



Bachelor of Arts in Linguistics and Literature(main subject English - German)	3	A
Bachelor of Arts in Linguistics and Literature(main subject English - Greek)	3	A
Bachelor of Arts in Linguistics and Literature(main subject English - Italian)	3	A
Bachelor of Arts in Linguistics and Literature(main subject English - Latin)	3	A
Bachelor of Arts in Linguistics and Literature(main subject English - Spanish)	3	A
Bachelor of Arts in Linguistics and Literature(main subject English - Swedish)	3	A
Bachelor of Arts in Linguistics and Literature(main subject French - English)	3	A
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Bachelor of Arts in Linguistics and Literature(main subject Latin - Greek)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Latin - Italian)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Latin - Spanish)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Latin - Swedish)	3	A
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Exchange Programme Linguistics and Literature	3	A
Preparatory Course to Master of Science in Teaching	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/educatievemaister](http://www.ugent.be/educatievemaister)

## 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 simultaneously.

### 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).

Due to COVID-19, other didactic forms can be deployed if necessary.

### Learning materials and price

Powerpoint and handouts.

Total price: all material is freely available on Ufora

### References

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- 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](http://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.
- Sánchez, A. et alii, (1993). *Gramática práctica de español para extranjeros*. Madrid: SGEL.
- 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.

### Course content-related study coaching

- Study coaching is provided by teaching assistants.
- Interactive support via Ufora and via mail.

(Approved)

- 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.