

## Teaching Methodology A: Dutch (H002245)

**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

De Bel, Lieve	LW07	staff member
Demets, Paul	LW07	staff member
Lauwers, Hilde	LW07	staff member
Desplenter, Youri	LW07	lecturer-in-charge

### Offered in the following programmes in 2024-2025

	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="#">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

Dutch

### Keywords

Language and literature education, didactic mother tongue education, multilingualism in a metropolitan context

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

### Contents

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

The theoretical part discusses the following general topics:

- Exploration of the different components of mother tongue education, such as skills, grammar, language proficiency, rhetoric, literature (poetry, theatre, historical and modern literature) and use of new media;
- Guidelines for mother tongue education in upper-secondary education, based on recent research and vision texts by, among others, [www.taalunie.org](http://www.taalunie.org).
- Professional literature (teaching methods, journals, etc.);
- Special attention to language development teaching, phrasing of a question, instruction and language multilingualism in a metropolitan context;

The exercise part introduces the following topics:

- Analysing and writing lesson plans in order to do the internship;
- Teaching skills and guidelines for class management when setting up learning environments;
- Skills related to differentiation, evaluation and remediation

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

## Final competences

- 1 The students have a correct and rich usage, in written and oral form. They have the discipline to proofread their texts, so they can offer faultless worksheets and courses to their pupils. They are able to guide the learning process and the development of the pupil in Standard Dutch. They are able to develop strategies, from a pluralist attitude, to communicate with non-native pupils and parents.
- 2 The students are able to call forth advanced skills concerning linguistic and literary analysis in a didactic context.
- 3 The students are able to make a logically sound and a rich - regarding content - preparation of a lesson, whilst paying attention to the statement of the educational intention and the foreknowledge of the pupils. They take into account the different phases of a lesson (introduction, instruction, processing phase, fixing phase and evaluation).
- 4 The students are able to translate learning contents into varied and activating working methods, adapted to their intended public. By doing so, they connect with the environment and the interests of their pupils. They are using new media to do so.
- 5 The students know how the different skills must be integrated in the whole of a lesson.
- 6 The students are able to transfer the subject matter in a clear way and at a suitable pace to the pupils, whilst paying attention to the differentiation in the classical context and in the teaching usage.
- 7 The students are able to recognize language problems and language impediments. They are able to discuss in an efficient way the mistakes pupils make during class concerning content, structure, grammar, and pronunciation.
- 8 The students have advanced insights into language development teaching, phrasing of a question, and instruction language.
- 9 The students are permanently pursuing the thorough command of the following attitudes: decision-making ability, relational orientation, critical attitude, eagerness to learn, organizational ability, spirit 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, peer teaching, independent work

## Extra information on the teaching methods

Every week, students are introduced to substantive and relevant topics from the classroom, such as reading, writing, literature, etc. The didactics about these topics and some concrete cases from the classroom will be discussed.

The guidelines for the LIO-students are discussed individually.

## Learning materials and price

The learning materials are available via the online learning platform.

## References

- Nederlandse Taalunie (2017). 'Iedereen taalcompetent!' Den Haag: Nederlandse Taalunie. Online te raadplegen via: [taalunieversum.org/sites/tuv/files/downloads/Iedereen\\_taalcompetent\\_0.pdf](http://taalunieversum.org/sites/tuv/files/downloads/Iedereen_taalcompetent_0.pdf)
- Hajer, M.& Meestringa, T. (2009). 'Handboek Taalgericht vakonderwijs'. Amsterdam: Coutinho.
- Van den Branden, K. (2013). 'Onderwijs voor de 21ste eeuw. Een boek voor leerkrachten en ouders.' Leuven: Acco.
- Witte, T. (2008). 'Het oog van de meester'. Delft: Eburon.
- Vanhooren, S. & Wulftange, L. (2020). 'De taalcompetente leraar. Een referentiekader voor taalcompetenties van leraren in Nederland en Vlaanderen'. Den Haag: Nederlandse Taalunie.
- Schippers, M. e.a. (2022). 'Voluit taal'. Gent: OWL Press.
- D'Hoker, E. (2021). 'Leerlingen en literatuur'. Tiel: Lannoo.

## **Course content-related study coaching**

### **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

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

### **Facilities for Working Students**

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