

Teaching Methodology: Spanish (H002625)

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

Credits 9.0 **Study time 270 h**

Course offerings in academic year 2026-2027

J (Year) Dutch, Spanish Gent

Lecturers in academic year 2026-2027

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

Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	9	J
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	9	J
Master of Science in Teaching in Languages (abridged programme)	9	J

Teaching languages

Spanish, Dutch

Keywords

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

Position of the course

This course unit ensures the required final competences for teachers wishing to obtain a certificate of competence in Spanish professional didactics, in line with final competences as defined for the educational master's programme at UGent in the programme description and concretised in the competence matrix, to be consulted at www.ugent.be/educatievemaster

Contents

Cross-linguistic component

At the start of the academic year, students attend three lectures focusing on theoretical concepts and language teaching frameworks. These frameworks are then applied in the subject-specific teaching methodology modules within the discipline. In the case of a staggered programme (e.g. the integrated eduma pathway), students attend these three sessions at the start of the first subject-specific teaching methodology module.

Specific Subject Didactics: Spanish. The following topics are covered:

1. Designing teaching materials for Spanish as a foreign language: teaching methods; ICT resources for distance learning and e-learning.
2. Assessment and feedback: formative assessment, self-assessment, peer feedback; feedback and error analysis of written and oral production.
3. Skills: teaching methods for reading, writing, listening and speaking.
4. Culture, literature and society: didactic approaches to various forms of literary and non-literary cultural media; relevant (current) social phenomena in the language area, and how to integrate these into teaching activities.
5. Vocabulary: teaching and practice methods, with specific attention to issues such as level of difficulty, productive and receptive knowledge, idiomaticity and

degree of specialisation.

6. Grammar: the main stumbling blocks of Spanish grammar, and how to address them in teaching activities (por/para, ser/estar, indicative/subjunctive, past tenses).

Initial competences

Students are expected to have acquired sufficient domain-specific knowledge before starting the course unit. The entry requirements to the subject didactics are regulated. More information can be consulted at www.ugent.be/educatievemaster.

Students master Spanish at least at a level B2+ at the start of the course and show the potential to progress to a level C1 in the short term.

Since attendance in classes is mandatory, the course unit cannot be included in the curriculum from lesson week 3 onwards.

Students are advised to take these subjects simultaneously for the sake of content alignment between the internship and the didactics course. In any case, it is not allowed to take the internship without the didactics course.

Erasmus students may only take this course if they are following a pedagogical program or have already taken didactics as a theoretical subject at their home university.

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 express themselves orally and in writing at a level C1 of the European Framework of Reference. They make a limited number of errors and can act as role models for their future students.
- 6 Students are familiar with different target audiences in the ELE classroom (secondary school, adult education, higher education).
- 7 Students use appropriate and effective didactic forms of work for the various content topics covered.
- 8 Students know and understand the main theoretical didactic principles for applying the different content topics covered.

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, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

For the cross-linguistic component: students attend three theoretical lectures in semester 1.

For the practical part, the following teaching methods are used: seminars and peer teaching (micro teaching).

Peer teaching: students deliver two micro-lessons.

This course assumes the responsible use of generative artificial intelligence (GAI), according to the general UGent-policy.

Given the interactive nature of these lessons, no recordings are made.

Study material

Type: Handouts

Name: printing costs for handouts for micro-lessons

Indicative price: € 10

Optional: no

References

- Alonso Raya, Rosario. (2005). *Gramática básica del estudiante de español*. Madrid: Difusión.

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- 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
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- 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.
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- 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.
- 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-period evaluation. (Non-period evaluation activities can also take place during examination periods).

Forms: papers, skills test and micro-teaching.

Students master Spanish as defined in the final competences.

Given the interactive nature of the sessions, attendance is mandatory. Those who cannot attend will make a substitute assignment.

Description second examination opportunity: a second examination opportunity is possible through papers.

Calculation of the examination mark

A micro-lesson counts for 3 out of 20 marks (a total of 6 out of 20 marks) / or percentage.

Students who eschew one or more parts of the assessment can no longer obtain a pass mark for the course unit. Should the final mark be higher than 10/20, it will be reduced to the highest non-tolerable mark (i.e. 7/20).

Facilities for Working Students

L10- trajectory for teachers in training is possible. Students are requested to contact the didactic team to discuss the specific situation.