University of Gdańsk

Subject card

Subject name and code	Spanish Language V, PG_00185264						
Field of study	Spanish and Portuguese Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2028/2029			
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	3		Language of instruction	Spanish			
Semester of study	5		ECTS credits	6.0			
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	90.0	0.0	0.0	0.0	90
	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	90		6.0		54.0	150
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 C1.1 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_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_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_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_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_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_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 C1.1 according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written 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_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 C1.1 on a wide range of topics related to language, literature and culture.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[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

Course outcome	Subject outcome	Method of verification
[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 corresponding to level C1.1	[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_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_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

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 C1.1he 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 longer and fairly complex utterances, both when heard in person and via the media, even when spoken at a fairly fast pace. They understand the content of lectures, debates and discussions. They are able to recognise the emotional tone and stance of individual participants in a discussion. They are able to identify the speaker's attitude. They recognise implied meanings, not just the information expressed explicitly. They understand figurative language, allusions and irony.They can identify the main idea of a statement and its context, and locate specific details within the text being listened to. They are able to distinguish facts from opinions in the text being listened to. They can draw conclusions based on the information heard. **Reading comprehension**: the student understands long and fairly complex informative, journalistic, literary and academic texts. They are able to recognise stylistic differences between texts, identify the main idea of a text or a passage, locate specific information within a text, and determine the context, intention and attitude of the author or speaker. They are able to organise the information presented in a 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. They recognise implicit meanings in the text. They understand figurative language, allusions and irony found in texts. **Speaking and oral interaction:** the student is able to present a longer, clear and well-structured oral statement on a given topic; they are able to develop arguments and support them with examples. They are able to formulate hypotheses and speculate. They are able to compare and evaluate different proposals and arguments. They are able to participate in any conversation or discussion; they can defend a position convincingly in a formal discussion; they respond to questions and counter-arguments. They are able to react spontaneously to questions and interjections. They are able to adapt their register and style to the situation. They possess a wide range of vocabulary, including specialist vocabulary, and know and use idiomatic and colloquial expressions. They are able to compensate for any gaps in vocabulary by paraphrasing. They are able to rephrase their statement to be better understood. They articulate sounds in accordance with the rules of Spanish pronunciation, place the correct stress on words, and speak fluently with appropriate intonation. **Mediation:** the student is able to convey the main thoughts and ideas of a long and complex text to others, whilst retaining key nuances and evaluative elements; they are able to explain the meaning of specific information; convey information between languages or registers; act as an intermediary between people who speak different languages; and they are able to help maintain positive communication. They are able to explain cultural references and take cultural differences into account. They are able to build on others' arguments and interpret different perspectives. They can cope with ambiguity. **Writing: t**he student is able to write longer texts that are complex in terms of content, structure and vocabulary on a variety of topics, using an appropriate style and suitable linguistic devices. They are able to write an essay, an academic text, an article, an objective descriptive text, an analytical text, a formal letter and a review; they are able to describe analysed statistics, charts, etc. They know and apply the principles for creating supplementary materials to the main text, such as: a bibliography, definitions, footnotes, a summary and an abstract. **Grammar**: concession clauses. Passive voice (voz pasiva perifrástica). Pasiva *refleja. Oraciones impersonales. Voz media*. Pronoun se - different uses. *Dativo de interés, ético, aspectual, simpatético*. Noun clauses (oraciones sustantivas): temporal relations and correlacion of tenses. Coordinated clauses. Expression of wishes: que + subjuntivo, ojalá + subjuntivo, ¡Quién + imperfecto de subjuntivo/ pluscuamperfecto de subjuntivo! Punctuation. **Vocabulary:** the student has a wide range of vocabulary covering private, public, professional and academic spheres. They are familiar with specialist vocabulary. They are familiar with the language of argumentation. They are familiar with and able to use text cohesion markers in their utterances. They are familiar with idiomatic and colloquial expressions, as well as collocations. When speaking on both concrete and abstract topics, they use precise vocabulary in the following subject areas: science and education; art (contemporary and avant-garde art, exhibitions, works of art, the senses and perception); consumption, consumer rights, consumerism; politics; media, information, social media, the Internet, digital language; speeches, debates, public discourse, the language of persuasion; emotions and social behaviour; boundaries and stereotypes (physical and cultural boundaries, stereotypes, discrimination, intercultural relations, public/private space); character and personality.

