

## Introduction to Teaching Methodology: English (H002187)

**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**

| Offering       | Language       | Location | Teaching Methods                             |
|----------------|----------------|----------|--|
| A (semester 2) | Dutch, English | Gent     | seminar<br>independent work<br>peer teaching |
| B (semester 1) | Dutch, English | Gent     | independent work<br>seminar<br>peer teaching |

**Lecturers in academic year 2026-2027**

|                    |      |                    |
|--------------------|------|--------------------|
| Cockelbergh, Peter | LW22 | staff member       |
| Eyckmans, June     | LW22 | lecturer-in-charge |

**Offered in the following programmes in 2026-2027**

| Programme   | crdts | offering |
|---|-------|----------|
| <a href="#">Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)</a> | 3     | A, B     |
| <a href="#">Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Turkish)</a>  | 3     | A, B     |
| <a href="#">Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)</a>  | 3     | A, B     |
| <a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>   | 3     | A, B     |
| <a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>                      | 3     | A, B     |
| <a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>                    | 3     | A, B     |
| <a href="#">Master of Science in Teaching in Languages (abridged programme)</a>   | 3     | A, B     |

**Teaching languages**

English, Dutch

**Keywords**

TEFL: Teaching English as a foreign language

**Position of the course**

This course contributes to the realisation of the required professional teacher competencies in accordance with the English teaching methodology.

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**

The contents fit in with the subject related education in the bachelor's and master's programme.

This course offers guidelines for TEFL in higher secondary education based on recent research within EFL.

The following topics will be treated:

- Introduction to language acquisition and foreign language teaching methodologies, with specific focus on English as a Foreign Language.

- The position of the school subject (English as a foreign language within the educational landscape, national and network curricula, objectives/attainment targets; the CEFR)
- The skills (reading, writing listening, speaking)
- Knowledge components (grammar, vocabulary)

### Initial competences

### Final competences

Insight in and application of following basic competences are pursued :

- recognizing/identifying and linking the correct TEFL principles to the practice;
- selecting and defining learning objectives with respect to the network curricula;
- selecting the appropriate learning content and translating it into appropriate learning activities;
- designing, analyzing and assessing a lesson or part of a lesson;
- selecting and applying the correct teaching formats

Throughout this course, special attention will be given to the development of the professional attitudes as required and determined in the basic competences. In particular, attention will be paid to the following attitudes: decision-making, relational focus, critical attitude, eagerness to learn, organizational capacity, sense of cooperation, sense of responsibility.

### 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, Lecture, Independent work, Peer teaching

### Extra information on the teaching methods

On campus lectures and seminars.

Peer teaching: microteaching (group work).

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

### Study material

Type: Slides

Name: Introduction to Teaching Methodology English

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

### References

Zwier, L. J. & Boers, F. English (2023) L2 Vocabulary Learning and Teaching (ESL & Applied Linguistics Professional Series). Routledge.

Boers, Frank (2021) Evaluating Second Language Vocabulary and Grammar Instruction: A Synthesis of the Research on Teaching Words, Phrases, and Patterns. Routledge.

Harmer, Jeremy (2007), How to Teach English. Longman

Brooks, Abbott & Bills (2007), Preparing to Teach in Secondary Schools- a student teacher's guide. Open University Press.

### Course content-related study coaching

- Study coaching is provided by teaching assistants.
- Interactive support using 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

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

Oral assessment

**Examination methods in case of permanent assessment**

Presentation, Assignment

**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**

Assignment and presentation refer to the microteaching (the oral presentation as well as the written materials that need to be handed in as a portfolio).

Oral assessment refers to an oral exam about the course content and the portfolio.

**Calculation of the examination mark**

Attendance in class is compulsory.

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