

Teaching Methodology: German (H002615)

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

Credits 9.0 **Study time 270 h**

Course offerings in academic year 2026-2027

J (Year) Dutch, German Gent

Lecturers in academic year 2026-2027

Anaf, Griet	LW07	staff member
Zwaenepoel, Tom	LW07	staff member
Biebuyck, Benjamin	LW07	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)	9	J
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	9	J
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	9	J
Master of Science in Teaching in Languages (abridged programme)	9	J

Teaching languages

German, Dutch

Keywords

Teaching methodology, German as a foreign language, curricula and curriculum objectives, didactic principles, class preparation and development of learning materials, forms of interaction (in different group sizes), competency-based forms of work, receptive and productive skills, microteaching, manuals and textbooks, class management, scholarly journals, diversity.

Position of the course

This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives. The degree of mastery is specified in the competence matrix which can be consulted on www.ugent.be/educatievemaster

At the start of the academic year, students attend 3 lectures that focus on theoretical concepts and language didactic frameworks. These frameworks are then applied in the teaching methodologies within the discipline. Students who do not take up all teaching methodologies in the same academic year (e.g. integrated pathway eduma), follow these three sessions at the start of the teaching methodology they take up first.

Contents

The course unit consists of two parts: an **instructional part** in which theoretical content is incorporated, and a **practice part** in which the students get to work with the acquired material themselves and reflect collectively on their practical experiences.

The instructional part can be offered both on campus and in (asynchronous) digital format. Students are informed about the concrete schedule in a timely manner.

Some modules are used across language didactics (e.g. lesson preparation).

General sessions on language pedagogy: students attend three lectures focusing on theoretical concepts and language pedagogical frameworks. These frameworks

are then applied in the subject-specific pedagogy courses within the field. In the case of a split curriculum (e.g., the integrated eduma track), students take the three sessions alongside the first subject-specific pedagogy course.

In the instructional moments, the following topics are covered, each time involved in the German lesson:

- the specific challenges of foreign language acquisition
- curricula and curriculum objectives of German in the various networks and teaching methods
- the receptive and productive skills in German lessons (reading, listening, writing, speaking, holding a conversation)
- textbooks and manuals
- development of learning materials
- balanced lesson structure, activating forms of work, classroom management
- classroom language
- teaching methods
- differentiation
- ICT/Advanced learning/Bookwidgets/Smartschool
- Evaluation
- Dealing with socio-economic-cultural and other diversities
- thematic series (literature, history, Landeskunde)
- projects (collaborative learning, cross-curricular learning)
- research skills
- starting careers as teachers

If circumstances permit, we organize a field trip to Bonn in the first half of the year as part of this subject (visit to the Deutsche Welle, the Beethovengymnasium, the Haus der Geschichte). More details on this in the first lesson.

In the practice moments, the students engage themselves, give each other feedback and receive feedback from the team of teachers. In this learning process we also make room for peer review and joint discussion of internship experiences.

Initial competences

Students are expected to have acquired sufficient domain-specific knowledge (for example bachelor program Linguistics and Literary Studies or Applied linguistics with German) before starting the course unit. The entry requirements to the subject didactics are regulated. More information can be consulted at www.ugent.be/educatievemaester.

Since attendance in classes is mandatory, the course unit cannot be included in the curriculum from lesson week 3 onwards.

For reasons of content alignment, it is appropriate to take this teaching methodology concurrently with Internship German (H002615). An exception will be made only for students who re-enroll in this course and have successfully completed the Internship.

Final competences

- 1 The students are able to prepare a well-structured and content-strong lesson, paying due attention to the teaching plan and the pupils' prior knowledge.
- 2 The students can implement content in adequate, varied, efficient, activating and relevant didactic procedures.
- 3 The students take all four skills (reading, speaking, writing and listening) into account in their lesson planning; they aim at a balance between skills and knowledge, especially when teaching grammar.
- 4 Students are able to communicate the subject matter to students in clear language and at an appropriate pace and to take into account the uniqueness of and internal diversity within the target group.
- 5 Students are able to correctly select, use and implement both media and classroom management resources in their teaching practice.
- 6 The students are able to respond efficiently to mistakes made by pupils during the lesson with regard to content, vocabulary, grammar, and pronunciation.
- 7 The students are able to achieve a stated objective within one lesson unit, including an introductory phase and moments of evaluation and paying due attention to the speed and duration of the lesson.
- 8 The students are able to constructively handle criticism (feedback) and recommendations from the mentor and the supervisor.

