



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2SP60E Spanska, kandidatkurs, didaktisk inriktning, 30
högskolepoäng

Spanish, Bachelor's course, 30 credits

Main field of study

Spanish

Subject Group

Spanish

Level of classification

First Level

Progression

G2E

Date of Ratification

Approved 2011-05-24

Revised 2014-11-25 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2015

Prerequisites

Spanish 1–60 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 at least the C1 level of Spanish according to the European frame of reference for languages,
- make independent and critical assessments,
- independently distinguish, formulate and solve problems,
- write an independent scientific project in didactics.

Module 1. Didactic theories and methods, 7.5 credits

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

- account for different didactic theories and methods,

Module 2. Written communication III, with academic writing, 7.5 credits

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

- express themselves correctly in Spanish writing within theoretical areas,
- analyse weaknesses and progress made in their own language development, and

- analyse weaknesses and progress made in their own language development, and connect this to Spanish grammar.

Module 3. Degree project, 15 credits

Knowledge and understanding

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

- show knowledge and understanding of the main area of the education, including knowledge of the scientific basis and applicable methods in the area, in-depth knowledge in one part of the area, and basic insights into current research.

Competence and skills

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

- show an ability to search for, collect, evaluate and critically interpret relevant information about a problem and critically discuss phenomena, problems and situations,
- show an ability to independently identify, formulate and solve problems and complete assignments within given time frames,
- in speech and writing account for and discuss information, problems and solutions in dialogue with different groups,
- show proficiency that is required in order to be able to work independently within the area of the education.

Judgement and approach

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

- show an ability to make judgements within the main area of the education, with regards to relevant scientific, societal and ethical aspects,
- show an awareness of the role of knowledge in society and of people's responsibility for how it is used,
- show an ability to identify their own need for further knowledge and their need to develop their competence.

Content

Content for the course as a whole

The course includes an introduction to didactic theories and methods. The student practises their academic Spanish language proficiency, and writes a degree project in didactics.

Module 1. Didactic theories and methods, 7.5 credits

The module includes the following:

- an introduction to relevant language-didactic theories and a brief introduction to the historical context of language teaching,
- analysis of various theories of learning and their didactic effects on language teaching and on pupils' language learning,
- discussions of various practical applications of the didactic theories,
- comparisons of various learning strategies from a language-didactic perspective.

Module 2. Written communication III, with academic writing, 7.5 credits

The module includes the following:

- practising academic writing in terms of language usage, current formal norms and adapting texts to different recipients,
- an introduction to essay writing in terms of form and content.

Module 3. Degree project, 15 credits

The module includes the following:

- writing a degree project in didactics which is presented and defended in a seminar,
- critically reviewing another student's project.

Sessions marked as seminars in the schedule are compulsory.

Type of Instruction

The teaching is distance-based and carried out on an online learning platform. Internet access, web camera and headset are necessary. Teaching is delivered in the form of oral and/or written online lectures and online discussions between the teacher and individual students and between the students.

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 expected learning outcomes must be achieved. In order to receive the grade of Pass with Distinction, this grade must be achieved for at least 22.5 credits.

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

Module 1 is examined through continuous written assignments and online discussions between the teacher and individual students and between the students.

Module 2 is examined through written assignments.

Module 3 is examined through a seminar at Linnaeus University in which the student presents and defends their degree project. The student must also critically review

present and defend their degree project. The student must also critically review another student's degree 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.

Required Reading and Additional Study Material

Module 1. Didactic theories and methods, 7.5 credits

Ellis, Rod

La adquisición de segundas lenguas en un contexto de enseñanza. Análisis de las investigaciones existentes

(www.educacion.es/redele/Biblioteca2006/Ellis.shtml). 2005. 63 p.

Ferm, Rolf & Malmberg, Per (eds.)

Språkboken. En antologi om språkundervisning och språkinlärning Stockholm: Myndigheten för skolutveckling. ca 100 p. in selection.

Fernández López, Sonsoles

"Las estrategias de aprendizaje". In Sánchez Lobato, J. & Santos Gargallo, I. (eds.) *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2)/lengua extranjera (LE)*

Madrid: SGEL. 2004.

22 p.

Malmberg, Per (ed.)

I huvudet på en elev. Projektet STRIMS. Strategier vid inlärning av moderna språk

Stockholm: Bonnier Utbildning. 2000.

Selection, ca 100 p.

Fernández Fraile, Maria Eugenia & Suso López, Javier

La didáctica de la lengua extranjera

Comares. Selection, ca 200 p.

Module 2. Written communication III, with academic writing, 7.5 credits

Lindstedt, Inger, *Textens hantverk. Om retorik och skrivande*, Studentlitteratur, 2002 or later edition. 146 p.

Santini, Adrián, *Breve compendio de redacción científica*, School of Humanities, Växjö University, 2006 or later edition, 67 p.

Material provided by the department (relevant newspaper articles and factual prose), ca 150 p.

Module 3. Degree project, 15 credits

Santini, Adrián, *Breve compendio de redacción científica*, School of Humanities, Växjö University 2006 or later edition. 67 p.

Material provided by the department, ca. 50 p.