocabulario! B1-B2. Madrid: EnClave ELE • Molero, C.M., Salazar D., de Prada, M. (2014): Uso interactivo del vocabulario nivel B2-C2. Madrid: Edelsa • Baralo, M., Genís M., Santana, M.E. (2021): En vocabulario. Nivel B1. Madrid: Anaya • Baralo, M., Genís M., Santana, M.E. (2024): En vocabulario. Nivel B2. Madrid: Anaya

	Supplementary literature	• VV.AA. (2020): Curso de cultura. Madrid: Anaya. • VV.AA. (2013): Relatos 2. Historias cortas para aprender español. Madrid: Edinumen. • VV.AA. (2022): Relatos 3. Historias cortas para aprender español. Madrid: Edinumen. • Puertas, E., Tudela, N. (2013): Dale al DELE B1, Madrid: EnClave ELE. • Puertas, E., Tudela, N. (2013): Dale al DELE B1, Madrid: EnClave ELE. • Robles Ávila, S., Montero Curiel, M.L., Dell'Olmo Robles, S. (2022): En pragmática. Nivel medio-avanzado B1-B2. Madrid: Anaya.
	eResources addresses	
Example issues/ example questions/ tasks being completed	• Tests. • Exams. • Written assignments. • Translation of sentences. • Grammatical transformations. • Grammaticalisation. • Lexical and grammatical exercises based on literary and journalistic texts. • Oral presentations. • Presentations. • Discussions in pairs/groups.	
Work placement	Not applicable	

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