

## 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**

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	9	J
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	9	J
<a href="#">Exchange Programme Linguistics and Literature</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	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](http://www.ugent.be/educatievemaster)

**Contents**

Taaloverschrijdende component

Bij de start van het academiejaar volgen studenten 3 hoorcolleges waarin de focus ligt op theoretische concepten en taaldidactische kaders. Deze kaders worden vervolgens in de vakdidactieken toegepast binnen het vakgebied. In geval van spreiding (bv. geïntegreerd traject eduma) volgen studenten deze drie sessies bij de start van de eerste vakdidactiek.

Specifiek Vakdidactiek Spaans. De volgende onderwerpen komen aan bod:

1. Ontwerpen van didactisch materiaal voor Spaans als vreemde taal: werkvormen; ICT-middelen voor afstandsonderwijs en e-learning.
2. Evaluatie en feedback: formatieve evaluatie, zelfevaluatie, peer feedback; feedback en foutenanalyse van schriftelijke en mondelinge productie.
3. Vaardigheden: didactiek van lezen, schrijven, luisteren, spreken.
4. Cultuur, literatuur en maatschappij: didactische aanpak van verschillende vormen van literaire en niet-literaire cultuurdragers; relevante (actuele) maatschappelijke fenomenen in het taalgebied, en hoe die te integreren in didactische activiteiten.
5. Woordenschat: les- en oefenvormen, met specifieke aandacht voor problemen

zoals moeilijkheidsgraad, productieve en receptieve kennis, idiomaticiteit en specialisatiegraad.

6. Grammatica: de belangrijkste struikelstenen van de Spaanse grammatica, en hoe die te benaderen in didactische activiteiten (por/para, ser/estar, indicativo/subjuntivo, tiempos del pasado).

### Initial competences

Students have achieved the final competences of the Bachelor's degree. They 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.

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, 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

None

### References

- Alonso Raya, Rosario. (2005). *Gramática básica del estudiante de español*. Madrid: Difusión.
- Antón Pardo, Guillermo (2024). *Inteligencia artificial y ChatGPT para profesores*. Málaga: Amazon
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- CASSANY, Daniel (2021). *El arte de dar clase*. Barcelona: Anagrama
- 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)
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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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- 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**

The exact distribution of the components of the evaluation will be announced through Ufora.

Students who do not participate in all components of the evaluation cannot pass: they will receive a maximum of 9/20.

#### **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.

