University of Gdańsk

Subject card

Subject name and code	Spanish Language IV, PG_00189142						
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	4		ECTS credits	9.0			
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		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		97.0	225
Subject objectives	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 B2/ B2+ 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_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_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
[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_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_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_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 level corresponding to B2/ B2+. according to the CEFR.	[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_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/ B2+ according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [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/ B2+ on topics related to language, literature and culture.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] 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_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

Course outcome	Subject outcome	Method of verification
[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_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_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

Subject contents	The assumed minimum level of mastery of the language skills at the end of the semester with reference to the levels of the CEFR is: B2/ B2+. 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: **Listening comprehension**: the student understands the main ideas in longer passages from the private, public and educational/academic spheres; understands most lectures; and is able to follow even fairly complex lines of argument if the topic is to some extent familiar to them; understands most news and current affairs programmes on television and radio concerning current events, as well as most podcasts on a variety of topics. Understands most films in standard spoken language. Understands detailed instructions and directions. Is able to find specific information in the texts they listen to and identify the context of the utterance and the speaker's intention. Is able to distinguish between facts and opinions presented in the text they are listening to. **Reading comprehension**: the student understands articles and informative and journalistic texts on current issues; understands texts on topics related to their own specialisation and/or interests; understands literary texts. They are able to identify relevant information in a text and determine its topic or main idea; they are able to identify the context of the text; they are able to identify the author's or speaker'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 the text chronologically. They are able to draw conclusions based on the information contained in the text. They are able to distinguish between facts and opinions presented in the text. **Speaking and oral interaction:** the student is able to produce and present clear and fairly detailed statements on a 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 fairly complex topic, answer questions about the presentation and expand on arguments previously put forward. They are able to talk about their own experiences, recount events in detail and put forward hypotheses regarding situations and events. Can 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 in a discussion, and can express their feelings and emotions (e.g. joy, sadness, amazement, indifference). They can ask for clarification of content they have not understood or for further explanation; they can adapt the way they speak if the other person does not understand something. They are able to take part in discussions on social, professional or academic issues. **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. They are able to take part in online collaboration on a project. **Mediation:** the student is able to convey to others detailed information contained in a complex but well-structured text, for example information from an article, lecture, presentation or report; is able to summarise information so that it is useful to another person; is able to convey information between languages. The student is able to work with others to solve a problem and ask questions that help others express their views. They are able to point out similarities and differences between opinions; they are able to help the group reach a solution; they are able to keep the discussion on track. They are able to help people from different backgrounds or cultures to communicate with one another. **Writing:** the student becomes familiar with the structure and compositional elements typical of a given type of text, adapts the stylistic features of the text and linguistic means to the type of audience, learns the syntactic correctness of statements, correctness in the choice of vocabulary, is able to work with dictionaries and studies useful when editing texts (online dictionaries, book publications), learns the principles of creating supplementary materials to the main text, such as: bibliography, definition, footnotes, summary, abstract, etc, learns about the characteristics of scientific style, learns about text genres: scientific article, scientific dissertation, critical analysis of source materials, description and analysis of statistics/graphs/illustrations, popular science essay, and is able to write such texts. **Grammar**: Relative clauses (*oraciones de relativo*) (II). Direct object and indirect object (II), repeating the object with a pronoun. *Reciprocidad.* Conditional clauses with *si: periodo potencial; periodo irreal.* Conditional clauses alternative to *si. Pretérito pluscuamperfecto de subjuntivo* tense (I). *Condicional perfecto* tense (I). Definite and indefinite articles, omission of articles (III). Verbs *ser/ estar*. **Vocabulary:** emphasis is placed on abstract, argumentative and specialist language, and on precision of expression in the following subject areas: psychology and mental health (emotions, stress, therapy, addictions); social issues and rights (equality, discrimination, human rights, stereotypes, social roles, feminism); family and social change (family models, relationships, parenthood); migration and mobility (emigration, immigration, integration, refugee status); politics and society (democracy, elections, institutions,

	civic engagement); law and the justice system (crime, punishment, the judiciary, rights and responsibilities); media and information (fake news, manipulation, reliability of sources, critical evaluation of information, journalism); globalisation (global issues, interdependence, local vs global). In addition to thematic vocabulary, the course develops students' knowledge of synonyms and antonyms, collocations, phraseological units and idioms, colloquial expressions, various linguistic registers, and indicators of text cohesion, as well as the language of argumentation and discussion.
Prerequisites and co-requisites	Having passed the PNJH course in semester 3. Knowledge of Spanish at a minimum level B2.1.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Examination mark for the listening comprehension part	51.0%	5.0%
Examination mark for reading comprehension part	51.0%	5.0%
Examianation mark for the vocabulary part	51.0%	10.0%
Examination mark for the speaking part	51.0%	10.0%
Semester mark - arithmetic average of marks from 4 modules	51.0%	50.0%
Examination mark for the writting part	51.0%	10.0%
Examination mark for the grammar part	51.0%	10.0%

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, academic texts and radio/TV programmes/codcasts. • Muñoz Basols, J. (2013): ¡A debate! Madrid: Edelsa. • VV.AA. (2017) (2017) Bitácora Nueva Edición 3. Barcelona: Difusión. • VV. AA. (2016): Nuevo Sueña (levels 2 and 3) Madrid: Anaya. • VV. AA. (2013): El cronómetro. Nivel B2 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. • Gómez Torrego L. (2007): Gramática didáctica del español. Madrid: Ediciones SM. • Moreno, C., Hernández, C., Miki Kondo C. (2023): En gramática. Avanzado B2. Madrid: Anaya. • Moreno C. (2015): Temas de gramática. Nivel superior. Madrid: SGEL • 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. • Baralo, M., Genís M., Santana, M.E. (2024): En vocabulario. Nivel B2. Madrid: Anaya. • 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.

	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. • Real Academia Española, Asociación de Academias de la Lengua Española (2011): Nueva gramática básica de la lengua española. Madrid: Espasa. • 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	

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