

Teaching Methodology A: Spanish (H002269)

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 2024-2025

A (semester 1)	Spanish	Gent	peer teaching seminar independent work
----------------	---------	------	--

Lecturers in academic year 2024-2025

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 2024-2025

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	A
Exchange Programme Linguistics and Literature	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

Keywords

Teaching Spanish as a foreign language, topics in research on teaching and learning a foreign language

Position of the course

This course contributes to the realisation of the basis professional teacher competencies as stated in the course description and in the matrix of competencies, that can be consulted on: www.lerarenopleiding.ugent.be

Contents

The contents fit in with the subject related education of Spanish in the master's program.

The contents of Teaching Methodology A are spread over 3 modules.

Module 1 "Culture, Literature and Society"

- Teaching of several types of literary and non-literary aspects
- Relevant social and societal phenomena in the linguistic area, and how to integrate these phenomena into didactic activities.

Module 2 "Design of didactic material for Spanish as a foreign language, ELE"

- Didactic methods for teaching Spanish as a foreign language
- ICT-tools for e-learning and distance learning.

Module 3 "Evaluation and feedback"

- Formative assessment, self-assessment and peer assessment
- Feedback and error analysis of written and oral production.

Initial competences

Students must have acquired the final competences of the bachelor of arts in Linguistics and Literature or Applied Linguistics and must have taken the 'Introduction to Teaching Methodology: Spanish' course unit. Their language level should be in accordance.

Final competences

- 1 Students are able to create effective teaching formats based on the curriculum of Spanish as a foreign language.
- 2 Students apply appropriate and effective research-informed teaching formats for teaching Spanish as a foreign language (subject area ELE, Español Lengua Extranjera).
- 3 Students can translate learning content into appropriate, diversified, efficient and relevant teaching formats.
- 4 Students are able to include effective and appropriate techniques for assessment, evaluation and feedback in the ELE classroom.
- 5 Students are able to communicate transparently and teach at a good pace.
- 6 Students are able to reflect on their own learning process.
- 7 Students select appropriate media and digital tools for the creation of their learning and teaching activities.
- 8 Students are able to express themselves (oral and written L2 proficiency) at masterlevel.
- 9 Students create content based on cultural and literary analysis and are able to take into account relevant societal topics.
- 10 Students select relevant teaching and learning materials for different target groups (secondary school, evening classes, higher education).
- 11 Students are able to interact with colleagues about topics related to language teaching, classroom practice and the teacher profession.

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

Interactive modules, flipped classroom.

The seminars consist of interactive activities (often based on preparatory reading assignments), as well as intensive peer teaching sessions.

Instructions for LIO are to be found in the LIO manual.

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 "Teaching Methodology A : Spanish"

Indicative price: Free or paid by faculty

Optional: no

Language : Other

Available on Ufora : Yes

Online Available : No

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*. 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
- Diccionario de términos clave de ELE. Centro Virtual Cervantes.
- 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. (revista de publicación periódica)
- Moreno García, C. (2015). Materiales, estrategias y recursos para la enseñanza del español como 2/L. Madrid: Arco/Libros.
- Real Academia Española y Asociación de Academias de la Lengua Española. Nueva gramática básica de la lengua española (2011). Barcelona: Espasa.
- Ribas Moliné, R.&DAquino Hilt, A. (2004). ¿Cómo corregir errores y no equivocarse en el intento? . Madrid: Edelsa.
- Sánchez, A. et alii, (1993). Gramática práctica de español para extranjeros. Madrid: SGEL
- Sánchez Lobato, J. & Santos Gargallo, I. (coord.) (2004). Vademécum para la formación de profesores: enseñar español como segunda lengua (L2) / lengua extranjera (LE). Madrid: SGEL.
- VV.AA. (2016). La formación del profesorado de español. Innovación y reto. Cuadernos de didáctica. Madrid: Difusión.
- VV.AA.(2016). Enseñar español a niños y adolescentes. Enfoques y tendencias. Madrid: Difusión.
- VV. AA. (2018) Teoría y metodología para la enseñanza de ELE. IV. Literatura, cine y otras manifestaciones culturales. EnClave Ele.
- VV. AA. (2021). La gestión del aula de español. Desafíos y actuaciones. Cuadernos de didáctica. Madrid: Difusión.

Course content-related study coaching

- Interactive support through Ufora.
- By appointment.
- Exercises: feedback during class or by appointment.
- Feedback on final grade: after proclamation

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.

Form: non-periodical evaluation based on assignments (portfolio), peer teaching (micro teaching), participation and attitudes. Language proficiency is an essential evaluation criterion.

Presence is mandatory. Students who cannot be present make substitute assignments.

Retake is possible by means of assignments.

Calculation of the examination mark

100% continuous assessment.

Students who do not complete one or several tasks that are part of the evaluation, can no longer pass for the totality of the course unit. 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).

Presence in the sessions is mandatory, students must be present as of the first session.

Facilities for Working Students

To be determined with lecturer in charge.