

Department of Modern Languages –Spanish Philology

Winter semester:

Modul I

Comparative reflection on Romance languages	30 ECTS
The writer-thinker	
Pragmatics of intercultural communication	
Holocaust literature. Shoah Survivor's and their testimonies	
An introduction to the didactics of Spanish as a foreign language	

Summer semester:

Modul I

Comparative reflection on Romance languages	30 ECTS
The writer-thinker	
Pragmatics of intercultural communication	
Holocaust literature. Shoah Survivor's and their testimonies	
An introduction to the didactics of Spanish as a foreign language	

Course card

Course title	An introduction to the didactics of Spanish as a foreign language		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Mgr Weronika Urbanik-Pęk Mgr Małgorzata Wiertelak		
Department	Institute of Modern Languages, Spanish Philology		

Course objectives (learning outcomes)

The aim of the course is to:

- acquaint students with language teaching methods that have emerged from the late 19th century to the present;
- discuss contemporary trends in language teaching
- prepare them to design and implement effective lesson plans and curricula
- improving the ability to assess students' progress and effectively adapt teaching strategies to their needs and level.
- discuss issues related to students' motivation and engagement in the foreign language learning process
- develop the ability to plan and conduct a variety of cultural and communicative activities in the context of foreign language teaching
- analysing and discussing the latest trends, research and technological tools in the field of language teaching
- prepare students to make independent and reflective pedagogical decisions in the context of foreign language teaching
- developing multicultural and intercultural awareness in the context of foreign language teaching
- improving team-working skills
- discussing possible cooperation with other teachers and parents in order to effectively support the process of foreign language acquisition

Prerequisites

Knowledge	General knowledge of how languages are taught. General knowledge of the education system in their country.
Skills	Working in a group, finding the necessary information on the web, basic skills necessary for working with computers (necessary for creating interactive lessons, worksheets, online exercises).
Courses completed	-

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semina r)	P (Projec t)	E (Exam)		
Contact hours			K						

Teaching methods:

Elements of conversational lecture, in-class exercises, reading and text analysis, independently and under the guidance of class instructors, individual work, written work, group work, projects and presentations, work with remote learning platforms.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	X	X					X	X	X		X	X	

Assessment criteria	<p>In the assessment the following will be taken into account:</p> <ul style="list-style-type: none"> - the content communicated (accuracy, relevance) - the way the message is communicated (organisation, coherence) - language (correctness, appropriate style/register) - critical thinking skills, interpretation - creativity, uniqueness of ideas to enrich the class - communication (active listening, effective collaboration)
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Comments	<p>The classes, apart from the content part, where the trainer conveys specific content, consist of joint conversations, exchange of experiences, observations, active discussion, sometimes brainstorming. Therefore, activity during class, active participation in conversations, sharing ideas, expressing uncertainties or dissenting opinions will also be considered as important in the assessment.</p>
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Course content (topic list)

Proposed topics:

1. Language teaching methods over the years.
2. Contemporary trends in the teaching of Spanish as a foreign language.
3. Differences between Spanish and Polish (selected issues) and resulting learning difficulties.
4. The use of false friends as a means of memorization and other mnemonic methods useful in language learning.
5. Ways to check the knowledge acquisition in class. What should the ideal test look like?
6. Preparing students to work on written statements, different phrases and types of written work.
7. Work methods for students with special educational needs.
8. Teaching Spanish using real life materials, simulating communicative situations, collocational use of language. Language immersion, role-playing games.
9. The role of teaching intercultural sensitivity in language education.
10. Methods of student activation and motivational strategies, playful elements in Spanish as a foreign language classes.
11. Integration of language skills. Exercises for simultaneous development of speaking, listening, reading and writing skills.
12. Teaching phonetics and pronunciation. Methods for correct accentuation and pronunciation of Spanish sounds - how to work with them?
13. Correction of language errors. Effective strategies for identifying and correcting students' errors.
14. Teaching Spanish for special purposes. Focusing on specialised areas such as medicine, law or tourism.

Compulsory reading

Alonso, E. (2012 [1994]). *¿Cómo ser profesor/a y querer seguir siéndolo?*. Edelsa.
Sánchez Lobato, J., Santos Gargallo, I. (dir.). (2008 [2004]). *Vadamécum para la formación de profesores. Enseñar español como segunda lengua (L2)/lengua extranjera (LE)*. SGEL.
Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Centro Virtual Cervantes. Accesible en: https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/.
Plan Curricular del Instituto Cervantes, Niveles de Referencia para el Español. To be acceded on: https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/

Recommended reading:

