GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2026-2027

Teaching Methodology: Dutch as a Foreign Language (H002591)

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

Credits 9.0 **Study time 270 h**

Course offerings in academic year 2027-2028

J (Year)	Dutch	Gent

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
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	9	J
Master of Science in Teaching in Languages(main subject Applied Language Studies)	9	J
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	9	J
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	9	J
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	9	J
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	9	J
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	9	J
Master of Science in Teaching in Languages (abridged programme)	9	J

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

The course consists of two core modules (Foundation and Expansion) and a series of in-depth lessons which may change in content across academic years (In-depth study). The 'Foundation' and 'Expansion' modules include a microteaching component. In addition, students attend three general sessions on language didactics in the first semester.
The following topics are covered in this course:

Foundation: e.g. the organisation of Dutch L2 education in Flanders, written and oral skills
Expansion: e.g. feedback, effective L2 teaching methods, motivation.
In-depth study:
- Testing and Assessment
  - Session 1: Principles of testing and assessment
  - Session 2: Assessing receptive skills in NNT learners
  - Session 3: Assessing productive skills in NNT learners
- Other possible themes include L2 acquisition and trauma, Dutch L2 language policy... These themes may vary from year to year.

These in-depth classes are freely accessible to all Eduma students (Session 1) and Dutch L2 teachers (all sessions).
General sessions on language didactics:
Students attend three lectures focusing on theoretical concepts and language teaching frameworks. These frameworks are then applied in the subject-specific teaching modules within the discipline. In the case of a split programme (e.g. the Eduma integrated pathway), students attend the three sessions in the first year.
Mandatory attendance
Attendance in class is mandatory. Students enrolled in the regular programme from the 2026-27 academic year onwards must attend all lessons (foundation, expansion, in-depth study, and general sessions on language didactics).
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.
As attendance is compulsory, this module cannot be included in the curriculum from week 3 onwards.
Since class attendance is mandatory, this course cannot be added to the curriculum after the third week of classes.

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.

Since attendance in classes is mandatory, the course unit cannot be included in the curriculum from lesson week 3 onwards.

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 describe the organization of second language (NT2) education in Flanders.
2 Students can identify the characteristics and needs of different NT2 target groups and apply them in a didactic context.
3 Students can formulate learning objectives for NT2 learners and link them to proficiency scales and the CEFR.
4 Students can apply didactic principles and instructional methods in the teaching of productive and receptive language skills.
5 Students can analyze, adapt, and develop NT2 teaching materials with attention to the specific needs of different NT2 target groups.
6 Students can identify effective didactic strategies and apply them purposefully in diverse NT2 contexts (such as Ligo, OKAN, CVO, UTC).
7 Students can weigh explicit and implicit instructional methods and apply them purposefully in NT2 lessons.
8 Students can apply motivating and autonomy-supportive didactic principles in NT2 lessons.
9 Students can apply principles of testing and assessment within NT2 education.
10 Students can validly and reliably assess receptive and productive language skills in NT2 learners.
11 Students can analyze different forms of feedback and apply them purposefully to speaking and writing skills in NT2 lessons.

12 Students can evaluate and optimize the impact of feedback strategies for different NT2 target groups.
13 Students have an understanding of the theoretical aspects of language acquisition and language teaching, and apply this understanding in their teaching practice.

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

Group work, Seminar, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

The 'Foundation', 'Expansion' and 'In-depth study' modules consist of a combination of lectures and seminars. For the general sessions on language didactics, students attend three theoretical lectures in Semester 1. Students deliver two micro-lessons (one within the 'Foundation' module and one within the 'Expansion' module).
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 and continuous 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

Participation

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 (70%)
- Extra information continuous assessment: Each component is concluded with a microteaching session. Only the microteaching session of Component 2 (Expansion) is included in the final evaluation (30%).
- Description second exam opportunities: second exam opportunities are possible, for both the end-of-term and the continuous assessments.
- Feedback can be obtained by appointment.

Calculation of the examination mark

The end-of-term evaluation accounts for 70% of the final grade, and the continuous assessment (microteaching) accounts for the remaining 30%. Students must pass both the end-of-term and the continuous assessment components in order to pass the course as a whole.
Students who eschew one or more parts of the assessment can no longer obtain a pass mark for the course unit. Should the final mark be higher than 10/20, it will be reduced to the highest non-tolerable mark (i.e. 7/20).
Partial results for which the student has obtained at least half of the points can be carried over to the next examination period within the same academic year. Partial results are never rounded.

Facilities for Working Students

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