University of Gdańsk

Subject card

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| Subject name and code | Spanish Language VI, PG_00185266 | | | | | | |
| 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 | Polish | | | |
| Semester of study | 6 | | ECTS credits | 7.0 | | | |
| 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 | 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 | 79.0 | 175 | |
| 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 C1 according to the CEFR, and thus became a proficient and independent user of Spanish. 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 |
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| [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<br>[SU4] test/exam - oral or written<br>[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<br>[SU5] implementation of a problem task<br>[SU8] observation of student's independent or team work |
| [IBEL3_W03] Knows basic linguistic terminology in Spanish | The student is familiar with the grammatical structures of the Spanish language, basic linguistic terminology in Spanish and general and specialised vocabulary to a degree that allows him/her to speak freely and correctly on general and academic topics. | [SW4] test/exam - oral or written<br>[SW1] oral statement/conversation/discussion<br>[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<br>[SK3] text preparation/written work<br>[SK5] implementation of a problem task |
| [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<br>[SK3] text preparation/written work<br>[SK5] implementation of a problem task<br>[SK8] observation of student's independent or team work |
| [IBEL3_U13] Have adequate knowledge of Spanish in line with the requirements of level C1 of the Common European Framework of Reference for Languages | The student speaks Spanish at a level corresponding to level C1 of the Common European Framework of Reference for Languages. | [SU1] oral statement/conversation/discussion<br>[SU3] text preparation/written work<br>[SU4] test/exam - oral or written<br>[SU6] 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<br>[SU3] text preparation/written work<br>[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<br>[SK6] demonstration of practical skills<br>[SK8] observation of student's independent or team 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 C1 on a wide range of topics related to language, literature and culture. | [SU1] oral statement/conversation/discussion<br>[SU2] presentation/project/paper/report<br>[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<br>[SK5] implementation of a problem task<br>[SK8] observation of student's independent or team work |

| Course outcome | Subject outcome | Method of verification |
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| [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<br>[SW3] text preparation/written work |
| [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<br>[SU4] test/exam - oral or written<br>[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<br>[SW2] presentation/project/paper/ report<br>[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 corresponding to level C1. | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report<br>[SU3] text preparation/written work<br>[SU4] test/exam - oral or written<br>[SU6] 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<br>[SW3] text preparation/written work |

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| 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.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.<br><br>Framework content:<br><br>**Listening comprehension:** the student understands longer and fairly complex utterances, both when heard in person and via the media, even at a fairly fast rate of speech. They are able to follow complex discussions involving several people, even when speakers overlap, there are digressions, and colloquial language is used. They understand the content of lectures, debates and discussions. They can recognise the emotional tone and stance of individual participants in a discussion. They can identify the speaker's attitude. They recognise implied meanings, not just the information expressed explicitly. Understands figurative language, allusions and irony. Is able to identify the main idea of a statement and its context, and to find specific details within the text being listened to. Is able to distinguish facts from opinions in the text being listened to. Is able to draw conclusions based on the information heard.<br><br>**Reading comprehension:** the student understands long and fairly complex informative, journalistic, literary and academic texts. They understand long, complex instructions. They are able to recognise stylistic variations in texts, identify the main idea of a text or text excerpt, locate specific information within a text, and determine the context, intention and attitude of the author or sender of the text. 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. They recognise implicit meanings in the text. They understand figurative language, allusions and irony found in texts.<br><br>**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. Possesses a wide range of vocabulary, including specialist vocabulary, and is familiar with and uses idiomatic and colloquial expressions. Is able to make precise distinctions between similar concepts. Can compensate for any gaps in vocabulary by using paraphrasing. Can rephrase their statement to make themselves better understood. Pronounces sounds in accordance with the rules of Spanish pronunciation, places the correct stress on words, and speaks fluently with appropriate intonation.<br><br>**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; is 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 is able to help maintain positive communication. They are able to explain cultural references and take cultural differences into account. They are able to develop others' arguments and interpret different perspectives. They are able to combine various statements into a logical whole and are able to steer the discussion back on track when it begins to stray from the topic. They are able to organise group work. They can cope with ambiguity.<br><br>**Writing:** the student is able to write long texts on a variety of topics that are complex in terms of content, structure and vocabulary, 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 rules for creating supplementary materials to the main text, such as: a bibliography, definitions, footnotes, a summary and an abstract.<br><br>**Grammar**: condicional simple and condicional perfecto - use in singular sentences. Imperfecto de indicativo tense: usos rectos, usos dislocados. Verbos de cambio. Prepositions (II). Infinitivo simple/ infinitivo compuesto - different uses. Gerundio simple - various uses. Periphrastic constructions (II), for example: deber + infinitivo/ + infinitivo compuesto; deber de + infinitivo/ + infinitivo compuesto, tener que + infinitivo compuesto, echarse a + infinitivo/ romper a + infinitivo, echar a + infinitivo, acabar por + infinitivo/ acaba + gerundio, venir a + infinitivo, dejar/ tener/ llevar + participio. Hypothetical comparisons: como si + pret. imperfecto de subjuntivo/ + pret. pluscuamperfecto de subjuntivo. Verbs ser/estar. Word formation (prefijación, sufijación, palabras compuestas, palabras parasintéticas).<br><br>**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 speech. 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: time management, working conditions, employees' rights, and the social consequences of time management; personal and social identity, self-image, various aspects of individuality; gender stereotypes, sexism, equality/inequality, the roles of women and men, social change; nature, the relationship between humans and nature, pollution, environmental conflicts, climate change; cultural identity, homeland, migration, culture shock; advertising, persuasion, influencers, information/disinformation; technological development, the digital revolution, the economy, work. |

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| Prerequisites and co-requisites | Having passed the PNJH course in semester 5.Knowledge of Spanish at level C1.1. |

Assessment methods and criteria

| Subject passing criteria | Passing threshold | Percentage of the final grade |
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| Semester mark: arithmetic average of marks from 3 modules Examination mark for the grammar part | 51.0% | 50.0% |
| Examination mark for the listening comprehension part | 51.0% | 5.0% |
| Examination mark for the vocabulary part | 51.0% | 10.0% |
| Examination mark for the speaking part | 51.0% | 10.0% |
| Examination mark for the writing part | 51.0% | 10.0% |
| Examination mark for the grammar part | 51.0% | 10.0% |
| Examination mark for reading comprehension part | 51.0% | 5.0% |

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

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| Example issues/ example questions/ tasks being completed | • Tests.<br>• Exams.<br>• Written assignments.<br>• Translation of sentences.<br>• Grammatical transformations.<br>• Grammaticalisation.<br>• Lexical and grammatical exercises based on literary and journalistic texts.<br>• Oral presentations.<br>• Presentations.<br>• Discussions in pairs/ in groups |
| Work placement | Not applicable |

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