

## Teaching Methodology B: Spanish (H002270)

<b>Course size</b>	<i>(nominal values; actual values may depend on programme)</i>		
<b>Credits</b> 3.0	<b>Study time</b> 90 h	<b>Contact hrs</b>	17.5 h

### Course offerings and teaching methods in academic year 2023-2024

A (semester 2)	Spanish	Gent	lecture seminar independent work peer teaching
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### Lecturers in academic year 2023-2024

Almazán de Blas, Elvira	LW07	staff member
Crespo Gutiérrez, Manuela	LW07	staff member
Moreno Bruna, Ana Maria	LW22	staff member
Goethals, Patrick	LW22	lecturer-in-charge

### Offered in the following programmes in 2023-2024

	crdts	offering
<a href="#">Master of Science in Teaching in Languages (main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (main subject Linguistics and Literature)</a>	3	A
<a href="#">Exchange Programme Linguistics and Literature</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	3	A

### Teaching languages

Spanish

### Keywords

Teaching Spanish as a foreign language, overview of didactic developments.

### Position of the course

This course unit contributes to the realisation of the basic competences for teachers and the educational competences in preparation for the educational Master's programme at UGent, as included in the programme description and concretised in the competence matrix, to be consulted on [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster).

### Contents

We will deal with 3 topics:

1. Research skills: this is done on the basis of a general module that is shared by other courses on language didactics.
2. Vocabulary: forms of teaching and practice, with specific attention to problems such as difficulty levels, register and geographical variation, idiomaticity and degree of specialisation.
3. Grammar: the main stumbling blocks of Spanish grammar, and how to approach them in didactic activities (por/para, ser/estar, indicativo/subjuntivo, tiempos del pasado).

## Initial competences

Students are expected to have acquired sufficient domain-specific knowledge before or while taking this course. The entry requirements for the subject-specific didactics are regulated. More information can be found on [www.ugent.be/educatievemaester](http://www.ugent.be/educatievemaester).

## Final competences

- 1 The students become familiar with new learning forms and media in order to transmit the teaching content to the students through authentic learning tasks.
- 2 Having a command of Spanish at C1 level for oral and written skills.
- 3 The students can prepare a well-structured lesson plan for specific purposes in Spanish
- 4 The students deepen their knowledge of the professional literature and can critically process the various theories on language acquisition and language didactics
- 5 The students can approach their teaching critically-reflectively from a variety of perspectives

## 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

Guided self-study, lecture, microteaching, seminar

## Extra information on the teaching methods

The interactive modules: reading of a preparatory file, and intensive microteaching in which the students practise the role of teacher on the basis of material provided.

LIO guidelines can be found in the LIO manual

## Learning materials and price

Powerpoints and handouts. Reader with articles.

Total estimated price: the learning material will be made available through the electronic learning environment.

## References

- Castañeda, A. et al. (2014). Enseñanza de la gramática avanzada de ELE. Criterios y recursos. Madrid: SGEL.
- Dörnyei, Z. (2007). Research Methods in Applied Linguistics. New York, NY: Oxford University Press.
- Figueras, N. & Puig Soler, F. (2013): Pautas para la evaluación del español como lengua extranjera. Madrid: Edinumen.
- Gil Fernández, Juana (Ed.) (2012). Aproximación a la enseñanza de la pronunciación en el aula de español. Madrid: Edinumen.
- Gómez de Enterría y Sánchez, Josefa (2002): La comunicación escrita en la empresa. Editorial Arco Libros.
- González-Lloret, M. & Ortega, L. (2014). Technology-mediated TBLT. Researching technology and tasks. Amsterdam: John Benjamins Publishing.
- Van den Branden, K. (Ed.) (2006). Task-based language teaching: from theory to practice. Cambridge: Cambridge University Press.
- Willis, J. 1996. A framework for task-based learning. Harlow, UK: Longman.

## Course content-related study coaching

- Spreekuur: na afspraak.
- Oefeningen: feedback tijdens de les of op het spreekuur. Feedback na proclamatie.

## Evaluation methods

continuous assessment

## Examination methods in case of periodic evaluation during the first examination period

## Examination methods in case of periodic evaluation during the second examination period

## Examination methods in case of permanent evaluation

Assignment, simulation, report

## Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

## Extra information on the examination methods

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100% non-periodic evaluation.

Form: continuous evaluation based on assignments, cooperation and attitudes.

Attendance is compulsory in the interactive modules. In case of justified absence, a substitution assignment will be arranged in consultation with the responsible teacher.

Description second examination opportunity: a second examination opportunity is possible by means of assignments.

#### **Calculation of the examination mark**

Failure to participate in one or more parts of the evaluation may result in a fail for the entire course unit. If the final score would be a mark of 8 or more out of 20, this will be reduced to the highest non-delinquent mark (maximum 7/20).

Since presence in the exercises is mandatory, the student must be present from the first lesson.

#### **Facilities for Working Students**

To be determined in consultation with responsible teacher.

LIOs discuss their course with the responsible teacher.