



## Course syllabus

Faculty of Arts and Humanities  
Department of Languages

1SPÄ03 Spanska II - inriktning mot arbete i årskurs 7-9, 30  
högskolepoäng

Spanish II - Spanish for lower secondary school teachers, 30 credits

### **Main field of study**

Spanish

### **Subject Group**

Spanish

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2011-06-17

Revised 2014-12-08 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2015

### **Prerequisites**

Spanish I - for lower secondary school teachers, 1–30 credits, or the equivalent.

## Objectives

After completing the course, the students should be able to:

- express themselves in speech and writing with language proficiency corresponding to the C1 level of Spanish according to the European frame of reference for languages,
- demonstrate advanced abilities to independently distinguish, formulate and solve problems,
- demonstrate an increased language-didactic awareness,
- identify and analyse aspects of the teaching profession in relation to the subject and its didactics,
- identify, analyse and make subject-didactic assessments or choices in relation to the areas covered by the education,

### **Module 1. Spanish grammar II, 7.5 credits**

After completing the module, the student should be able to:

- account for Spanish clause structures,
- apply norms and rules concerning clause structure and identify the parts and functions of clauses,

- analyse and critically review their own and others' texts with regard to linguistic correctness.

### **Module 2. Oral communication II, 5 credits**

After completing the module, the student should be able to:

- communicate orally in Spanish in a nuanced and spontaneous manner in various communicative contexts, corresponding to the C1 level of Spanish according to the European frame of reference for languages.

### **Module 3. Written communication II, 5 credits**

After completing the module, the student should be able to:

- communicate in writing in Spanish in a nuanced and spontaneous manner in various communicative contexts, corresponding to the C1 level of Spanish according to the European frame of reference for languages.

### **Module 4. Hispanic American literature I, 5 credits**

After completing the module, the student should be able to:

- read and critically analyse and discuss Hispanic American literary texts,
- account for Hispanic American literature.

### **Module 5. Didactics II, 7.5 credits**

After completing the module, the student should be able to:

- describe various didactic theories which have affected the teaching of foreign languages and relate these to various teaching situations,
- account for some methods used in didactic research,
- discuss, analyse and critically review current syllabi in modern languages and national tests in Spanish in relation to today's Spanish language teaching,
- use various ICT tools when presenting their work.

## **Content**

### **Content for the course as a whole**

- continued practice of Spanish communicative language proficiency (in speech and writing), with the aim of reaching the C1 level according to the framework of the EU,
- in-depth studies of Spanish grammar,
- independent information retrieval and continued development of knowledge about Spanish didactics and cultural competence.

### **Module 1. Spanish grammar II, 7.5 credits**

The module includes the following:

- in-depth study of Spanish grammar and in-depth analyses of the differences between Spanish and Swedish,
- practical application of theoretical grammar.

### **Module 2. Oral communication II, 5 credits**

The module includes the following:

- further practice in comprehension of different kinds of oral texts,
- individual presentations and group presentations, focusing on spontaneous spoken interaction,
- pronunciation practice.

### **Module 3. Written communication II, 5 credits**

The module includes the following:

- further practice in comprehension of different kinds of written texts,
- written projects in which the students further practise process writing.

### **Module 4. Hispanic American literature I, 5 credits**

The module includes the following:

- an introduction to Hispanic American literary history,
- reading a selection of short Hispanic American literary texts from different epochs and genres,
- reading, discussing and analysing Hispanic American newspaper articles, reviews and other texts which illustrate Hispanic American literature, history and cultural expressions.

### **Module 5. Didactics II, 7.5 credits**

The module includes the following:

- an introduction to various didactic theories which have affected the teaching of foreign languages,
- an introduction to some methods used in didactic research, for example interviews and surveys,
- an introduction to and discussions and analyses of current syllabi for modern languages and national tests in Spanish in relation to didactic theories and today's Spanish language teaching,
- a field study and a written project related to the work carried out in schools, in which various didactic theories and methods are applied,
- a brief introduction to the content and form of the project,
- practice in using various ICT tools when the students present their work,
- presentation and defence of the students' projects in a seminar with teachers and other course participants.

Sessions marked as seminars in the schedule are compulsory.

#### *Professional basis and professional progression*

This module is a continuation of *Didactics I* in Spanish I and prepares the students, theoretically and practically, for their future teaching practice placements. The students develop the subject-knowledge acquired during their previous semester and relate this to language-didactic research questions and methods, and by this the students continue to develop the professional basis and professional progression necessary to teach Spanish in Swedish schools.

#### *Scientific approach and progression*

In the module *Didactics II* a scientific approach is applied and the students develop their knowledge of and abilities to apply didactic theories. Through thematic linguistic and

literary modules, the students further develop the scientific approach in their subject-knowledge. The students also relate their subject-knowledge to subject-didactic research.

