

Teaching Methodology A: German (H002229)

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

B (Year)

Dutch, German

Gent

seminar

peer teaching

independent work

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
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	B
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	B
Exchange Programme Linguistics and Literature	3	B
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	3	B
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	3	B
Master of Science in Teaching in Languages (abridged programme)	3	B

Teaching languages

German, Dutch

Keywords

German as foreign language, receptive and productive skills, curriculum objectives, professional literature, forms of interaction, microteaching, competence-based teaching methods, classroom management, diversity, multiperspectivism, developing teaching and learning material

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

Since attendance in classes is mandatory, this course cannot be included in the curriculum starting in week 3 of the semester.

The content is linked to the student's course content-related education in the bachelor's and master's programme.

The course unit consists of two modules: a seminar in which theoretical contents is processed, and a practical module in which students practice the acquired learning material and reflect on their experiences together.

The following topics are introduced in the **seminar**:

- preparing a lesson: recapitulation
- dealing with learning methods and German textbooks in a critical and creative manner
- various evaluation and assessment forms within the discipline of educational sciences (including the new assessment forms, such as portfolio, self-evaluation, peer evaluation, etc.)

- ICT and online learning in the German language class
- how to activate the pupils' interest and social/cultural environment
- how to deal with (social, economic and cultural background and home language).

The following topics are introduced in the **practical module**:

- reflection skills (with teaching methods and in lesson phases);
- approaching (dissonant) information, educational processes, methodologies and teaching material with critical self-reflection from a multitude of perspectives;
- skills about designing and remedying written and oral tests;
- skills about the application of learning how to learn in the German language class
- classroom management (linked to the contents discussed in the course unit Classroom Management and Reflection), including an introduction to teamteaching and co-teaching
- communication skills in relation to pupils/students/learners (active listening, giving feedback, etc.);
- communication skills in relation to society, school, colleagues, parents;
- skills for correct and adequate language use.

As part of this course we organise (as far as the circumstances allow us to do so) an excursion, in which we pay a visit to the recording studios of Deutsche Welle, we visit the Haus der Geschichte and emerge in the school life of a German Gymnasium. The lesson observations that occur during the field trip can be counted as part of the observation lessons of Internship A: German. Students are expected to take this course concurrently with the corresponding Internship A: German

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.

Final competences

- 1 Students can design a well-structured and content-rich lesson plan, with attention to the curriculum and the prior knowledge of the pupils.
- 2 Students can implement content in appropriate, varied, efficient, activating and relevant teaching methods
- 3 Students implement all skills (reading, speaking, writing and listening) in their lesson plan; they introduce a healthy balance between skills and knowledge (especially when teaching grammar).
- 4 Students can transmit the learning material to the pupils in a clear and easy language and at a good pace.
- 5 Students can handle technical problems and difficulties related to order and discipline in a group or with individuals.
- 6 Students can respond efficiently to mistakes made by pupils during the lesson with regard to content, structure, grammar and pronunciation.
- 7 Students can teach one complete topic within one lesson unit, with attention to the introductory phase and the evaluation moments, and with particular attention to the pace and duration of a lesson (50 minutes).
- 8 Students can handle criticism and recommendations from their mentor and supervisor in a mature way.
- 9 Students use the available media to bring across the content to the pupils in a captivating way that responds to the immediate context and interests of the pupils and class and the school or school association's pedagogical project.
- 10 Students take into account class differentiation (individual, group) and can adapt to pupils with a different native language.

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, Independent work, Peer teaching

Extra information on the teaching methods

Students attend interactive seminars for the theoretical part. For the practical part, the following teaching methods are used: seminars, task-based methods, role play. The LIO-guidelines can be found in the LIO-manual. Student-teachers in a LIO achieve the objectives and competencies via an alternative portfolio trajectory. The assignments are elaborated in a manual. A number of contact moments, intervention and coaching moments are provided. This course assumes the responsible use of generative artificial intelligence (GenAI). 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 : 2nd

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 on Teaching methodology for German.

References

Goethe Institut, Deutsch lehren, [http:](http://www.goethe.de/lhr/mat/deindex.htm)

[//www.goethe.de/lhr/mat/deindex.htm](http://www.goethe.de/lhr/mat/deindex.htm)

Textbook series: Alles im Griff, Alles klar, Spitze

E. Kwakernaak: Didactiek van het vreemdetalenonderwijs. Bussum 2009

Course content-related study coaching

Study coaching is conducted by the tutor and teaching assistant.

- Interactive support via Ufora.
- By appointment (online or on campus).
- By email.

Feedback can be given via email, during consultation hours or by appointment.

Assessment moments

end-of-term and continuous assessment

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

Oral assessment, Written assessment with open-ended questions

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

Oral assessment, 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

Extra information on the examination methods

Continuous assessment on the basis of assignments, cooperation and attitudes.

Attendance is therefore mandatory. Those who cannot be present, do a replacement task.

Second exam opportunities are possible. However, students should take into account that some exercises or practical classes cannot be compensated by a replacement task.

Feedback can be obtained by appointment.

(LIO-students are evaluated on the basis of the alternative assignment in their portfolio.)

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

Calculation of the examination mark

Microteaching, presentation, participation: 40 %

Written exam: 40%

Oral exam: 20%

Participants in this course unit are expected to have advanced German language competencies (speaking, writing, reading, listening, conversation); those who do not comply with this requirement, need to remedy this independently (and can count on the lecturers' advice); only those who can display a sufficient level during the evaluation moments, can pass this course unit.

(LIO-students can consult the distribution of marks in the manual available on Ufora).

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).

Students must be enrolled in the Master of Science in Teaching no later than 15 October. Because the exercises are mandatory, the student must be present from the first lesson. This applies to LIO-students as well.

Facilities for Working Students

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