- 9 Students know how to activate and enhance the immediate learning environment and the interests of students and the classroom taking into account the specific focuses of the school or school community.
- 10 Students possess the ability to leverage students' research skills based on their own scholarly background.
- 11 Students are able to critically approach scholarly literature and, based on practical research, conclude which methods and didactic formats are most appropriate to obtain specific teaching objectives.
- 12 Students can evaluate language proficiency in an appropriate and differentiated manner using formative and summative forms of evaluation; they can evaluate their own performance and that of fellow students in a reflective and constructive manner.
- 13 Students are able to pursue open intercultural communication in a diverse group, both as teachers with learners, between learners, and between learners and native German speakers.
- 14 Students have an understanding of the theoretical aspects of language acquisition and language teaching and apply this understanding to classroom 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, Lecture, Peer teaching

Extra information on the teaching methods

The year plan includes 18 sessions, not including the 3 lectures. All classes are interactive and require active input from participants. Those who cannot attend will make a substitute assignment.

For the theory part, interactive work seminars are used. For the exercises part, the following didactic work forms are used: work seminars, task-oriented work forms, role play.

For student teachers in a LIO job: LIO guidelines can be found in the LIO manual. A number of moments of contact, intervision and guidance are provided.

All participants prepare a lesson according to the instructions, which they bring forward as microteaching (20 minutes) and which will be discussed in one of the sessions. In the second semester, participants present a second microteaching (again 20 minutes), in which they pay special attention to the embedding of the lesson in a lesson series (focusing on literature, history or Landeskunde) and on research skills. At the end of the second semester, participants in groups of three present a collaborative project (15 minutes).

This course unit assumes responsible use of generative artificial intelligence (GenAI). What is meant by this is explained during the class series. Students are expected to do the digital module for students on GenAI, unless they have already done so for another course.

Upon simple request, the classes will be recorded, and the recordings will be made available until the end of the resit.

Study material

Type: Handbook

Name: DaF Unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache

Indicative price: € 22

Optional: no

Language : Other

Author : Brinitzer, Michaela et al.

ISBN : 978-3-12675-308-1

Number of Pages : 200

Oldest Usable Edition : 2e

Online Available : No

Available in the Library : Yes

Usability and Lifetime within the Course Unit : regularly

Usability and Lifetime within the Study Programme : regularly

Usability and Lifetime after the Study Programme : occasionally

Additional information: This handbook is used in all courses in teaching methodology German ("Initiation teaching methodology German", "Teaching methodology A: German" and "Teaching methodology B: German")

References

- DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache* (2013), H-J Hantschel, M. Brinitzer, S. Kroemer, Klett Verlag
Goethe Institut, Deutsch lehren, <http://www.goethe.de/lhr/mat/deindex.htm>
E. Kwakernaak: *Didactiek van het vreemdetalenonderwijs*. Bussum 2009
Heidi Rösch: *Deutsch als Zweit- und Fremdsprache*. Berlin: Akademie Verlag, 2011
Swantje Ehlers: *Literaturdidaktik: eine Einführung*. Stuttgart: Reclam, 2016
Ursula Bertels, Claudia Bußmann: *Handbuch Interkulturelle Didaktik*. Münster: Waxmann, 2020
Handbuch Transdisziplinäre Didaktik. Ed. Tobias Schmohl, Thorsten Philipp. Bielefeld: Transkript, 2021
Neue Perspektiven einer kulturwissenschaftlich orientierten Literaturdidaktik. Ed. Sigrith Thielking, Miriam Esau, Michael Hofmann. Würzburg: Königshausen & Neumann, 2023
Wolfgang Gehring: *Fremdsprache Deutsche (DaF/DaZ) unterrichten*. Bad Heilbrunn: Julius Klinkhardt, 2023
Textbooks: *Alles im Griff, Alles klar, Spitze*

Course content-related study coaching

- Study coaching is provided by academic staff members.
 - Interactive support using the digital learning environment.
- Feedback: during office hours, by appointment (on campus or online), by e-mail

Assessment moments

end-of-term and continuous assessment

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

Oral assessment, Written assessment with open-ended questions

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

Oral assessment, Written assessment with open-ended questions

Examination methods in case of permanent assessment

Participation, Presentation

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

Permanent evaluation, based on tasks, cooperation and attitudes. Hence is active presence during the seminars obligatory. Students who cannot be present, make a substitute assignment.

Description of second exam opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken.

The use of any GenAI-tool during the written examen is explicitly forbidden and may lead to a disciplinary procedure.

Calculation of the examination mark

- Micro teachings and group presentation: 45%
- Participation: 15%
- Written and oral exam: 40 %

Ramifications of the unfounded absence or non-participation in (part of) the permanent evaluation: students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.

Facilities for Working Students

To be determined in consultation with the instructor in charge.