

Teaching Methodology B: Dutch as a Foreign Language (H002267)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size	<i>(nominal values; actual values may depend on programme)</i>		
Credits 3.0	Study time 90 h	Contact hrs	17.5 h

Course offerings and teaching methods in academic year 2022-2023

A (semester 2)	Dutch	Gent	seminar	15.0 h
			guided self-study	5.0 h
			seminar: coached exercises	7.5 h
			self-reliant study activities	12.5 h

Lecturers in academic year 2022-2023

De Valck, Katrien	LW22	staff member
Deygers, Bart	LW22	lecturer-in-charge
Strybol, Jan	LW22	co-lecturer
Vanbuel, Marieke	LW22	co-lecturer

Offered in the following programmes in 2022-2023

	crdts	offering
Master of Science in Teaching in Languages (main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Languages (main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages (main subject East European Languages and Cultures)	3	A
Master of Science in Teaching in Languages (main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Health Sciences (main subject Medical Sciences)	3	A
Master of Science in Teaching in Languages (main subject Oriental Languages and Cultures)	3	A
Exchange Programme Linguistics and Literature	3	A
Master of Science in Teaching in Languages (abridged programme) (main subject African Languages and Cultures)	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 East European Languages and Cultures)	3	A
Master of Science in Teaching in Languages (abridged programme) (main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Health Sciences (abridged programme) (main subject Medical Sciences)	3	A
Master of Science in Teaching in Languages (abridged programme) (main subject Oriental Languages and Cultures)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A

Teaching languages

Dutch

Keywords

NT2 (Dutch as a Foreign Language)-research, autonomy of the learner, feedback

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

This course unit is organised around several 'capita selecta'. The following topics may be discussed:

- ICT skills for NT2-tutors (e.g., distance education)
- Didactic approaches regarding vocabulary education and grammar teaching
- Introduction to different NT2 teaching contexts, such as Centres for basic adult education, reception classes for newly-arrived migrant learners, university language centres
- Feedback and evaluation in NT2-teaching
- Autonomy for the learner: stimulating autonomous learning and knowledge of initiatives about informal learning
- Research into feedback of writing or speaking assignments (broadening the elementary knowledge about giving feedback on skills as discussed in Teaching Methodology A: Dutch as a Foreign Language)
- Research into NT2-acquisition and didactics: designing and executing a research project (group work)

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

Students are expected to have a high language proficiency in Dutch (level C1 in the CEFR).

Final competences

- 1 Students can demonstrate their knowledge about and their insight into research which examines the stumbling blocks in Dutch for foreign-language learners in terms of grammar and vocabulary
- 2 Students can apply the theory about learner autonomy to the development of NT2-learning material and in the classroom
- 3 Students can apply the theory about feedback, both for speaking and writing skills. They know the advantages and disadvantages of different forms of feedback, and can also apply these different methods to speaking and writing assignments for NT2-learners
- 4 Students can set up a small-scale literature review related to NT2-acquisition and didactics: they can demonstrate their knowledge about shortcomings in the research, formulate research questions and hypotheses.
- 5 Students are informed about the NT2-policy in Flanders: they can situate NT2-education in the wider context of multilingualism in education.
- 6 Students have a demonstrable insight in educational effectiveness and effective L2 didactics.

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

Guided self-study, seminar, self-reliant study activities, seminar: coached exercises

Extra information on the teaching methods

[As a result of COVID19 alternative methods may be rolled out if necessary.]

The LIO-guidelines can be found in the LIO-manual

Learning materials and price

Powerpoint presentations and articles/book chapters are available on the electronic learning environment.

Textbook:

Bossers, Bart, Kuiken, Folkert & Vermeer, Anne (red.). 2018. Textbook Nederlands als Tweede Taal in het Volwassenenonderwijs. Bussem: Uitgeverij Coutinho.

(This textbook is also used in Teaching Methodology A: Dutch as a Foreign Language.)

References

Appel, R. & Kuiken, F. (2006) Nederlands als tweede taal. Geschiedenis van een jong vakgebied. In J. Coenen & M. Hoefnagel (red.) Symposium NT2 revisited. 25 jaar Nederlands als tweede taal: de stand van zaken. Cd-rom. Amsterdam: WAP.

Beheydt, L. 2011. Uitspraakonderwijs Nederlands en normativiteit. In: Rasier L, Heuven V van, Defrancq B, Hiligsmann P (red.), Nederlands in het perspectief van uitspraakverwerving en contrastieve taalkunde. Gent: Academia Press, 101-118.

Bossers, B. (2015). Handboek Nederlands als Tweede Taal in het Volwassenenonderwijs, Uitgeverij Coutinho.

Jaspers, J. (2009). Red. Stedelijke meertaligheid en interculturele communicatie, Leuven: Acco.

Strybol, J. (2018) Een rollenmodel voor procesfeedback: over wie wat kan doen en vooral wanneer, intern document, PCVO Het Perspectief.

Vlaamse regering. (2016) Conceptnota aan de Vlaamse Regering. Betreft: uitbouw van een slagkrachtig NT2 beleid, doc 0297/ITER, http://integratiebeleid.vlaanderen.be/sites/default/files/atoms/files/ConceptnotaNT2_VR_20162503.pdf.

Course content-related study coaching

Study coaching is conducted by the teaching assistant / tutor.

Evaluation methods

end-of-term evaluation and continuous assessment

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

Oral examination

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

Oral examination

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Extra information end-of-term assessment: oral exam with open questions.

Extra information continuous assessment:

- Continuous assessment on the basis of assignments, cooperation and attitude.
- Attendance in class is mandatory. In the case of justified absences, replacement tasks are provided in consultation with the lecturer-in-charge.
- Description second exam opportunities: 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 with the teaching assistant / tutor can be obtained by appointment.

[As a result of COVID19 alternative evaluation forms may be rolled out if necessary.]

Calculation of the examination mark

The end-of-term assessment counts for 50% and the continuous assessment counts for 50%.

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).

Partial results on which the student obtained at least half of the marks can be transferred to the next examination period within the same academic year. Partial results are never rounded off.

Facilities for Working Students

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