

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Methodology of Teaching a Foreign Language: Theory and Practice	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Create an awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom.</li> <li>• Establish a theoretical basis and enable students to make lesson plans.</li> <li>• Enable students to design and plan a teaching unit</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will develop an understanding of the notions related to Foreign Language teaching.</li> <li>• Students will understand the role of culture and intercultural in a Foreign Language classroom.</li> <li>• Students will learn to develop a lesson plan while using authentic documents (les documents authentiques).</li> <li>• The students will be able to develop a teaching unit</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom.	
<b>UNIT II</b>	<b>12 hours</b>
Introduction to “Portafolio Europeo de las Idiomas » and CEFR (Marco Común Europeo de Referencia para las Lenguas)	
<b>UNIT III</b>	<b>12 hours</b>
“Los documentos auténticos” and Realia in a Foreign Language Classroom	
<b>UNIT IV</b>	<b>12 hours</b>
Lesson planning and its importance in a foreign language classroom. Planning and designing a Teaching Unit	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. De Santiago Guervós J., J. Fernandez Gonzalez (2017), <i>Fundamentos para la enseñanza del español como 2/L</i>, Arco Libros, Madrid</li> <li>2. Fernández, Sonsoles (2003), <i>Propuesta Curricular y Marco Común Europeo de Referencia</i>, Edinumen, Madrid</li> <li>3. Estaire, Sheila (2009), <i>El Aprendizaje de lenguas mediante tareas: de la programación al aula</i>, Edinumen, Madrid</li> <li>4. Hernández Muñoz, N., Muñoz-Basols, J. et al (2021), <i>La diversidad de español y su enseñanza</i>, Routledge, United Kingdom</li> </ol>	

5. Fernández, C. E., Ainciburu, M. C. (2017). *La adquisición de la lengua española: Aprendizaje, enseñanza, evaluación: estudios en homenaje a Marta Baralo Ottonello*, Editorial Autores de Argentina, Argentina
6. Omaggio Hadley, Alice (2000), *Teaching Language in Context*, Heinle & Heinle, Boston
7. Antón, M. (2013), *Métodos de Evaluación de ELE*, Arco Libros, Madrid

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:.

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Practice teaching and making lesson plans
- Group Discussion

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**