

## Introduction to Teaching Methodology: Foreign Languages (H002195)

**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 (Year)	Dutch	Gent	seminar
B (semester 1)	Dutch	Gent	seminar

**Lecturers in academic year 2023-2024**

Montero Perez, Maribel	LW06	lecturer-in-charge
Derudder, Greet	LW06	co-lecturer

**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 African Languages and Cultures)	3	A, B
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	B
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	3	A, B
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	3	A, B
Preparatory Course to Master of Science in Teaching	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	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 East European Languages and Cultures)	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)(main subject Oriental Languages and Cultures)	3	A, B
Master of Science in Teaching in Languages (abridged programme)	3	A, B

## Teaching languages

Dutch

## Keywords

Foreign language acquisition, four skills, CEFR, curricula, lesson objectives

## Position of the course

This course contributes to the realization of the final competences in preparation 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/educatievmaster](http://www.ugent.be/educatievmaster)

## Contents

In this course unit the following theoretical subjects will be discussed:

- the Common European Framework (CEFR)
- curricula
- objectives
- various educational institutions
- the four skills: reading, listening, speaking, writing
- didactic methods in foreign language education

During the seminar, students are introduced to the following subjects:

- working with curricula of various educational institutions
- formulate lesson objectives

- observational skills
- reflect on the own teaching practice
- designing exercises based on criteria of good reading, listening, speaking and writing exercises

### Initial competences

Students have taken the courses in the first and second year of the standard learning track. Students are advised - because of the coordination as regards content between the Introduction to Teaching Methodology and the Reference Internship - to take those two courses simultaneously.

### Final competences

- 1 Students know the CEFR.
- 2 Students know the basic principles for the teaching of the four skills (reading, listening, writing, speaking).
- 3 Students know which aspects should be taken into account while observing a lesson and can formulate what they learn from an observation.
- 4 Students can reflect on their own teaching practice.
- 5 Students are able to design, analyse and evaluate a basic lesson preparation.
- 6 Students make use of varied and appropriate didactic methods for teaching the four skills.

### 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, Peer teaching

### Extra information on the teaching methods

Interactive working methods during sessions. Students can be asked to prepare sessions (e.g. read a theoretical chapter) or to prepare assignments during the sessions (individual and group work).

Peer teaching; students give a short micro lesson with exercises on one or more of the four skills

Due to COVID-19, other teaching methods may be applied if deemed necessary.

### Learning materials and price

Powerpoint presentations and background literature are freely available in digital learning environment

### References

- Dönszelmann, S., Van Beuningen, C., Kaal, A., & De Graaff, R. (2020). *Handboek vreemdetalendidactiek*. Coutinho.
- Loewen, S., & Sato, M. (2017). *The Routledge handbook of instructed second language acquisition*. Abingdon: Routledge.
- Ellis, R. (2015). *Understanding second language acquisition 2nd Edition*. Oxford: Oxford University Press.
- Long, M. (2014). *Second language acquisition and task-based language teaching*. Hoboken, NJ: John Wiley & Sons.
- Nation, I. S. P. (2005). *Handbook of research in second language teaching and learning*. Abingdon: Routledge.

### Course content-related study coaching

Feedback during sessions, via Ufora and by appointment.

### Assessment moments

end-of-term and continuous assessment

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

Written assessment open-book

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

Written assessment open-book

### Examination methods in case of permanent assessment

Skills test, Participation, 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**

End-of-term evaluation: written exam, open book.

Continuous assessment:

- Form: continuous assessment on the basis of peer teaching (micro teaching & lesson preparation), participation and attitudes.
- Class attendance is mandatory. Students who cannot be present, make a substitute assignment.
- Feedback: by appointment with teaching assistants.

**Calculation of the examination mark**

The end-of-term assessment counts for 70% and the continuous assessment for 30%.

Students who do not participate in one or more parts of the evaluation, cannot pass for the course unit as a whole. Should the final mark be at least 8 out of 20, it will be reduced to the highest non-deliberating score (7/20 at most).

**Facilities for Working Students**

To be discussed with the lecturer-in-charge.