

Teaching Methodology B: English (H002235)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0 **Study time** 90 h

Course offerings in academic year 2024-2025

Lecturers in academic year 2024-2025

Cockelbergh, Peter	LW22	staff member
Eyckmans, June	LW22	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	A
Master of Science in Teaching in Languages (main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages (abridged programme) (main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages (abridged programme) (main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A

Teaching languages

English

Keywords

TEFL, didactic research skills, English

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]

Contents

This course unit builds on some principals, methods and developments that have already been acquired in Teaching Methodology: English.

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

The following topics are introduced:

- The course unit introduces guidelines for TEFL (Teaching English as a Foreign Language) in higher secondary schools based on recent research from language didactics
- The following topics are introduced:
 - Building on those competences that have already been acquired in didactic literature and research within the discipline, with attention to didactic research skills for the following topics
 - Receptive and productive skills
 - Knowledge components: grammar and vocabulary acquisition
 - Literature and cultural education
 - Classroom management
 - Differentiation
 - Language tasks
 - Evaluation and remediation

- Critically reflecting on different perspectives of Teaching English as a Foreign Language
- Correctly selecting evidence-based methods
- Research competences in foreign language classes (with pupils)
- Interdisciplinarity and research: project-based teaching
- Professional profile: the profile of an English teacher: professional associations, refresher courses, professionalisation, ties with the labour market

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'. Students have passed the course unit 'Teaching Methodology English I'.

Final competences

- 1 Translating theoretical insights into the classroom
- 2 Correctly using academic course content and specific expertise, and translating these into content for the classroom
- 3 Developing, analysing and evaluating lesson plans
- 4 Selecting teaching methods and media, and taking into account the academic insights concerning second-language acquisition
- 5 Aligning the selected content and teaching methods with diversity (concerning interests, learning status and learning profile) in groups of English learners
- 6 Correctly evaluating/assessing specific expertise and taking into account the theoretical context and guidelines concerning assessment
- 7 Correctly using the language of instruction within the classroom, and taking into account the starting situation
- 8 Recognising and addressing language problems and mistakes of learners
- 9 Correctly using differentiation within the classroom, and paying special attention to diversity and multilingualism in the groups of English learners
- 10 Correctly organising and implementing class management in English, in view of the diversity of the groups of learners
- 11 Reflecting on the experience from a theoretical and/or empirical perspective
- 12 Correctly interpreting academic didactic literature, and correctly translating these insights into the classroom (lesson draft and lesson experience) for all the subdisciplines of the English course
- 13 Having knowledge of, critically framing and using the different perspectives within TEFL when choosing the teaching methods and the general draft lesson
- 14 Identifying and using evidence-based methods
- 15 Framing didactics-related information, educational practices, methodologies and teaching material with a dose of critical reflection, and taking into account the multiperspectivism within this domain
- 16 Correctly using didactic research skills, and paying attention to the diversity and specific needs of the classroom, and groups of English learners
- 17 Correctly supervising the research competences of learners within the work experience, and taking into account the diversity and reality of the groups of English learners
- 18 Defining and working out (inter)disciplinary topics for small research assignments and projects
- 19 Having knowledge of the professional associations and possible refresher courses
- 20 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.
- 21 Students have a command of English at C2 level
- 22 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

Group work, lecture, seminar, independent work

Extra information on the teaching methods

- Course attendance is mandatory, any absences need to be reported to the lecturers as soon as possible
- Didactic methods may change as a result of the covid pandemic.

Learning materials and price

- The learning materials (presentations & syllabus) are 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 conducted by the teaching assistants.
- Interactive support via Ufora.
- By appointment.

Assessment moments

continuous assessment

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

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

Examination methods in case of permanent assessment

Participation, assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

- Continuous assessment: participation involves an assessment of the way in which the student participates in the classes, in particular their participation in the module Interdisciplinary Teaching. The portfolio contains the written assignments that need to be handed in.
- Feedback can be obtained by appointment during office hours.
- L10 students do not have to attend the classes, apart from the intervision class. They do not need to participate in the module Interdisciplinary learning either.

Calculation of the examination mark

Participation in the continuous assessment is mandatory. 60% of the final score will be determined on the basis of the portfolio, 40% of the final score will be determined on the basis of the student's participation in the course and more particularly the module "Interdisciplinary learning".

L10 students are exempt from participation in the module "Interdisciplinary learning". They will be scored on the portfolio only (100%).

Facilities for Working Students

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