Course Specifications
Valid as from the academic year 2019-2020

Teaching Methodology A: Spanish (H002269)

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
- Goethals, Patrick LW22 co-lecturer

Course offerings and teaching methods in academic year 2019-2020
A (semester 1) Spanish
- microteaching 10.0 h
- seminar 2.5 h
- lecture 5.0 h
- guided self-study 12.5 h

Offered in the following programmes in 2019-2020
- 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

Teaching languages
Spanish

Keywords
Teaching Spanish as a foreign language, 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 of Spanish in the bachelor’s and master’s programmes.
The contents of Teaching Methodology A and B are spread over 6 modules. 1 module corresponds to 2 x 2 classes. The theoretic module 1 "Didactic principles" is mandatory within Teaching Methodology A. The theoretic module 4 "Research principles" is mandatory within Teaching Methodology B. The interactive modules 2, 3, 5 and 6 can be chosen freely within A or B, but the method of evaluation is different. The interactive modules consist of reading a preparatory file, as well as intensive microteaching where the students have to practice the role of teacher with material provided.

Module 1 “Didactic principles”
- Deepening of the language didactics: language acquisition and language didactics
- E-learning and blended learning for language education (Spanish)
- Formative and self-regulatory evaluation
- Teaching methodologies of Spanish for specific purposes

Module 2 “Culture and Literature”

(Approved)
• Didactic approach to several types of literary and non-literary culture bearers

Module 3 “Oral and Written skills”
• Didactic approach from pronunciation to pragmatics
• Text types according to competence level
• Error analysis of written texts

Module 4 “Research principles”
Only within Teaching Methodology B

Module 5 “Society and Current affairs”
• Relevant social phenomena in the linguistic area, and how to integrate these into didactic activities
• Work forms: simplification of authentic texts, subtitling visual sources, oral description of social or current phenomena, etc.

Module 6 “Vocabulary and Grammar”
• Vocabulary: variation of register or geographic variation, complexity, idiomaticity and degree of specialisation, and how to implement these phenomena into didactic activities
• Grammar: the major pitfalls of Spanish grammar, and how to approach them in didactic activities (por/para, ser/estar, indicativo/subjuntivo, tiempos del pasado)
• Work forms: types of exercises, conceptual contexts for grammar education

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 B2 or higher.

Final competences

1. The students become familiar with the learning objectives of foreign languages, and with both subject-related and cross-curricular attainment targets.
2. They also get to know the different methods and sources of teaching Spanish as a foreign language (subject area ELE, Español Lengua Extranjera), and to distinguish their different target groups (secondary school, evening classes, higher education).
3. The students are able to develop a well-structured lesson preparation, paying attention to the curriculum, the attainment targets and the pupils' prior knowledge.
4. The students can translate learning content into appropriate, diversified, efficient and relevant didactic work forms.
5. The students address all skills (reading, talking, writing and listening); they offer a healthy balance between competences and knowledge.
6. The students are able to pass on the material to the pupils in a clear language and at a good pace.
7. The students know how to tackle technical problems, difficulties related to order and discipline in the group or individually.
8. The students can respond to mistakes made by the pupils during class (grammar, vocabulary, pronunciation).
9. The students can deal with criticism and recommendations from their mentor in a mature way.
10. The students make use of the available media to pass on the course contents to the pupils.
11. The students are able to express themselves orally and in writing at a level C1 as defined by CEFR.
12. The students are able to transform their advanced linguistic and literary analysis competences in didactic material.

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 theoretic module ‘didactic principles’: lectures
The interactive modules consist of reading a preparatory file, as well as intensive microteaching where the students have to practice the role of teacher with material provided.

Learning materials and price

Powerpoints and hand-outs. Reader.
Estimated price: free. Learning materials available on Ufora.

(Approved)
Course content-related study coaching

Study coaching by the language lecturers.
• Interactive support through Ufora.
• By appointment.
• Exercises: feedback during class or by appointment.
• Exam: feedback.

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

Portfolio, assignment, simulation

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

100% non-periodical evaluation.
Form: permanent evaluation based on assignments, participation and attitudes.

Each interactive module includes a portfolio assignment. If the module is included in Teaching Methodology A, the emphasis is on putting the didactic principles into practice. If the module is included within Teaching Methodology B, the student also makes the connection with research on didactics.

Presence is mandatory in the interactive modules.

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

Calculation of the examination mark

Students who eschew one or several parts of the evaluation, can no longer pass for the whole 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).

Students must be enrolled in the teacher training programme by October 1 at the latest. Seeing presence in the exercises is mandatory, students must be present as of the first class.

Facilities for Working Students

To be determined with lecturer in charge.