### Type of Instruction

Teaching is delivered in the form of lectures and supervision. Participation is recommended for all meetings, and compulsory in all modules including aspects where the student's participation is necessary for grading.

### Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the intended learning outcomes must be achieved and in order to receive the grade of Pass with Distinction, the student must have received this grade for at least 22.5 credits.

For students who do not pass the first examination, four retake examinations are provided.

#### **Module 1. Spanish grammar II, 7.5 credits**

The module is examined through a written examination.

#### **Module 2. Oral communication II, 5 credits**

The module is examined through oral presentations.

#### **Module 3. Written communication II, 5 credits**

The module is examined through written assignments.

#### **Module 4. Hispanic American literature I, 5 credits**

The module is examined through a written examination.

#### **Module 5. Didactics II, 7.5 credits**

The module is examined through oral presentations, a written didactic project, and an oral presentation in which the student defends their didactic project and reviews another student's didactic project in a seminar.

### Course Evaluation

At the end of the course, a written course evaluation is conducted. The evaluation is compiled into a report which is filed and made available to the students.

### Other

Any costs in connection to the field study are paid by the student.

### Required Reading and Additional Study Material

#### **Module 1. Spanish grammar II, 7.5 credits**

Dahlin, Maria-Carmen, *102 ejercicios de español*. Stockholm: Bonnier utbildning, 1996 or the latest edition, 92 p.

Fant, Lars; Hermerén, Ingrid & Österberg, Rakel, *Bonniers spanska grammatik*, Bonniers, 2000 or the latest edition, 352 p.

#### *Additional Study Material*

Alarcos Llorach, Emilio, *Gramática de la lengua española*, Madrid: Espasa, 2000 or later edition, 405 p.

Fält, Gunnar, *Spansk grammatik för universitet och högskolor*, Lund: Studentlitteratur AB, 2000 or the latest edition, 535 p.

Fält, Gunnar, *Spansk grammatik. Övningar med facit*, Lund: Studentlitteratur AB, 2000 or the latest edition, 288 p.

RAE, *Nueva gramática de la lengua española*, Madrid: Espasa Calpe, 2009 or the latest edition, 993 p.

### **Module 2. Oral communication II, 5 credits**

Audiovisual material about the Spanish-speaking world. The material is decided by the teacher at the beginning of the course. The material is provided by the department, ca 15 hours.

### **Module 3. Written communication II, 5 credits**

Written material about the Spanish-speaking world. The material is decided by the teacher at the beginning of the course, ca 500 p.

### **Module 4. Hispanic American literature I, 5 credits**

Allende, Isabel, *Cuentos de Eva Luna*. Any edition. Selection, ca 60 p.

Cortázar, Julio, *La salud de los enfermos*, in *Todos los fuegos el Fuego*, any edition, 192 p.

Cortázar, Julio, *La autopista del sur*, in *Todos los fuegos el Fuego*, any edition, 192 p.

Esquivel, Laura, *Como agua para chocolate*. Cal y Arena, 1989 or other edition, 173 p.

Franco, Jean, *Historia de la literatura hispanoamericana*. Ariel, Barcelona, 2001 or later edition, 100 p. (selection).

García Márquez, Gabriel, *Crónica de una muerte anunciada*. Bruguera, 1981 or other edition, 193 p.

García Márquez, Gabriel, *La soledad de América Latina*. Nobel, 1982, 2 p.

Löfquist, Eva & Thörnryd, Victoria, *Caminos de lectura. Aproximaciones al texto literario*. Studentlitteratur, Lund, 2010. Selection, ca 80 p.

Anthologies, articles and other material provided by the department, ca 100 p.

### **Module 5. Didactics II, 7.5 credits**

Alonso, Encina (2012). *Soy profesor/a. Aprender a enseñar 1. Los protagonistas y la preparación de clase*. CID (Colección Investigación Didáctica). Madrid: Edelsa. ISBN: 978-84-7711-990-6. 160 p.

Alonso, Encina (2012). *Soy profesor/a. Aprender a enseñar 2. Los componentes y las actividades de la lengua*. CID (Colección Investigación Didáctica). Madrid: Edelsa. ISBN: 978-84-7711-991-3. 192 p.

Ellis, Rod. *La adquisición de segundas lenguas en un contexto de enseñanza. Análisis de investigaciones existentes*. Available on the Internet: [www.educacion.es/redele/Biblioteca2006/Ellis.shtml](http://www.educacion.es/redele/Biblioteca2006/Ellis.shtml). 63 p.

Patel, Runa & Davidson, Bo. *Forskningsmetodikens grunder* Lund: Studentlitteratur. ISBN: 9144022883. 149 p.

Santini, Adrián. *Breve compendio de la redacción*. Department of Language and Literature, Linnaeus University. 63 p.

Skolverket. *Kursplaner i moderna språk*. Available on the Internet: [www.skolverket.se](http://www.skolverket.se)

Material provided by the department, ca. 50 p.