Introduction to Teaching Methodology: Spanish (H002194)

Course size   *(nominal values; actual values may depend on programme)*

    Credits 3.0   **Study time 90 h**

Course offerings and teaching methods in academic year 2026-2027

A (Year)	Dutch, Spanish	Gent	seminar
			peer teaching
			independent work

Lecturers in academic year 2026-2027

Almazán de Blas, Elvira	LW07	staff member
Crespo Gutiérrez, Manuela	LW07	staff member
Montero Perez, Maribel	LW06	lecturer-in-charge

Offered in the following programmes in 2026-2027	crdts	offering
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Turkish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)	3	A
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A

Teaching languages

    Spanish, Dutch

Keywords

    Teaching Spanish as a foreign language, teaching methodology Spanish: an introduction

Position of the course

    This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives. The degree of mastery is specified in the competence matrix which can be consulted on www.ugent. be/educatievemaster

Contents

    The contents fit in with the subject related education of Spanish in the bachelor's program.
In the theoretical modules, the following topics will be treated:
- concepts and principles in the domain of teaching (Spanish) as a foreign language in secondary, adult, and higher education.
- concepts and knowledge related to teaching Spanish as a foreign language
- selecting and designing appropriate teaching formats
- an introduction to the four skills (listening, writing, reading, speaking)
We will also focus on
- skills necessary for classroom observation
- how to formulate lesson objectives and the preparation of a lesson plan (after

following an online module on the lesson plan)
- reflect on the role of the teacher
- learning materials and textbooks for teaching Spanish as a Foreign Language

Initial competences

Students are encouraged to follow this course (introduction to teaching methodology) and the *reference internship s*imultaneously.

Final competences

1 Students know the learning objectives of teaching Spanish as a foreign language.
2 Students are familiar with methods and resources for teaching Spanish as a foreign language.
3 Students can prepare, analyse and evaluate a basic lesson plan.
4 Students are able to create appropriate, diverse and effective teaching and learning materials and activities.
5 Students demonstrate sufficient knowledge of the target language (Spanish) and their level is in accordance with the level that is needed at the end of BA3 (Taal- & Letterkunde / Toegepaste Taalkunde)
6 Students are familiar with different target audiences in the ELE classroom (secondary school, adult education, higher education).
7 Students select and apply appropriate and effective teaching formats.
8 Students understand theoretical principles for teaching the four skills.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Independent work, Peer teaching

Extra information on the teaching methods

For the theoretical part interactive seminars are provided.
For the practical part, the following teaching methods are used: seminars and peer teaching (micro teaching).
This course assumes the responsible use of generative artificial intelligence (GAI).
During the course, what this means will be explained.

Study material

Type: Slides

Name: Ufora course and reader of the course "introduction to teaching methodology: Spanish"
Indicative price: Free or paid by faculty
Optional: no
Available on Ufora : Yes
Online Available : Yes
Available in the Library : No
Available through Student Association : No

References

- Alonso Raya, Rosario. (2005). *Gramática básica del estudiante de español.* Madrid: Difusión.
- Buyse, K., N. Delbecque & D. Speelman (2009). *Trampas y pistas para la expresión escrita de los neerlandófonos.* Averbode/Madrid: Averbode/Edelsa
- Consejo de Europa (2020): *Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Volumen complementario.*Servicio de publicaciones del Consejo de Europa: Estrasburgo. www.coe.int/lang-cefr
- De Bruyne, Jacques (m.m.v. Lieve Behiels) (2013). *Nieuwe Spaanse grammatica*, Gent, Academia Press.
- Gómez Torrego, L., (1997). *Gramática didáctica del español.* Madrid: Ediciones SM.
- Gutiérrez Araus, María Luz (2004). *Problemas fundamentales de la gramática del español como 2/L*, Madrid: Arco Libros.
- Miquel, L. & Sans, N. (eds). *Didáctica del español como lengua extranjera.*

Madrid, Fundación Actilibre.
- Mora, F. (2019). *Neuroeducación. Solo se puede aprender aquello que se ama.* Madrid: Alianza Editorial.
- Moreno García, C. (2011). *Materiales, estrategias y recursos en la enseñanza del español como 2/L.* Madrid: Arco Libros.
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- VV.AA. (2016) *La formación del profesorado de español. Innovación y reto. Cuadernos de didáctica.* Madrid: Difusión
- VV.AA. (2020). ¡Sí, claro! nuevo 1.1 - A1 - Breakthrough libro del alumno y de ejercicios. Intertaal
- VV.AA. (2021). ¡Sí, claro! nuevo 1.2 - A2 - Waystage libro del alumno y de ejercicios. Intertaal
- VV.AA. (2022). ¡Sí, claro! 2.1 - B1 - Threshold 1 tekst- en werkboek. Intertaal
- VV.AA. (2023). ¡Sí, claro! 2.2 - 2.3 - B1 - Threshold 2-3 tekst- en werkboek. Intertaal.
- VVAA Aula Internacional Plus 1 – Libro del alumno – Talenland versie SKU: 9789463251341
- Aula Internacional Plus 2 – Libro del alumno – Talenland versie SKU: 9789463251365

Course content-related study coaching

- Study coaching is provided by teaching assistants.
- Interactive support via Ufora and via mail.
- By appointment.
- Exercises: (written) feedback during and after sessions or by appointment
- Exam: feedback after final evaluation by appointment.

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Skills test, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

100% non-periodical evaluation
- Continuous assessment on the basis of peer teaching (micro teaching), assignments and cooperation during the sessions.
Given the highly interactive character of the sessions, presence is mandatory.
Students who cannot be present, complete substitute assignments.
Retake: In general, a retake of the exams is possible and will consist of assignments.
Feedback: by appointment

Calculation of the examination mark

Students should complete all assignments in order to pass for this course.
Students who eschew non-period- specific evaluations will receive an insufficient final grade. If the final score is 8 or more out of 20, this will be reduced to the highest non-deliberative quotation (i.e. 7/20 at most).

Facilities for Working Students

LIO- trajectory for teachers in training is possible. Students are requested to contact the didactic team to discuss the specific situation.