Course Specifications
Valid as from the academic year 2019-2020

Teaching Methodology: Spanish (H001978)

Course size

Credits 4.0
Study time 120 h
Contact hrs 60.0 h

Course offerings and teaching methods in academic year 2019-2020

A (semester 1) Dutch, Spanish microteaching 10.0 h
lecture 2.5 h
seminar 2.5 h

Lecturers in academic year 2019-2020

Almazán de Blas, Elvira LW07 staff member
Crespo Gutiérrez, Manuela LW07 staff member
Logie, Ilse LW07 lecturer-in-charge

Offered in the following programmes in 2019-2020

Academic Teacher Education in Linguistics and Literature 4 A

Teaching languages

Dutch, Spanish

Keywords

teaching Spanish as a foreign language, current trends in didactics

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 in the bachelor’s and master’s programmes.
In the theoretical part following topics are considered:
• basic concepts and principles of foreign languages teaching regarding to High School, Adult Education and Higher Education;
• basic concepts and principles of didactics of teaching spanish as foreign language;
• recent research and development in teaching spanish as foreign language;
• final aims for spanish as foreign language in High School, Adult Education and Higher Education;
• development of syllabi;
• didactical workforms;
• study and practice of foreign language-related tools and technics with special attention to computer-based approaches: how to start activities, how to ask questions etc.
In the practical part the following topics are considered:
• training in observation technics and skills;
• training in formulation of lesson aims and lesson preparation;
• learning how to boost effective reflecting about one’s own teaching practices;
• learning to evaluate and to give feedback;
• analysing a method for spanish foreign language.

Initial competences

Final competences

A deepened insight in and application of following basic competences are pursued, as determined by decree:

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• Being able to determine the starting position of individual and the group of learners
• Selecting and defining learning objectives
• Selecting the learning content and learning experiences
• Structuring learning content and learning experiences and translation into learning activities
• Determining didactical strategies and grouping approaches
• Selecting and adapting instructional media on an individual base or in a team approach
• Developing a powerful learning environment that considers classroom heterogeneity
• Evaluation of both process and product in view of remedial and differentiated approaches
• Adopting a transfer approach when developing learning and development processes
• Coping with diversity in groups of learners
• Creating a positive classroom and school climate
• Developing learner attitudes to prepare them for individual development and participation in society.
• Fostering the emancipation of learners
• Dealing with actual developments in society within a pedagogical context
• Mastery of and further development of the domain specific knowledge and skills
• Situating and integrating the personal instructional offer within the context of the larger instructional offer and this in view of the orientation and support of the learner
• Applying and implementing innovative elements
• Becoming acknowledged of the results of educational research, that is relevant for the personal instructional context
• Questioning and redirecting one’s own personal professional approach
• Communicating with parents/care takers about their children at school
• Collaboration and negotiation within a school team
• Discussing the pedagogical and didactical role and approach of a team
• Participation in the societal debate about educational themes
• Identifying and approaching in a critical way societal themes and developments about:
  • the social-political domain
  • the social-economical domain
  • the philosophical-ideological domain
  • the cultural-esthetical domain
  • the cultural-scientific domain

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
For the theoretical part interactive lectures and seminars are provided. For the practical part following teaching methods are used: * seminars; * task-focused teaching methods.
The student-teachers - teachers in training - in a LlO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervision and coaching. A full LlO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LlO-trajectory on a part-time basis. A candidate with a LlO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

Learning materials and price
Handouts. Cost: available on Minerva

References
• De Bruyne, Jacques (m.m.v Lieve Behiels). (2013). Nieuwe Spaanse grammatica, Gent, Academia Press.
• Gómez de Enterría y Sánchez, Josefa (2002): La comunicación escrita en la

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Course content-related study coaching

- Study coaching is provided by practical assistants.
- Interactive support using Minerva and via mail.
- By appointment.
- Exercises: feedback during college or by appointment
- Exam: feedback.

Evaluation methods

end-of-term evaluation and continuous assessment

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

Oral examination

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

Oral examination

Examination methods in case of permanent evaluation

Assignment, simulation, report

Possibilities of retake in case of permanent evaluation

- The student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based on their assignments in their portfolio.
- Details on permanent evaluation:
  - Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes
  - Frequency: presence during the exercises is mandatory. Only two absences that are justified, are accepted
  - Description of second opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken
  - Feedback: by appointment

Calculation of the examination mark

- 50% oral exam
- 50% non-periodical evaluation (40% microteaching, 10% reports)

Facilities for Working Students

- LIO-trajectory for teachers in training

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