

## 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 2023-2024**

|                |                |          |  |
|----------------|----------------|----------|--|
| A (semester 2) | Dutch, English | Gent     | seminar<br>peer teaching<br>independent work |
| B (semester 1) | Dutch, English | Gent     | seminar<br>peer teaching<br>independent work |
| K (semester 1) | Dutch, English | Kortrijk | seminar<br>peer teaching<br>independent work |

**Lecturers in academic year 2023-2024**

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

**Offered in the following programmes in 2023-2024**

|   | <b>crdts</b> | <b>offering</b> |
|---|--------------|-----------------|
| 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, 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, 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(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, B    |
| Exchange Programme Linguistics and Literature  | 3 | A, B    |
| Preparatory Course to Master of Science in Teaching  | 3 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)                     | 3 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)                   | 3 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)  | 3 | A, B, K |

### 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/educatievemaister](http://www.ugent.be/educatievemaister)

### 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 will be complemented with online tutorials.  
Peer teaching: one class of two sessions of 75 minutes

### **Learning materials and price**

A syllabus (Eyckmans & Cockelbergh, Introduction to Teaching Methodology English) will be made available via the online learning platform

### **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**

Feedback: by appointment

**Calculation of the examination mark**

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.