GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2024-2025

Linguistic Proficiency in Content and Language Integrated Learning: German (HO02249)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0 **Study time 90 h**

Course offerings and teaching methods in academic year 2026-2027

A (semester 2)	German	Gent	peer teaching
			work placement
			seminar
			independent work
			practical

Lecturers in academic year 2026-2027

Benzing, Carolin Juliane	LW22	staff member
Zwaenepoel, Tom	LW07	staff member
Martens, Gunther	LW07	lecturer-in-charge

Offered in the following programmes in 2026-2027	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	3	A
Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)	3	A
Master of Science in Teaching in Science and Technology(main subject Bioengineering)	3	A
Master of Science in Teaching in Science and Technology(main subject Biology)	3	A
Master of Science in Teaching in Economics(main subject Business Administration)	3	A
Master of Science in Teaching in Economics(main subject Business Economics)	3	A
Master of Science in Teaching in Science and Technology(main subject Chemistry)	3	A
Master of Science in Teaching in Social Sciences(main subject Communication Science)	3	A
Master of Science in Teaching in Science and Technology(main subject Computer Science)	3	A
Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)	3	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	3	A
Master of Science in Teaching in Economics(main subject Economics)	3	A
Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)	3	A
Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)	3	A
Master of Science in Teaching in Science and Technology(main subject Geology)	3	A
Master of Science in Teaching in Arts and Humanities (main subject History)	3	A
Master of Science in Teaching in Social Sciences(main subject Laws)	3	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Science and Technology(main subject Mathematics)	3	A
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	3	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	3	A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	3	A

Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	3	A
Master of Science in Teaching in Social Sciences(main subject Political Science)	3	A
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	3	A
Master of Science in Teaching in Economics(main subject Public Administration and Management)	3	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	3	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	3	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	3	A
Master of Science in Teaching in Physical Education	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geology)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Laws)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Mathematics)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main	3	A

subject Physics and Astronomy)		A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Political Science)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Public Administration and Management)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Sociology)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)	3	A
Master of Science in Teaching in Economics (abridged programme)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)	3	A
Master of Science in Teaching in Physical Education (abridged programme)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)	3	A

Teaching languages

German

Keywords

CLIL, CLIL didactics, language developmental teaching

Position of the course

This course unit is subsequent to HOO2246 – Theory and Practice of Content and Language Integrated Learning. The course unit builds on and makes use of the basic principals and methods of the CLIL didactics in a language-specific manner. Lessons also briefly address multilingualism in education.
Students are expected to have a satisfactory command of German, or should have made the necessary preparations in order to take up this course unit.
This course unit contributes to the realisation of the basic CLIL-teaching competencies and the study programme competencies of Ghent University's Master of Science in Teaching, as set out in the study programme sheet and the competency matrix, which can be consulted on [new website TBC].

Contents

This course unit familiarizes students with the language-specific (i.e. German) uses of the CLIL-methods. To do so, students are introduced to the framework 'The Language Triptych' by Coyle, Hood & Marsh (2013), in which three components of language are explored.

- Language of learning (content-obligatory): specific terminology/jargon, i.e. the language needed to explore, process, elaborate on and apply new learning contents
- Language for learning (content-compatible): interactive teaching methods, support, multimedia, … i.e. the language needed to execute and facilitate tasks within an educational setting.
- Language through learning: tasks, assessment, feedback … i.e. the new language that is developed/is taught through learning.

The focus of attention lies with the education-related language of instruction and jargon. This framework focusses on using activating teaching methods in the CLIL/target language, language developmental teaching, language-based education, ICT integration, cooperative learning and classroom differentiation within the target language.
The following topics are introduced:

- General classroom language
  concerning classroom organisation
  concerning formulating and giving simple instructions (language of instruction) concerning classroom organisation

concerning the sequencing of the lesson (structure)
concerning the general class structure & class management
Socio-cultural language
Affective language (the teacher can correctly express affection, interest, etc. in the target language within the class context)
Pragmatic formulations linked to the general class context

- General teaching methods within CLIL
  Using and supporting different instruction methods within the target language
  Using and supporting different interaction methods within the target language
  Using and supporting different task methods within the target language
  Using and supporting different cooperation methods within the target language
  Using and supporting different forms of games within the target language
- Course-specific and course-compatible language
  Using language of instruction while teaching
  Using metalanguage, that supports metacognition, while teaching
  Using references within the target language
  Using 'scaffolding' within the target language
  Using learning strategies within the target language

During the contact moments, the above topics are linked to theory and practice via good practices. Oral and written language skills are explicitly practised and linked to the CLIL didactics via microteaching. Students work on their general language skills, and the language of instruction at C1 level of the Common European Framework of Reference for Languages (CEFR (in Dutch): http://taalunieversum.org/inhoud/erk-nederlands/over-het-erk) for all the necessary skills (speaking, writing, listening, reading). Obtaining the learning outcomes of this course unit is recognized as a certification of language proficiency at C1 level.
Within this course unit, students get the opportunity to put their acquired insights into practice via microteaching and an internship (3h). Microteaching offers students the opportunity to prepare, present, comment on and assess CLIL-teaching moments. In preparation of the internship, students should be able to implement the CLIL-didactics and the necessary language requirements, as well as develop, correctly use, support and intervene in the CLIL-material if required.

