

## Teaching Methodology: French (H002619)

**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, French	Gent		
			independent work	0.0h
			seminar	0.0h
			lecture	0.0h
			peer teaching	0.0h

### Lecturers in academic year 2026-2027

Verroens, Filip	LW06	staff member
Montero Perez, Maribel	LW06	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="#">Exchange Programme 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

French, Dutch

### Keywords

foreign language acquisition, foreign language teaching, French, skills, grammar, vocabulary, assessment, feedback, lesson preparation, curricula, attainment targets, CEFR, teaching methods, intercultural competence, literature

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

### Contents

*Teaching Methodology French* - The following topics are covered in this course unit:

- Foreign language acquisition: theoretical principles and variables influencing second/foreign language acquisition
- Specialized literature for French as a foreign language
- Methods in foreign language teaching
- French in the Flemish educational context and *le prof de FLE*
- Curricula, attainment targets and the Common European Framework of Reference (CEFR)
- Lesson objectives, lesson preparation, annual planning
- Receptive and productive skills
- Grammar and vocabulary
- Teaching methods and approaches in (online) foreign language education
- Teaching materials

- Assessment, differentiation and feedback in foreign language education
- Intercultural competence, culture, literature
- Project-based teaching, research competences in secondary education
- Error analysis

*General sessions on language didactics:* students attend three lectures focusing on theoretical concepts and frameworks in language didactics. These frameworks are subsequently applied within the subject-specific didactics. In the case of a spread curriculum (e.g., the Master of Teaching after a bachelor program), students follow these 3 lectures in parallel with their first Teaching methodology course.

### 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 Teaching Methodology French and Internship French, students are advised to include these courses simultaneously in their curriculum.

### Final competences

- 1 Students have insight into theoretical aspects of second language acquisition and language didactics and translate this insight into teaching practice.
- 2 Students know various methods in foreign language teaching (French) and can critically analyse approaches in light of principles of effective foreign language teaching.
- 3 Students can determine the initial situation of learners of French, analyse their needs, and understand the context of French language education in Flanders.
- 4 Students can select and use appropriate media to design lesson content that connects with learners' background and experiences.
- 5 Students can select and apply appropriate and varied didactic methods for French language education (both blended and distance education), adapted to the target group's initial situation.
- 6 Students can formulate appropriate lesson objectives and develop a well-structured, coherent and content-rich lesson plan that takes into account the context and learners' initial situation.
- 7 Students know principles for effective didactics of skills (reading, listening, writing, speaking), knowledge (vocabulary, grammar), and literature.
- 8 Students can assess (aspects of) French language proficiency using appropriate formative and summative assessment methods and provide suitable feedback.
- 9 Students use appropriate attainment targets, curricula and CEFR descriptors when designing teaching materials and lesson plans.
- 10 Students can identify and remediate language problems among learners of French as a foreign language.
- 11 Students can select appropriate materials and methods to develop research competencies in secondary-school pupils.
- 12 Students can critically engage with academic literature and evaluate which methods and didactic teaching approaches are most suitable for specific learning objectives in French as a foreign language.
- 13 Students have advanced proficiency in French (C1) and can convey learning content to learners in fluent, accurate and appropriately adapted 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, Lecture, Independent work, Peer teaching

### Extra information on the teaching methods

- Lecture: students attend three lectures in semester 1.
- Peer teaching: students give two micro-lessons.
- Seminar: interactive teaching methods during sessions; students may be asked to prepare sessions (e.g. reviewing a knowledge clip or teaching materials) or complete tasks during class (individually or in groups).

- Independent study: students complete an assignment as part of the assessment. No lecture recordings are made.

### Study material

Type: Handouts

Name: Handouts, exercises and reader Vakdidactiek Frans

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Online Available : Yes

Type: Handouts

Name: Possible printing cost for didactic materials for microteaching

Indicative price: € 5

Optional: no

### References

Dönszelmann, S., Van Beuningen, C., Kaal, A., & De Graaff, R. (2020). Handboek vreemdetalendidactiek. Coutinho.

Loewen, S., & Sato, M. (2017). The Routledge handbook of instructed second language acquisition. Abingdon: Routledge.

Leclercq, P., Edmonds, A., & Sneed German, E. (Eds.). (2021). *Introduction à l'acquisition des langues étrangères*. De Boeck Supérieur.

Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2–13. <https://doi.org/10.2167/illt039.0>

### Course content-related study coaching

Academic guidance is provided by the instructors.

Feedback is offered during sessions, via Ufora, and by appointment.

### Assessment moments

end-of-term and continuous assessment

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

Written assessment open-book

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

Written assessment open-book

### Examination methods in case of permanent assessment

Skills test, 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

- End-of-term assessment: written open-book exam.
- Continuous assessment: based on peer teaching (micro-lessons and accompanying lesson plan) and a written assignment.

Class attendance is mandatory.

### Calculation of the examination mark

The end-of-term assessment accounts for 50% and the continuous assessment for 50% of the total score.

For a total of 20 points: each micro-lesson counts for 3 points (6 points in total), the exam for 10 points, and the assignment for 4 points.

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 10 out of 20, it will be reduced to the highest possible score that cannot be deliberated (9/20 at most).

### Facilities for Working Students

To be determined in consultation with the responsible teacher.