

## Teaching Methodology A: English (H002234)

**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 1)	English	Gent	seminar lecture peer teaching independent work
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### Lecturers in academic year 2023-2024

Laire, Delphine	LW22	staff member
De Wilde, Vanessa	LW22	lecturer-in-charge

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

	crdts	offering
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	3	A
<a href="#">Exchange Programme Linguistics and Literature</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	3	A

### Teaching languages

English

### Keywords

teaching methodology, English, TEFL, assessment, new media, class management, language of instruction, differentiation, literature and cultural education

### 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 [new website TBC]

The internship is in line with the subject matter and the related teaching competence. The learning content of the internship is in line with the professional development of the students in the master program. There is a gradual build up from observing to independently realizing and supervising educational activities, from (relatively) simple to more complex educational situations. Reflection on one's own actions is central to the internship concept.

### Contents

This course unit familiarizes students with some principals, methods and developments in the English teaching methodology.

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

The course unit introduces guidelines for TEFL (Teaching English as a Foreign Language) in higher secondary schools based on recent research from language didactics. Specific attention will be devoted to:

- Analysing and writing lesson plans
- Literature and cultural education
- Evaluation and assessment

- Classroom differentiation
- Explorations of those competences that have already been acquired in Introduction to Teaching Methodology: English (e.g. attention to strategies in skills education, interactive teaching methods, ...)

All of the above topics will be placed in a theoretical and practical context during the contact moments.

### Initial competences

Students have acquired the learning outcomes of the Bachelor of Arts in Linguistics and Literature or Applied Language Studies, and the course unit 'Introduction to Teaching Methodology: English'.

### Final competences

- 1 Translating the theoretical insights into the classroom
- 2 Correctly determining and operationalizing the objectives in relation to the attainment targets and curriculums
- 3 Correctly using academic course content and specific expertise, and translating these into content for the classroom
- 4 Developing, analysing and evaluating lesson plans
- 5 Selecting teaching methods and taking into account the academic insights concerning second-language acquisition
- 6 Correctly selecting, using and implementing media in the classroom
- 7 Aligning the selected content and teaching methods with diversity (concerning interests, learning status and learning profile) in groups of English learners
- 8 Correctly evaluating/assessing specific expertise and taking into account the theoretical context and guidelines concerning assessment
- 9 Correctly using the language of instruction within the classroom, and taking into account the starting situation
- 10 Recognising and addressing language problems and mistakes of learners
- 11 Correctly using differentiation within the classroom, and paying special attention to diversity and multilingualism in the groups of English learners
- 12 Correctly organising and implementing class management in English, in view of the diversity of the groups of learners
- 13 Reflecting on the experience from a theoretical and/or empirical perspective
- 14 Students have acquired the attitudes as determined in the starting competencies for a teacher, including the ability to make decisions, the ability to form relationships, the ability to reflect critically, curiosity, the ability to organise, the ability to collaborate, and a sense of responsibility
- 15 Students have a command of English at C2 level
- 16 Students also have advanced skills in linguistic and literary analysis.

### 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

- Microteaching: at a minimum, there will be two 60-minute sessions in a face-to-face setting. Depending on the group size, more sessions may be required.
- LIO guidelines are available on Ufora.

### Learning materials and price

- The learning materials are available via the online learning platform

### References

- Dönszelmann, S., van Beuningen, C., Kaal, A., & de Graaff, R. (2020). *Handboek vreemdetalendidactiek: Vertrekpunten, vaardigheden, vakinhoud*. Hogeschool Utrecht.
- Harmer, Jeremy (2007), *How to Teach English*. Longman
- Hughes, Glyn S. (1998), *A Handbook of Classroom English*. Oxford University Press.
- Thornbury, Scott (1999), *How to Teach Grammar*. Pierson.
- Ur, Penny (1989), *Grammar Practice Activities-A Practical Guide*. Cambridge University Press

- 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 conducted by the teachers.
- Support via Ufora.
- By appointment.
- Feedback can be obtained by appointment during office hours.

#### **Assessment moments**

end-of-term and continuous assessment

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

Written assessment

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

Written assessment

#### **Examination methods in case of permanent assessment**

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**

- Continuous assessment: microteaching
- End-of-term assessment: the written exam evaluates whether the students can apply the teaching methods to the teaching material
- Feedback can be obtained by appointment during office hours.
- Attendance is required. Non-attendance needs to be justified (e.g., doctor's note).

#### **Calculation of the examination mark**

Written exam: 70%, microteaching: 30%. Participation in continuous assessment is mandatory.

#### **Facilities for Working Students**

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