Initial competences

You can download the list of prerequisites on oasis.ugent.be?cursuscode=H002249&taal=en.
This course unit uses a binding admission test to determine the student's level. The test consists of a written and oral part. The student needs to pass this test, i.e. the student is required to show that he/she has reached the B2 level for German (see CEFR). Students are prepared for this test in the course unit H002246 – Theory and Practice of Content and Language Integrated Learning, which uses an orientating admission test and a remedial trajectory if required.
Students should be aware that they cannot take up this course unit if they fail the admission test, and that they will need to change their curriculum.

Final competences

The course unit has the following objectives.

- Using and appropriately applying *general classroom language* within the classroom, with special attention to diversity and multilingualism in the learner groups, and the starting situation
- Correctly using general teaching methods within the CLIL-lesson, and taking into account the starting situation
- Correctly applying and using course-specific and course-compatible language, and taking into account the starting situation
- Using learning strategies within the target language
- Guiding the learning and developmental process in correct German (CEFR-C1)
- Having a command of German at C1 level of the Common European Framework of Reference for Languages for the four language skills (speaking, writing, listening, reading)

• Reflecting on the experience from a theoretical and empirical perspective

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Practical, Independent work, Work placement, Peer teaching

Extra information on the teaching methods

Some content is taught via blended learning.
The internship comprises 3 lesson hours in secondary education.

Study material

Type: Slides

Name: Content and Language Integrated Learning
Indicative price: Free or paid by faculty
Optional: no
Language : Dutch
Available on Ufora : Yes
Online Available : No
Additional information: The study material consists of all kinds of material (text and images), collected in a learning path on the learning platform UFORA. That learning path is completed after each lecture.

References

CLIL Matrix, archive.ecml.at/mtp2/CLILmatrix/EN/qMain.html.
Coyle, Do, et al. *CLIL: Content and Language Integrated Learning*. Cambridge University Press, 2013.
Dale, Liz, et al. *CLIL Activities: a Resource for Subject and Language Teachers*. Cambridge University Press, 2015.
Genesee, Fred, and Else V. Hamayan. *CLIL in Context: Practical Guidance for Educators*. Cambridge University Press, 2016.
Hoogeveen, Piet, and Jos Winkels. *Het Didactische Werkvormenboek: Variatie En Differentiatie in De Praktijk*. Van Gorcum, 2008.
Hughes, Glyn S. *A Handbook of Classroom English*. Oxford University Press, 2011.
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Martens, Liesbeth, and Piet Van de Craen. *Klaar Voor CLIL: Het CLIL-Handboek Voor Vlaanderen En Nederland*. Acco, 2017.
Mehisto, Peeter, and Y. L. Teresa Ting. *CLIL Essentials: for Secondary School Teachers*. Cambridge University Press, 2017.
Mehisto, Peeter, et al. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan, 2009.
Onderzoek CLIL (Schooljaar 2016-2017). *Onderwijsinspectie*, De Afdeling Vlaamse Infolijn, Departement DAR, www.onderwijsinspectie.be/nl/onderzoek-clil-schooljaar-2016-2017.
Strobbe, Lies, et al. *Je Vak in Een Vreemde Taal?: Wegwijzers Voor De CLIL-Onderwijspraktijk*. Acco, 2013.

Course content-related study coaching

Study coaching is conducted by the teaching assistants.
- Interactive support via Ufora.
- By appointment.

Assessment moments

end-of-term and continuous assessment

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

Oral assessment, Written assessment

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

Oral assessment, Written assessment

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

End-of-term assessment:
Written exam: Language test (students need to demonstrate their command of the language at C1 level)
Oral exam: Conversation based on a listening exercise (students need to demonstrate their command of the language at C1 level)

Continuous assessment:
Portfolio with (1) CLIL-teaching material for the microteaching, (2) CLIL-teaching material for the 3 hours of internship and (3) reflection-log book about the microteaching and internship.

Calculation of the examination mark

30% End-of-term assessment
70% Continuous assessment
Passing the whole course unit is only possible if the student passes both evaluation methods separately. Students who mathematically pass the course unit as a whole, but have not obtained at least 10 out of 20 for either the end-of-term assessment or the continuous assessment, obtain a final mark of 9 out of 20. Students who are absent without any good reason or who do not participate in part of the evaluation, cannot pass and will also obtain 9 out of 20, even when the mathematical final mark is at least 10 out of 20.

Facilities for Working Students

Students with working student status can discuss the facilities in dialogue with the lecturer-in-charge.