- Alonso, E. (2012). *Soy profesor/a. Aprender a enseñar. Los protagonistas y la preparación de clase*. Edelia.
- Santamaría Pérez, M. I. (2006). *La enseñanza del léxico en español como lengua extranjera*. Universidad de Alicante.
- Cassany, D., Łuna, M., Sanz, G. (2003 [1994]). *Enseñar lengua*. Graó.
- Cervero, M. J., Pichardo Castro, F. (2000). *Aprender y enseñar vocabulario*. Edelia.
- Dabove, C. N. (coord.). (2013). *El arte de enseñar las lenguas extranjeras*. Edulp.
- Gvirtz, S., Palamidessi, M. (2006). *El abc de la tarea docente: currículum y enseñanza*. Aique.
- Herrera, F., Sans, N. (eds.). (2018). *Enseñar gramática en el aula de español*. Nuevas perspectivas y propuestas. Difusión.
- Littlewood, W. (1981). *La enseñanza comunicativa de idiomas*. Cambridge University Press.
- Marín, M. (2001). *Lingüística y enseñanza de la lengua*. Aique.
- Ribas Moliné, R., d'Aquino Hilt, A. (2004). *¿Cómo corregir errores y no equivocarse en*

el intento?. Edelia.

- Srivoranart, P. (2005). *La enseñanza del subjuntivo a través de textos escritos*. Universidad de Alcalá.

Course card

Course title	Comparative Reflection on Romance Languages		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Maciej Jaskot, PhD		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

This course is the continuation of winter semester course „Mutual (non)comprehension between romance languages: tips and traps II”. Romance languages have many common features, which means that the degree of mutual understanding between their native speakers is relatively high. Nevertheless, despite the common ancestor, Latin, their separate development has resulted in grammatical solutions peculiar to each of these languages. Often the same mechanisms ceased to be used in one language at a certain time and became the most frequently used solution in others. In this second part of the course special attention will be given to verb morphology, syntax and lexical peculiarities of Romance languages.

Prerequisites

Knowledge	Knowledge of Spanish (min. B2 level)
Skills	Analitical approach to language
Courses completed	Introduction to Linguistics Mutual (non)comprehension between romance languages: tips and traps I

Course organization										
Form of classes	W (Lecture)	Group type								
		A (large group)	K (small group)	L (Lab)	S (Semina r)	P (Projec t)	E (Exam)			
Contact hours			15							

Teaching methods:

Inquiry Guided Learning
 Class Discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
									X			X	

Assessment criteria	Each student has to prepare a presentation about one of the topics suggested by the teacher. A written exam test will be organized during the last class. Min. score is 60%.
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Comments	
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Course content (topic list)

<p>7. Morphology of the verb</p> <ul style="list-style-type: none"> a. division into conjugations b. impersonal forms c. time simple tenses d. auxiliary verbs e. time complex tenses f. passive voice <p>8. Selected problems of syntax</p> <p>9. Prepositions</p> <p>10. Conjunctions</p> <p>11. Lexis: general characteristics</p> <p>12. FINAL TEST</p>

Compulsory reading

<p>2. PENNY, Ralph (2000) A History of the Spanish Language. Cambridge, Cambridge University Press.</p>

Recommended reading

5. AMORIM, Clara & SOUSA, Catarina (2006) Gramática da língua portuguesa. Perafita, Areal Editores.
6. DARDANO, Maurizio & TRIFONE, Pietro (2001) La nova grammatica della lingua italiana. Bologna. Zanichelli.
7. Nueva gramática de la lengua española (NGLE) (2011) Real Academia Española. Espasa Libros.
8. POSNER, Rebecca (1996) The Romance Languages. Cambridge, Cambridge University Press.

Course card

Course title	Holocaust literature. Shoah Survivor's and its testimonies		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Juan Aurelio Fernández Meza, PhD		
Department	Department of Modern Languages. Spanish Philology		

Course objectives (learning outcomes)

This course aims to revisit the literature produced by some of the Shoah (Holocaust) Survivors, people imprisoned by the Nazi German forces during the Second World War but abide the atrocious situation. Their experiences in the concentration and extermination camps were reflected in their writing, which became not only a very important historical source but also a deep meditation on the human condition. Therefore, the goal of this program is to read this literature, analyse the profound philosophical implications and debate how it could be influential on the construction of European contemporary society.

Prerequisites

Knowledge	Second World War basic historical knowledge. Basic knowledge of the European 20th century history.
Skills	Reading comprehension. Basic academic writing.
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15 hrs.					

Teaching methods:

Exposition. Debates. Reading surveys.

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		+					+					+

Assessment criteria	Reading surveys Final writing assignment
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Comments	It will be the assistants responsibility to obtain the lectures
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Course content (topic list)

Introduction. The Second World War: dates, parties, sites, repercussions.

Primo Levi. Biography and writings

Jean Améry. Biography and writings

Charlotte Delbo. Biography and writings

Compulsory reading

(The editions could vary on language depending on the students)

Améry, Jean. *Más allá de la culpa y la expiación. Tentativas de superación de una víctima de la violencia*. Translated by Enrique Ocaña. Valencia: Pre-Textos, 2004.

