

## Introduction to Teaching Methodology: German (H002186)

**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 2024-2025**

A (semester 1)	Dutch, German	Gent	seminar peer teaching
B (semester 2)	Dutch, German	Gent	seminar peer teaching

**Lecturers in academic year 2024-2025**

Zwaenepoel, Tom	LW07	staff member
Biebuyck, Benjamin	LW07	lecturer-in-charge

**Offered in the following programmes in 2024-2025**

	crdts	offering
Bachelor of Arts in Linguistics and Literature(main subject Dutch - English)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - French)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - German)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Greek)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Italian)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Latin)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Language Technology)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, German)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Italian)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Language Technology)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Russian)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Spanish)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Turkish)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Italian)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages	3	A, B

(main subject Dutch, German, Language Technology)		A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Russian)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Spanish)	3	A, B
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject English - German)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject English - Greek)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject English - Italian)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject English - Latin)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject English - Spanish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject English - Swedish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - English)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - German)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - Greek)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - Italian)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - Latin)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - Spanish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject French - Swedish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject German - Greek)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject German - Italian)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject German - Spanish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject German - Swedish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Latin - Greek)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Latin - Italian)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Latin - Spanish)	3	A, B
Bachelor of Arts in Linguistics and Literature(main subject Latin - Swedish)	3	A, B
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Exchange Programme Linguistics and Literature	3	A
Preparatory Course to Master of Science in Teaching	3	A, B
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	3	A, B
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	3	A, B
Master of Science in Teaching in Languages (abridged programme)	3	A, B
Elective Set Teaching - Languages	3	B

## Teaching languages

German, Dutch

## Keywords

Teaching methodology, German as a foreign language, didactic principles, class preparation, receptive and productive skills, microteaching, manuals, class management, journals

## Position of the course

This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives. The degree of mastery is specified in the competence matrix which can be consulted on [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster)

## Contents

In this course unit, students (1) gain insight into the theoretical learning content about language instruction with foreign language learners of German and (2) learn the first forms of application in practice, especially in supportive learning forms.

The course consists of a number of instructional moments and a number of practice moments.

The instructional moments can be offered either in a classroom setting or in a digital format.

The instructional moments cover the following topics:

- what are the specific challenges of foreign language acquisition German
- the receptive and the productive skills
- introduction to the most common textbooks in German
- how to develop learning materials, a balanced lesson structure, how to prepare a lesson, how to phase my lesson
- interaction with students and student groups; activating work forms; first steps in classroom management
- how to do microteaching in German
- basic communication skills, evaluation, giving feedback, classroom language

In the practice moments, the students engage themselves, give each other feedback and receive feedback from the subject teaching team. In this learning process we also make room for peer review and joint discussion of internship experiences.

### **Initial competences**

Students have taken the first and second model year of an academic German language program or acquired the final competencies or in some other way.

Students are advised to take the orientation internship and the subject didactics initiation simultaneously for the sake of content alignment.

### **Final competences**

- 1 The students are able to prepare a well-structured and content-strong lesson, paying due attention to the teaching plan the the pupils' prior knowledge.
- 2 The students can implement content in adequate, varied, efficient, activating and relevant didactic procedures.
- 3 The students take all four skills (reading, speaking, writing and listening) into account in their lesson planning; they aim at a balance between skills and knowledge, especially when teaching grammar.
- 4 The students are able to bring across the content of the lesson to the pupils in clear language and at an adequate speed.
- 5 The students are able to handle technical problems (media) and difficulties concerning classroom management (order, obedience and discipline, both with regard to the whole group and individuals).
- 6 The students are able to respond efficiently to mistakes made by pupils during the lesson with regard to content, vocabulary, grammar, and pronunciation.
- 7 The students are able to achieve a stated objective within one lesson unit, including an introductory phase and moments of evaluation and paying due attention to the speed and duration of the lesson.
- 8 The students are able to constructively handle criticism (feedback) and recommendations from the mentor and the supervisor.
- 9 The students use the available media to bring across the content of the lesson to the pupils in a way that holds their attention and responds to the immediate context, the pupils' individual and collective interests, and the school's or school association's pedagogical project.

### **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, Peer teaching

### **Extra information on the teaching methods**

The semester plan includes 7 sessions, including 1 digital module. Participants prepare a lesson to be discussed in one of the sessions. The sixth session is scheduled for microteachings and discussion. The other sessions are interactive

and require active input from the participants.

This course assumes the responsible use of generative artificial intelligence (GAI).

During the lessons, what this means will be explained.

### Study material

Type: Handbook

Name: DaF Unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache

Indicative price: € 22

Optional: no

Language : Other

Author : Brinitzer, Michaela et al.

ISBN : 978-3-12675-308-1

Number of Pages : 200

Oldest Usable Edition : 2e

Online Available : No

Available in the Library : Yes

Usability and Lifetime within the Course Unit : regularly

Usability and Lifetime within the Study Programme : regularly

Usability and Lifetime after the Study Programme : occasionally

Additional information: This handbook is used in all courses in teaching methodology German ("Teaching methodology A: German" and "Teaching methodology B: German")

### References

- *DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache* (2013), H-J Hantschel, M. Brinitzer, S. Kroemer, Klett Verlag
- Goethe Institut, Deutsch lehren, <http://www.goethe.de/lhr/mat/deindex.htm>

### Course content-related study coaching

- Study coaching is provided by academic staff members.
- Interactive support using the digital learning environment.
- Feedback: by appointment, by e-mail

### Assessment moments

end-of-term and continuous assessment

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

Written assessment with open-ended questions

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

Written assessment with open-ended questions

### Examination methods in case of permanent assessment

Participation, Presentation

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

### Extra information on the examination methods

Permanent evaluation, based on tasks, cooperation and attitudes. Hence is active presence during the seminars obligatory. Students who cannot be present, make a substitute assignment.

Description of second exam opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken.

The use of any GenAI-tool during the written examen is explicitly forbidden and may lead to a disciplinary procedure.

### Calculation of the examination mark

- Micro teaching/presentation: 50%
- Participation: 10%
- Written exam: 40 %

Ramifications of the unfounded absence or non-participation in (part of) the permanent evaluation: students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.

### Facilities for Working Students

To be determined in consultation with the instructor in charge.

