

Teaching Methodology: Dutch (H002623)

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	Gent		
			peer teaching	0.0h
			group work	0.0h
			independent work	0.0h
			seminar	0.0h
			lecture	0.0h

Lecturers in academic year 2026-2027

Corteville, Ine	LW07	staff member
De Bel, Lieve	LW07	staff member
Vanacker, Katrien	LW07	staff member
Desplenter, Youri	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
Exchange Programme 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

Dutch

Keywords

Language and literature education, didactics

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

Contents

The course content aligns with the subject-specific training of students in the bachelor's or master's program.

In the theoretical section, the following general aspects are covered:

- Within mother tongue education: language proficiency, language system, language use, language technology, vocabulary, literature;
- Guidelines for mother tongue education in higher secondary education, based on recent research and vision texts from, among others, <http://taalunie.org/> and <https://www.klascement.net/talen/thema/taaltrekkers-nederlands/>;
- The position of Dutch as a subject (social position, curricula, and final objectives);
- Subject literature (teaching methods, journals, etc.);
- Specific attention to questioning, instructional language, and language support;

- The subject Dutch as support for research competencies.

In the practical section, the following topics are addressed:

- Analyzing and preparing lesson plans with a view to internships;
- Didactic skills and guidelines for classroom management in setting up learning environments;
- Communication skills in general and language skills in particular;
- Skills related to differentiation, evaluation, and remediation;
- Translating academic content into educational content;
- Development of thematic lesson series and well-structured projects;
- Various evaluation and testing forms within the subject area (portfolio for skills or literature education, self-evaluation, peer evaluations, rubric, etc.).

The above topics will be framed both theoretically and practically during the contact sessions.

At the start of the academic year, students attend three lectures focusing on theoretical concepts and language didactic frameworks. These frameworks are then applied in subject didactics within the subject area. In case of distribution (e.g., integrated eduma trajectory), students attend these three sessions at the start of the first subject didactics.

Initial competences

Students have taken the courses in the first and second year of the standard learning track, or have obtained the final competences in another way.

Final competences

- 1 Students can translate theoretical insights and specific domain knowledge into varied, activating teaching methods, with attention to evidence-informed language didactics. They also pay attention to the most optimal supporting media.
- 2 The students have obtained insights into the relation between goals of a lesson on the one side and final attainment levels and statement of the educational intention on the other side.
- 3 The students have knowledge of recent teaching methods and specialist journals or websites concerning Dutch didactics.
- 4 Students can apply varied and activating teaching methods tailored to the target audience, with attention to supporting media and a rich learning environment.
- 5 Students can design a powerful language learning environment that integrates attention to language proficiency, language system, language use, language technology, vocabulary, and literature.
- 6 Students can design well-structured and content-rich lesson series and (interdisciplinary) projects, with attention to the curriculum, students' prior knowledge, and objectives. They take into account the different lesson phases (introduction, instruction, processing, consolidation, and/or evaluation phase).
- 7 Students can design research projects for secondary school students.
- 8 Students can correctly employ questioning and instructional language in practice, taking into account the initial situation of the students.
- 9 Students can effectively differentiate in instruction, support, and assessment, with attention to both language-weak and language-strong students.
- 10 Students can design and analyze assignments and assessment forms that map and support language development.
- 11 Students can promote language development in a meaningful context with attention to motivation.
- 12 Students learn to critically engage with language technology tools (limitations and ethical concerns) and can thus help their students understand the scientific and societal importance of language technology in subjects such as 'Language Editing and Language Technology'/'Language Editing and Communication'.
- 13 Students have an understanding of theoretical aspects of language acquisition and language pedagogy, and are able to translate this understanding into classroom practice.
- 14 Students can adopt an investigative attitude: they can be critical, understand, know, share, and innovate. In this way, they can utilize and introduce innovative elements.
- 15 Students can identify and clearly formulate a practical problem; translate that

problem into a research question and sub-questions; develop a research plan; collect, store, and process data; formulate, evaluate, and report conclusions.