Delbo, Charlotte. *Aucun de nous ne reviendra. Auschwitz et après I*. Paris: Minuit, 1970.

Levi, Primo. *Se questo è un uomo*. Torino: Einaudi, 2014.

Recommended reading

Agamben, Giorgio. *Lo que queda de Auschwitz. El archivo y el testigo. Homo Sacer III*. Translated by Antonio Gimeno Cuspinera. Valencia: Pre-Textos, 2014.

Friedlander, Saul, ed. *Probing the Limits of Representation. Nazism and the 'Final Solution'*. Cambridge, Mass: Harvard University Press, 1992.

Kertész, Imre. *The Holocaust as Culture*. Translated by Thomas Cooper. Calcuta: Seagull, 2011.

LaCapra, Dominick. *History and Memory after Auschwitz*. Ithaca: Cornell University Press, 1998.

Rivara Kamaji, Greta. “El testimonio histórico y la transformación de la experiencia: el universo concentracionario”. In *Oralidad y escritura. Trazas y trazos*, coordinated by Beatriz Alcubierre et al. México: Ítaca-Universidad Autónoma del Estado de Morelos, 2011.

Stone, Dan. *The Historiography of the Holocaust*. New York: Palgrave Macmillan, 2004.

Todorov, Tzvetan. *Los abusos de la memoria*. Translated by Miguel Salazar. Barcelona: Paidós, 2000.

Wieviorka, Annette. *L'ère du témoin*. Paris: Fayard, 2013.

Course card

Course title	Intercultural Pragmatics		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	mgr Alicja Zapolnik-Plachetka		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

The objectives of the course are: showing and analysing how language systems affect social encounters between human beings who have different first languages; facilitating an effective communication in a common language; better understanding of the intercultural differences. The ultimate objective is to create a socio-cognitive perspective in which individual prior experience and actual social situational experience allow students to fully comprehend the culture of “the other”.

Prerequisites

Knowledge	Knowledge of Spanish (min. B2 level)
Skills	Understanding basic concepts used in human sciences
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semina r)	P (Projec t)	E (Exam)		
Contact hours			15						

Teaching methods:

Inquiry Guided Learning
 Class Discussion
 Mixed language group workshops and other common activities
 The method consists mainly in creating conditions and norms for communicative encounters in a multilingual group.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
				+		+	+	+		+			

Assessment criteria	50% - active participation in the activities 50% - individual project - essay or presentation
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Comments	
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Course content (topic list)

<p>Low and high context cultures: How culture type affects language and linguistic communication Cultural stereotypes and linguistic clichés: Their usefulness in intercultural competency Linguistic relativity, Sapir-Whorf hypothesis: Individual and group experiences that can confirm or debunk it.</p>

Compulsory reading

Wright Carr, D. C. (2007) <i>La hipótesis Sapir-Whorf: una evaluación crítica</i>

Recommended reading:

https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/pdf/munich_2005-2006/05_cerda-hegerl.pdf

Course card

Course title	The Writer-Thinker in Spain		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Jorge Cabezas Miranda, PhD		
Department	Institute of Modern Languages, Spanish Philology		

Course objectives (learning outcomes)

This course explores the figure and work of some Spanish writers who have projected their voice beyond books, or who, through them, have positioned themselves, leaving traces of their political, social, ethical, etc. ideas. Authors who are aware of the historical times in which they lived and who were also open to dialogue with other eras and creators of history.

Prerequisites

Knowledge	Knowledge of Spanish at a minimum level of B2..
Skills	General knowledge of Spanish literature, culture, society and politics in order to be able to read texts, discuss and develop opinions about the topics discussed in class.
Courses completed	

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semina r)	P (Projec t)	E (Exam)		
Contact hours			15				x		

Teaching methods:

Presentation of topics by the teacher. Discussion of the course texts and audiovisual materials. Presentations of the topics chosen by the students. Individual work.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x		x					

Assessment criteria

Before the end of the course, a final essay of a monographic nature will be prepared on one of the subjects dealt with in the class or which has a very direct relationship with the established framework. In this case, the text will function as a research paper, with the formal particularities that this entails, adjusted to the level and length according to the criteria established for the subject

Comments

Course content (topic list)

A selection of the work of:

1. Federico García Lorca
2. María Zambrano
3. Luis García Montero'
4. Angélica Liddell
5. Marta Sanz

Compulsory reading

Teacher's selection: excerpts from books, newspaper articles and public speeches by Spanish intellectuals.

Recommended reading:

- Bagué Quílez, Luis, *Poesía en pie de guerra. Modos del compromiso hacia el tercer milenio*, Editorial Pretextos, 2006.
- Becerra, David, *La novela de la no ideología*, Tierra de nadie, 2013.
- Mainer, J.C. (dir.), *Derrota y restitución de la modernidad, 1939-2010. Historia de la literatura española*. Tomo 7., Crítica, 2011.