

## Teaching Methodology A: Foreign Languages (H002272)

**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**

B (year)	Dutch	Gent	seminar
			peer teaching

**Lecturers in academic year 2023-2024**

Montero Perez, Maribel	LW06	lecturer-in-charge
Derudder, Greet	LW06	co-lecturer

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

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages (main subject African Languages and Cultures)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (main subject Applied Language Studies)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (main subject East European Languages and Cultures)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (main subject Linguistics and Literature)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (main subject Oriental Languages and Cultures)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject African Languages and Cultures)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Applied Language Studies)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject East European Languages and Cultures)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Linguistics and Literature)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Oriental Languages and Cultures)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	3	B

**Teaching languages**

Dutch

**Keywords**

Methods in foreign language teaching, foreign language acquisition, the four skills, grammar, vocabulary, feedback, CEFR, the adult learner, blended learning, online & distance learning

**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**

As attendance in this course is mandatory, this course cannot be added to the curriculum as of week 3.

The following theoretical topics are covered in this course unit:

- Theories on foreign language acquisition, methods in foreign language teaching
- Using the Common European Framework of Reference for Languages (CEFR)
- The adult learner and adult education
- Variables that influence foreign language learning
- The four skills: expanding on the subject matter
- Grammar and vocabulary
- Giving feedback
- Online module on distance learning and blended learning

The following topics are covered in the seminar:

- Working with curricula of different educational institutions
- Formulating lesson objectives
- Didactic methods in foreign language teaching
- Observation skills (i.a. with co-teaching)
- Reflecting on one's own teaching practice and those of fellow students

### **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/educatievemaester](http://www.ugent.be/educatievemaester).

For the sake of content alignment between Internship A and Teaching Methodology A, students are advised to include these courses simultaneously in their curriculum.

### **Final competences**

- 1 Students have an understanding of foreign language acquisition theory and translate this understanding into teaching practice.
- 2 Students know the various methods in foreign language teaching and can analyze approaches critically according to principles on effective language teaching.
- 3 Students know the characteristics of the adult learner and know which variables influence foreign language acquisition.
- 4 Students have an understanding of the workings of adult education.
- 5 Students can design effective vocabulary and grammar instruction.
- 6 Students can use the CEFR in designing lesson materials and assessments.
- 7 Students can formulate appropriate lesson objectives and design a well-constructed, structured and content-rich lesson preparation, taking into account the learners' initial situation.
- 8 Students can select appropriate and varied didactic methods to contribute effectively to the development of the skills and knowledge components.
- 9 Students can select appropriate didactic methods in a context of blended learning, distance learning and online learning, and critically reflect on the suitability of technology for achieving lesson objectives.
- 10 Students can give purposeful and motivating feedback on the process and product of learners.
- 11 Students can observe and report effectively, and draw meaningful conclusions from observations for their own teaching practice .

### **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**

Due to COVID-19, other teaching methods may be applied if deemed necessary.

Interactive seminars. Students may be asked to prepare sessions (e.g. read through a theoretical chapter, selecting exercises in lesson materials, bringing a textbook).

Peer teaching: students teach a short micro lesson with exercises on two or more of the four skills.

### **Learning materials and price**

PowerPoint presentations and background literature available on the electronic learning environment.

## References

- Dönszelmann, S., Van Beuningen, C., Kaal, A., & De Graaff, R. (2020). Handboek vreemdetalendidactiek. Coutinho.
- Kwakernaak, E. (2015). *Didactiek van het vreemdetalenonderwijs*. Bussum: Uitgeverij Coutinho.
- Loewen, S., & Sato, M. (2017). *The Routledge handbook of instructed second language acquisition*. Abingdon: Routledge.
- Ellis, R. (2015). *Understanding second language acquisition 2nd Edition*. Oxford: Oxford University Press.
- Long, M. (2014). *Second language acquisition and task-based language teaching*. Hoboken, NJ: John Wiley & Sons.
- ISP Nation (2005). *Handbook of research in second language teaching and learning*. Abingdon: Routledge.

### Course content-related study coaching

Study coaching is provided by the teaching assistants. Feedback takes place by appointment.

### Evaluation methods

end-of-term and continuous assessment

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

Oral assessment open-book

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

Oral assessment open-book

### Examination methods in case of permanent evaluation

Participation, assignment, skills test

### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

### Extra information on the examination methods

End-of-term evaluation: oral assessment, open book

Continuous assessment:

- Form: continuous assessment on the basis of assignments, peer teaching (micro teaching) participation and attitudes.
- Class attendance is mandatory. In the event of a legitimate absence, a substitute assignment will be provided in consultation with the lecturer-in-charge.
- Feedback: by appointment with the teaching assistants.

### Calculation of the examination mark

End-of-term assessment: 50%

Continuous assessment: 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).

### Facilities for Working Students

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