

Teaching Methodology: Foreign Languages (H002627)

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

Gent

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\(main subject African Languages and Cultures\)](#)

9

J

[Master of Science in Teaching in Languages\(main subject Applied Language Studies\)](#)

9

J

[Master of Science in Teaching in Languages\(main subject East European Languages and Cultures\)](#)

9

J

[Master of Science in Teaching in Languages\(main subject Linguistics and Literature\)](#)

9

J

[Master of Science in Teaching in Languages\(main subject Oriental Languages and Cultures\)](#)

9

J

[Master of Science in Teaching in Languages \(abridged programme\)\(main subject African Languages and Cultures\)](#)

9

J

[Master of Science in Teaching in Languages \(abridged programme\)\(main subject Applied Language Studies\)](#)

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J

[Master of Science in Teaching in Languages \(abridged programme\)\(main subject East European Languages and Cultures\)](#)

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 \(abridged programme\)\(main subject Oriental Languages and Cultures\)](#)

9

J

[Master of Science in Teaching in Languages \(abridged programme\)](#)

9

J

Teaching languages

Dutch

Keywords

Foreign language acquisition, foreign language teaching, the four skills, CEFR, curricula and lesson objectives, grammar, vocabulary, online and blended learning, the adult learner, assessment, feedback, differentiation, motivation, culture, literature, observation, reflection

Position of the course

This course contributes to the realization of the final competences in preparation 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

In this course unit the following theoretical subjects will be discussed:

- Theories about foreign language acquisition, didactic methods in foreign language education, the *four strands*
- Using the Common European Framework (CEFR)
- Curricula: working with curricula of different educational institutions

- Formulate lesson objectives and create lesson preparations, taking into account the learners' initial skills
- The four skills: reading, listening, speaking, writing; Designing activities according to the criteria of a good reading, listening, speaking, and writing exercises
- Grammar and vocabulary: the role of grammar and vocabulary and designing activities for practicing and automatising grammar and vocabulary knowledge
- Didactic methods in foreign language education, including for online and blended learning in foreign language education
- Observational skills and reflecting on the own teaching practice and the teaching practice of fellow students (e.g., during microteachings)
- The adult learner and adult education; (individual) variables that influence that influence foreign language learning
- Differentiation and remediation in diverse groups
- Motivation in foreign language teaching
- Culture and intercultural communication in diverse groups
- Assessment and feedback in foreign language teaching
- Film, literature and music in foreign language teaching
- Consulting specialized literature (e.g., didactic research) and incorporating insights in their own lessons

Students attend 3 lectures with a focus on theoretical concepts and language-didactic frameworks. Subsequently, these frameworks are applied in the teaching practice within the domain. In case of a spread curriculum (e.g., the Master in Teaching, after a bachelor programme), students follow these 3 lectures 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.

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

Final competences

- 1 Students have an understanding of theoretical aspects of language acquisition and didactics and translate this understanding into teaching practice.
- 2 Students know the various methods in foreign language teaching and can analyze approaches critically according to principles on effective language teaching.
- 3 Students know the characteristics of the adult learner and know which variables influence foreign language acquisition.
- 4 Students know the basic principles for the teaching of the four skills (reading, listening, writing, speaking).
- 5 Students can use the CEFR in designing lesson materials and assessments.
- 6 Students can formulate appropriate lesson objectives and design a well-constructed, structured and content-rich lesson preparation, taking into account the learners' initial situation.
- 7 Students can select appropriate and varied didactic methods to contribute effectively to the development of the skills and knowledge components.
- 8 Students can select appropriate didactic methods in a context of blended learning, distance learning and online learning, and critically reflect on the suitability of technology for achieving lesson objectives.
- 9 Students have an understanding of the workings of adult education.
- 10 Students can observe and report effectively, and draw meaningful conclusions from observations for their own teaching practice.
- 11 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.
- 12 Students can assess (aspects of) language proficiency in an adapted and differentiated manner, by means of formative and summative assessment forms and give purposeful feedback on the process and product of learners.
- 13 Students can utilize differentiation, remediation and motivating teaching

methods in an appropriate manner in diverse groups.

14 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.

15 Students can reflect on their own teaching practice and that of their peers.

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, Peer teaching

Extra information on the teaching methods

Lecture: students attend 3 general theoretical lectures in semester 1.

Interactive working methods during sessions. Students can be asked to prepare sessions (e.g. read a theoretical chapter) or to prepare assignments during the sessions (individual and group work).

Peer teaching; students give two micro lessons (1 in semester 1 and 1 in semester 2).

Recordings of the sessions are not available.

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

What this entails will be explained during the course.

Study material

Type: Handouts

Name: Ufora course and reader of the course "teaching methodology: 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

Usability and Lifetime within the Course Unit : intensive

Usability and Lifetime within the Study Programme : regularly

Usability and Lifetime after the Study Programme : occasionally

Type: Handouts

Name: Possible printing cost for didactic materials for microteaching

Indicative price: € 5

Optional: no

Language : Dutch

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.

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.

Nation, I. S. P. (2005). *Handbook of research in second language teaching and learning*. Abingdon: Routledge.

Course content-related study coaching

Feedback 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, 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

End-of-term evaluation: written exam, open book.

Continuous assessment on the basis of peer teaching (micro teaching & lesson preparation) and assignment.

Class attendance is mandatory.

Calculation of the examination mark

The end-of-term assessment accounts for 50% and the continuous assessment accounts for 50%: each microteaching accounts for 3 points out of 20 (6 points out of 20 in total), the exam for 10 points out of 20, and the assignment for 4 points out of 20.

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 discussed with the lecturer-in-charge.