Teaching philosophy
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I am very aware that university education is an important stage in the life of students and the one that can best prepare them for their future career and life. I thus do my upper best to make sure they get the most out of it, and that they also feel they receive all the support and inspiration they need. To that aim, I always develop my courses myself. This means that even if I may use published or public didactic or academic material, I always make my own course plan to adapt it to the kind of students (major, background, etc.). If the material I can find that best suits a given course (e.g. a textbook) does not have exercises, I think of new exercises myself or look for them elsewhere (in other didactic or academic material, such as published papers or books for theory courses and didactic blogs and online sources for practice ones). In the selection of material, I pay attention to the accuracy of the information and didactic aspects. This involves approximately 10 hours of preparation per one hour of class. Once a course is developed, I keep improving it, as I may come across more suitable material and see how it works on students.

Both in my theory and my language learning courses, I always use a combination of theory and application, providing information and having students work on that information themselves. For my theory courses I usually use published articles or book chapters as reading material, which students need to read as homework and which I summarize on the next class, using a PowerPoint presentation with enough illustrative pictures to stimulate comprehension and memory. Students are usually also required to do some exercises on the readings at home, which we discuss in the following class. For master courses, some of these exercises involve gathering own data on the phenomena discussed in class, and presenting it to the rest of the group briefly during part of each class and in a final individual or group presentation. For the final presentations on their own work, I always ask them to submit a preliminary outline, then a detailed one, and at the end the PowerPoint presentations, so I can give them feedback on the different stages of the process. I also organize tutoring sessions for individual feedback on students' work. This helps students understand how to do research in a hands-on manner and how to get organized, and it also helps avoid plagiarism, as I've followed the entire process and the topics are very specific. For each of my language courses (listening and speaking Spanish practice), I use an audiovisual course of Spanish as a second language for their level in the form of a television series, with subtitles in Spanish (and occasionally also in English), going from easier to harder, with lists of vocabulary and

grammar, exercises, and explanations. Two such courses (for levels 1 and 3) are freely available online and I give students all the videos and supporting pdf at the beginning of the course, and for the other one (for level 2), it can be bought online for a low price. This course constitutes weekly homework, as students can work on it by themselves, which we comment in class, and for which there always are questions in exams. In class, I combine listening exercises involving communication skills: pronunciation (through singing a song, reading subtitles in a short movie as in dubbing), listening (through watching a short movie or documentary and answering questions on it, or listening to a song and writing the words they understood), and speaking (discussion, role play). In my practice courses, the pronunciation and listening comprehension is more important in lower levels and speaking becomes gradually more important and is practiced more in the highest level. The material for the in-class tasks I created myself or I retrieved from online didactic forums for teaching Spanish as a second language (videos ELE, CampusDifusión).

In all my courses, I find it important not only to provide information, but also to teach students certain academic skills, like critical thinking, presentation skills, working together, gathering own data, reflecting on their own progress, recognizing a phenomenon we've leant in class in a larger context (in the middle of other ones) or in a new light (in a different form or in a different language), etc. In class I often comment on students' own learning progress (complimenting them and reminding them how they found things harder a few months earlier). When explaining a given task, I also often tell students about research showing the benefits of given forms of engaging for learning, like their effects on memory or creativity (e.g. working in pairs, correcting each others' work, etc.). I hope this will motivate them and also help them become more reflexive on their own learning process.

I make myself available to students by arriving always about 15 minutes early for class, always staying in class during the breaks, and staying around after class. I thus always make sure that I have nothing important before or after class. I always respect office hours, but since students rarely come to office hours, I make myself available around class time and per email. I always compliment students on questions, whether these are questions asked individually, in class or per email, and answer extensively and always with a smile, both to make the student in question more comfortable and to encourage other students to participate more actively. I often also give extra material to specific students who show particular interest or have difficulty with certain aspects of the course. I evaluate courses through a written and class participation (weekly homework and active attendance). For my theory courses, evaluation also involves a class presentation (individual or in a small group,

depending on the class size) and for my practice courses evaluation always also involves an oral exam (i.e. writing and recording a dialogue of a mute short movie I provide them, done in groups of 2 to 3 students). I always have a try-out exam as homework at the end of the course, in order to be able to discuss the most important parts of the course as well as give students an idea of what the final exam will look like. Lastly, I always give students all the material presented in class (PowerPoint presentations, videos viewed, etc.) and the solutions to homework and exam questions after they submitted them, so they can learn, and always send them the key to mid-term tests and final exams once they've taken them.