GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2026-2027

Teaching Methodology A: Dutch as a Foreign Language (HO02266)

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 2027-2028

A (semester 1)	Dutch	Gent	seminar

Lecturers in academic year 2027-2028

Lybaert, Chloé	LW22	lecturer-in-charge
Deygers, Bart	LW22	co-lecturer
Strybol, Jan	LW22	staff member

Offered in the following programmes in 2027-2028 **crdts** **offering**

Teaching languages

Dutch

Keywords

Dutch L2-landscape and target groups, adult education, teaching methods

Position of the course

This course unit contributes to the realisation of the basic 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 www.ugent.be/educatievemaster

Contents

This course unit introduces the following topics:

- Organisation of the Dutch L2 landscape: institutions and offer (OKAN (i.e. reception classes for non-Dutch speaking newcomers), centres for adult education, basic education, higher education);
- Overview of the diversity of the Dutch L2 target groups (newcomers -18, less-educated people, higher-educated people);
- Offer materials Dutch L2 education (textbooks, websites and tools);
- Language acquisition theories;
- Teaching methods for Dutch L2 education (speaking, having conversations, writing, reading and listening).

Mandatory attendance

Attendance in class is mandatory. Since class attendance is mandatory, this course cannot be added to the curriculum after the third week of classes.
Activities related to the internship or Master's theses do not constitute a valid reason for absence from class and must be scheduled at another time.

Initial competences

Students are expected to have sufficient discipline-specific knowledge before starting the course unit. The access requirements for the teaching methodologies are regulated. More information can be consulted via www.ugent.be/educatievemaster.

Students are expected to have a high proficiency in Dutch (level C1 in the CEFR). Exceptions for exchange students who wish to teach Dutch in a non-native environment (Dutch as a Foreign Language) need to be discussed individually with the teachers.

Final competences

1 Students can demonstrate their knowledge of the Dutch L2 landscape (institutions and offer).

2 Students can demonstrate and apply their knowledge about the characteristics of the different Dutch L2 target groups (newcomers -18, less-educated people, higher-educated people)

3 Students can apply their knowledge about the levels (incl. CEFR) and critically reflect about this

4 Students can formulate lesson objectives

5 Students can put into practice the theory about teaching methods for Dutch L2 education: they can analyse and adapt existing methods and course material for Dutch L2 education.

6 Students can translate their knowledge about language acquisition theories into the development of teaching methods (receptive and productive skills) and into the classroom.

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

Seminar

Extra information on the teaching methods

No lesson recordings are made for this module.

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

The LIO guidelines can be found in the LIO manual.

Study material

Type: Handbook

Name: Handboek Nederlands als tweede taal in het volwassenenonderwijs
Indicative price: € 58
Optional: no
Language : Dutch
Author : Folkert Kuiken & Sible Andringa
ISBN : 978-9-04690-835-8
Number of Pages : 480
Online Available : No
Available in the Library : No
Available through Student Association : Yes
Usability and Lifetime within the Course Unit : intensive
Usability and Lifetime within the Study Programme : intensive
Usability and Lifetime after the Study Programme : occasionally
Additional information: This handbook is also used in 'Vakdidactiek B: Nederlands niet-thuistaal'.

References

Among others:

- Kuiken, F., & Andringa, S. (2022). Handboek Nederlands als tweede taal in het volwassenenonderwijs. Uitgeverij Coutinho.
- Geudens, A., Schraeyen, K., Taelman, H., Trioen, M., Casteleyn, J., Simons, M., & Smits, T.F.H. (2021). Bouwstenen voor effectieve taaltrajecten. Praktijkgids voor taalondersteuning in het kleuter-, lager en secundair onderwijs. Antwerpen: Universiteit Antwerpen.
- Lybaert, C. (2022). Het NT2-onderwijs in Vlaanderen Een stand van

zaken. Nederlandse Taalunie.
- Loewen, S., & Sato, M. (Eds.). (2017). The Routledge handbook of instructed second language acquisition. Routledge.
- Seynhaeve, S., Vanbuel, M., Kavadias, D., & Deygers, B. (2024). Equitable education for migrant students? Investigating the educational success of newly arrived migrants in Flanders. Frontiers in Education, 9.
- Yousefi, M., & Mahmoodi, M. H. (2022). The L2 motivational self-system: A meta-analysis approach. International Journal of Applied Linguistics, 32(2), 274–294.
- Saito, K., Macmillan, K., Mai, T., Suzukida, Y., Sun, H., Magne, V., Ilkan, M., & Murakami, A. (2020). Developing, Analyzing and Sharing Multivariate Datasets: Individual Differences in L2 Learning Revisited. Annual Review of Applied Linguistics, 40, 9–25.
- Goo, Jaemyung, Granena, Gisela, Yilmaz, Yucel and Novella, Miguel. (2015). "Implicit and explicit instruction in L2 learning: Norris & Ortega (2000) revisited and updated". Implicit and Explicit Learning of Languages, edited by Patrick Rebuschat, John Benjamins Publishing Company, pp. 443-482.
- Vanbuel, M., & Deygers, B. (2024). Assessing receptive skills in an adult L2 learner population with diverse educational backgrounds. Language Assessment Quarterly, 21(4–5), 379–403.
- Fox, J., Abdulhamid, N., & Turner, C. E. (2022). Classroom based assessment. In G. Fulcher & L. Harding (Eds.), Routledge Handbook of Language Testing (pp. 119-135). London/New York: Routledge.

Course content-related study coaching

If students have questions about the course content, they can contact the lecturers or make use of the study support services offered by the faculty.

Assessment moments

end-of-term assessment

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

Oral assessment

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

Oral assessment

Examination methods in case of permanent assessment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Extra information end-of-term assessment: oral exam (100%).
Description second exam opportunities: second exam opportunities are possible.
Feedback can be obtained by appointment.

Calculation of the examination mark

The end-of-term assessment counts for 100% of the total score.

Facilities for Working Students

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