Prerequisites and co-requisites	Having passed the course and passing the PNJH exam in semester 4. Knowledge of Spanish at level B.2.
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
Assessment of the module Integrates skills 2	51.0%	30.0%
Assessment of the module Practical Grammar and vocabulary	51.0%	40.0%
Assessment of the module Integrates skills 1	51.0%	30.0%

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. Listening and reading comprehension: 1. Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts.\ 2. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C1. Nueva edición. Madrid: Edelsa. 3. VV.AA. (2024) C de C1.Barcelona: Difusión. 4. VV.AA. (2023) Aula C1. Barcelona: Difusión. 5. VV.AA. (2022) Nuevo Sueña 4. Libro digital. Madrid: Edelsa. Writing: 1. Álvarez Mártinez M. A., Álvarez A.(2012): En escritura. Nivel avanzado B2. Madrid: Anaya. 2. Martín Vivaldi, G., Sánchez Pérez, A. (2018): Curso de redacción: teoría y práctica de la composición y del estilo, Madrid Paraninfo. 3. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C1. Nueva edición. Madrid: Edelsa. 4. Real Academia Española y Asociación de Academias de la Lengua Española (2012): Ortografía básica de la lengua española. Madrid: Espasa. 5. Romero Oliva, M.F. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos. Berlín: Peter Lang. Speaking, interaction, mediation: 1. Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts. 2. Muñoz Basols, J. (2013): ¡A debate! Madryt: Edelsa. 3. Robles Ávila, S., Montero Curiel, M.L., Dell'Olmo Robles, S. (2025): En pragmática. Estrategias para una comunicación eficaz. Nivel superior C1-C2. Madrid: Anaya. 4. Rodríguez Martín J.R., Santervás González P. (2026) En plural B2. Libro digital. Madrid: Anaya. Vocabulary: 1. Molero C.M., Salazar D., de Prada M. (2012): Uso interactivo del vocabulario nivel B2-C2. Madryt: Edelsa. 2. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C1. Nueva edición. Madrid: Edelsa. 3. Lecturer-authored materials. Grammar: 1. Aragonés L., Palencia R. (2009): Gramática de uso del español C1-C2. Teoría y práctica. Madrid: Ediciones SM. 2. Castro Viúdez F. (2015): Gramática española avanzada. Teoría y práctica. ELEcreación. 3. Jacobi C., E. Melone E., Menón L. (2012): Gramática en contexto. Madrid: Edelsa. 4. Moreno C. Miki Kondo C., Trenado P. (2022): En gramática. C1/ C2. Madrid: Anaya. 5. Moreno, C. (2001): Temas de gramática. Nivel superior, Madrid: SGEL. 6. Lecturer-authored materials.
	Supplementary literature	1. Castro Viúdez F. (2010): Uso de la gramática española. Avanzado. Madrid: Edelsa. 2. Coronado González M. L. (1998): Materia Prima. Gramática y ejercicios. Madrid: SGEL. 3. García Santos, J. F. (2009): Sintaxis del español. Nivel de perfeccionamiento. Madrid: Santillana. 4. Gómez Torrego, L. (2007): Gramática didáctica del español, Madrid: Ediciones SM. 5. Miquel López L., Sans Baulenas N. (2002): ¿A que no sabes?. Madrid: Edelsa. 6. Real Academia Española y Asociación de Academias de la Lengua Española (2011): Nueva gramática básica de la lengua española, Madrid: Espasa-Libros. 7. Siles Artés, J., Sánchez Maza, J. (2001): Curso de lectura, conversación y redacción, Madrid: SGEL.
	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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