16 Students can use correct and rich language, both in writing and speaking. They have the necessary discipline to proofread their texts, ensuring that worksheets and courses are presented to students without errors. They can also promote these basic attitudes regarding language awareness and metacognition in students.

17 Students continually strive to master the following attitudes: linguistic disposition, decisiveness, relational orientation, critical mindset, eagerness to learn, organizational skills, sense of collaboration, and sense of responsibility.

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

Group work, Seminar, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

Each week, a thematically relevant topic from educational practice is introduced, such as reading skills, writing skills, or literature education. We discuss subject-specific didactic theorization related to these components, followed by the analysis of concrete case studies drawn from school practice. Students are expected to prepare for the classes (with guidance where appropriate).

In addition, students attend three theoretical lecture sessions during the first semester.

The group assignment refers to the development of a project (in groups) within the framework of the annual exchange with the University of Antwerp and KU Leuven, presented in the form of a project fair.

Peer teaching refers to the delivery of two microteaching sessions.

Guidelines for the LIO trajectory are discussed individually with students.

No class recordings are made for this course unit.

This course unit is based on the responsible use of generative artificial intelligence (GAI). The meaning and scope of this concept are explained during the course series.

Study material

Type: Slides

Name: nvt

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Type: Reader

Name: nvt

Indicative price: Free or paid by faculty

Optional: no

Type: Handouts

Name: nvt

Indicative price: Free or paid by faculty

Optional: no

References

- Witte, T. (2008). *Het oog van de meester*. Groningen: UOCC
- Hajer, M. & Meestringa, T. (2020). *Handboek taalgericht vakonderwijs*. Bussum: Coutinho
- Van den Branden, K. (2013). *Onderwijs voor de 21ste eeuw. Een boek voor leerkrachten en ouders*. Leuven: Acco
- Nederlandse Taalunie (2023). 'Samen sterk voor taalcompetentie. Actieplan voor de implementatie van 'Iedereen taalcompetent' in het onderwijs'. Den Haag: Nederlandse Taalunie
- Valcke, M. (2023). *Krachtig voor de klas. Je onderwijs succesvol afstemmen op diverse groepen*. Gent: OWL Borgerhoff-Lamberigts.

- Vanhooren, S. & Wulftange, L. (2020). 'De taalcompetente leraar. Een referentiekader voor taalcompetenties van leraren in Nederland en Vlaanderen'. Den Haag: Nederlandse Taalunie
- D'Hoker, E. (2021). *Leerlingen en literatuur*. Tiel: Lannoo
- Schiepers, M. e. a. (2022). *Voluit taal. Didactiek Nederlands voor de eerste en tweede graad van het secundair onderwijs*. Leuven: Borgerhoff & Lamberigts
- Dera, J. (2023). *Vaardig met vakinhoud*. Bussum: Coutinho.
- duikintaal.be/taaltrekkers/

The above are suggestions for further reading. They do not need to be purchased. The course materials are provided (free of charge) on Ufora.

Course content-related study coaching

Study guidance is provided by the instructors.

Interactive support via Ufora.

Feedback via email and Ufora, during contact hours or 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

Participation, 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

- 'Participation' refers to the two peer teachings (microteachings). The student receives feedback from peers and educational didacticians afterward.
- 'Assignment' refers to the development of a lesson series.
- 'Presentation' refers to the project for the project fair.

For LIOs, the evaluation is determined individually.

Calculation of the examination mark

Continuous assessment (100%):

- Participation: 30%
- Assignment 1: 20%
- Assignment 2: 20%
- Presentation: 30%

If one does not participate in one or more components of the evaluation, it is not possible to pass the entire course unit. If the final score in that case would be 10 or more out of twenty, it will be reduced to the highest non-deliberable score (at most 9/20).

Attendance in classes is mandatory. Those who are absent without valid reason may also receive a non-deliberable final score.

Since attendance in classes is mandatory, this course cannot be added to the curriculum after the third week of classes.

Facilities for Working Students

To be determined in consultation with the responsible instructor (also applies to LIO students).