

## Teaching Methodology: English (H002617)

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

**Credits 9.0** **Study time 270 h**

### Course offerings and teaching methods in academic year 2026-2027

J (Year)	Dutch, English	Gent		
			independent work	0.0h
			seminar	0.0h
			lecture	0.0h
			peer teaching	0.0h

### Lecturers in academic year 2026-2027

Cockelbergh, Peter	LW22	staff member
Laire, Delphine	LW22	staff member
Vanmarsnille, Lien	LW22	staff member
Eyckmans, June	LW22	lecturer-in-charge

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

	crdts	offering
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	9	J
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	9	J

### Teaching languages

English, Dutch

### Keywords

TEFL: Teaching English as a foreign language

### Position of the course

This course contributes to the realisation of the required professional teacher competencies in accordance with the English teaching methodology.

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

### Contents

The contents fit in with the subject related education in the bachelor's and master's programme.

This course offers guidelines for TEFL in higher secondary education based on recent research within EFL.

The following topics will be treated:

- Introduction to language acquisition and foreign language teaching methodologies, with specific focus on English as a Foreign Language.
- The position of the school subject (English as a foreign language within the educational landscape, national and network curricula, objectives/attainment targets; the CEFR)
- The skills (reading, writing listening, speaking)
- Knowledge components (grammar, vocabulary)

- Analysing and writing lesson plans
- literature and cultural education
- evaluation and assessment
- classroom differentiation
- classmanagement
- research competences for teaching and for pupils
- interdisciplinary and project-based teaching

All of these topics will be placed in a theoretical and practical context in seminars. General sessions on language didactics: students attend three lectures focusing on theoretical concepts and frameworks for language teaching. These frameworks are then applied within subject-specific didactics in their field of study. In case of a distributed program (e.g. Integrated Eduma track), students follow the three sessions together with the first subject didactics course.

Presence in class is compulsory. This holds for the seminars as well as the lectures.

### **Initial competences**

Students are expected to have acquired sufficient domain-specific knowledge before starting the course unit. The entry requirements to the subject didactics are regulated. More information can be consulted at [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster).

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

### **Final competences**

- 1 Translating the theoretical insights into classroom practice: Students have an understanding of theoretical aspects of language acquisition and language didactics and translate this understanding into classroom practice.
- 2 Correctly determining and operationalizing the objectives in relation to the attainment targets and curriculums
- 3 Correctly using academic course content and specific expertise, and translating these into content for the classroom
- 4 Developing, analysing and evaluating lesson plans
- 5 Selecting teaching methods and taking into account the academic insights concerning second-language acquisition
- 6 Correctly selecting, using and implementing media in the classroom
- 7 Aligning the selected content and teaching methods with diversity (concerning interests, learning status and learning profile) in groups of English learners
- 8 Correctly evaluating/assessing specific expertise and taking into account the theoretical context and guidelines concerning assessment
- 9 Recognising and addressing language problems and mistakes of learners
- 10 Correctly organising and implementing class management in the English classes, in view of the diversity of the groups of learners
- 11 Correctly interpreting academic didactic literature, and correctly translating these insights into the classroom (lesson draft and lesson experience) for all the subdisciplines of the English course
- 12 Correctly supervising the research competences of learners within the work experience, and taking into account the diversity and reality of the groups of English learners
- 13 Defining and working out (inter)disciplinary topics for research assignments and projects
- 14 Mastering the attitudes as determined in the starting competencies for a teacher, including the ability to make decisions, the ability to form relationships, the ability to reflect critically, curiosity, the ability to organise, the ability to collaborate, and a sense of responsibility.
- 15 Mastering English at C2 level
- 16 Having advanced skills in linguistic and literary analysis

### **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, Independent work, Peer teaching

### Extra information on the teaching methods

On campus lectures and seminars.  
Students attend three theoretical lectures in semester 1.  
Peer teaching (group work): students deliver two micro-lessons.  
No recordings will be made of the seminars.  
*This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons this will be explained.*

### Study material

Type: Slides

Name: Teaching Methodology English  
Indicative price: Free or paid by faculty  
Optional: no  
Language : English  
Available on Ufora : Yes

### References

Zwier, L. J. & Boers, F. English (2023) L2 Vocabulary Learning and Teaching (ESL & Applied Linguistics Professional Series). Routledge.  
Boers, Frank (2021) Evaluating Second Language Vocabulary and Grammar Instruction: A Synthesis of the Research on Teaching Words, Phrases, and Patterns. Routledge.  
Harmer, Jeremy (2007), How to Teach English. Longman  
Brooks, Abbott & Bills (2007), Preparing to Teach in Secondary Schools- a student teacher's guide. Open University Press.  
Dönszelmann, S., van Beuningen, C., Kaal, A., & de Graaff, R. (2020). *Handboek vreemdetalendidactiek: Vertrekpunten, vaardigheden, vakinhoud*. Hogeschool Utrecht.

### Course content-related study coaching

- Study coaching is provided by teaching assistants.
- Interactive support using Ufora.
- By appointment.

### Assessment moments

end-of-term and continuous assessment

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

Oral assessment

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

Oral assessment

### Examination methods in case of permanent assessment

Presentation, 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

Assignment and presentation refer to the microteaching (the oral presentation as well as the written materials that need to be handed in as a portfolio). One micro lesson counts for 3 out of 20 point (a total of 6 out of 20 points).  
Oral assessment refers to an oral exam about the course content and the portfolio.

### Calculation of the examination mark

Attendance in class is compulsory.  
Students who eschew one or more parts of the assessment can no longer obtain a pass mark for the course unit. Should the final mark be higher than 10/20, it will be reduced to the highest non-tolerable mark (i.e. 7/20).

### Facilities for Working Students

Students with working student status can find the facilities on Ufora.

