

## Teaching Methodology B: Foreign Languages (H002273)

**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 2026-2027

B (Year)

Dutch

Gent

seminar

peer teaching

### Lecturers in academic year 2026-2027

Derudder, Greet

LW06

staff member

Vanacker, Julie

LW06

staff member

Montero Perez, Maribel

LW06

lecturer-in-charge

### Offered in the following programmes in 2026-2027

**crdts**

**offering**

Master of Science in Teaching in Languages(main subject Applied Language Studies)

3

B

Master of Science in Teaching in Languages(main subject Linguistics and Literature)

3

B

Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)

3

B

Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)

3

B

Master of Science in Teaching in Languages (abridged programme)

3

B

### Teaching languages

Dutch

### Keywords

Assessment, feedback, differentiation, motivation, didactic research skills, didactic research, culture, literature, intercultural communication

### 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 following theoretical topics are covered in this course unit:

- Assessment in foreign language teaching
- Differentiation and remediation in diverse groups
- Motivation in foreign language teaching
- Research competences: didactic research in the field of foreign language acquisition and foreign language didactics
- Culture and intercultural communication in diverse groups
- Film, literature and music in foreign language teaching

The following topics are covered in the seminars:

- Reflecting on one's own teaching practice and those of fellow students
- Consulting specialized literature and incorporating insights in their own lessons

### 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).

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

### Final competences

- 1 Students can critically approach specialized literature and, on the basis of experimental research, conclude which approaches and didactic methods are best suited for specific lesson objectives.
- 2 Students can design a well-constructed lesson preparation, with attention to the insights gained from the consulted specialized literature concerning the four skills, grammar and vocabulary, and the topic of culture.
- 3 Students can assess language proficiency in an adapted and differentiated manner, by means of formative and summative assessment forms.
- 4 Students can utilize peer assessment in an appropriate manner.
- 5 Students can utilize differentiation, remediation and motivating teaching methods in an appropriate manner in diverse groups.
- 6 Students can pursue open intercultural communication in a diverse group, as a teacher with the learners, as well as among learners, as well as between learners and native speakers in the country of the target language.

### 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

### Extra information on the teaching methods

Peer teaching: students teach a short micro lesson on the topic of culture.

Interactive seminars: students can be asked to prepare a session (e.g., formulate a practice-oriented problem for the session on research competences).

This course assumes the responsible use of generative artificial intelligence (GAI).

During the course, what this means will be explained.

### Study material

Type: Slides

Name: Ufora course and reader of the course "Teaching Methodology B : foreign languages"

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Online Available : Yes

Available in the Library : No

Available through Student Association : No

### 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.

### 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**

Skills test, Participation, 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:

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

**Calculation of the examination mark**

100% continuous assessment divided over assignments and peer teaching

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.