## Course Specifications

Valid as from the academic year 2019-2020

### Specific Foreign Language Methodology (H001758)

<table>
<thead>
<tr>
<th>Course size</th>
<th>(nominal values; actual values may depend on programme)</th>
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<tr>
<td>Credits</td>
<td>Study time 180 h</td>
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### Course offerings and teaching methods in academic year 2019-2020

| A (semester 1) | Dutch | microteaching | 30.0 h |
|               |       | seminar       | 30.0 h |

### Lecturers in academic year 2019-2020

| Vogl, Ulrike | LW06 | lecturer-in-charge |

### Offered in the following programmes in 2019-2020

| Academic Teacher Education in Languages and Cultures | 6 | A |

### Teaching languages
- Dutch

### Keywords
- Foreign language acquisition, adult education, communicative approach

### Position of the course

This course contributes to the realisation of the basis professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on www.lerarenopleiding.ugent.be

### Contents

This course has the same content as the course “Specifieke vreemdetalendidactiek” within “SLO Taal- en letterkunde”. Students taking the “SLO- Talen en Culturen” take some extra classes on teaching Dutch to foreigners, which are not obligatory for students who enroll for “SLO- Taal- en letterkunde”.

In this course the following subjects are dealt with:
- theories about foreign language acquisition
- approaches in foreign language teaching, with focus on the communicative and functional approach
- variables influencing foreign language acquisition
- adult education
- the adult learner
- the curriculum used in all Flemish education systems
- didactical principles used in the subject area
- the four skills, grammar and vocabulary
- specific aspects of teaching Dutch to foreigners

### Practical part:
- observation skills
- preparing a lesson; formulating targets
- basic teaching skills (instructions, questions, class management etc)

### Initial competences

- being able to apply theories about foreign language education when preparing a language class
- criticism towards the methods and approaches in foreign languages attitudes
- being able to test and implement theories about foreign language acquisition
- knowledge about the adult learner
- knowledge about target public and aspects of teaching Dutch to foreigners
- apply didactic theory on the four skills

### Final competences

(Approved) 1
• apply theory of didactics of supportive knowledge

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

Microteaching, seminar

Extra information on the teaching methods

Microteaching is a foreign language lesson at a beginners' level. The student-teachers - teachers in training - in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervision and coaching. A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

Learning materials and price

Powerpoint presentations available on Minerva.

References

Bossers Bart, Folkert Kuiken, Anne Vermeer (red.), 2010: *Handboek Nederlands als tweede taal in het volwassenenonderwijs*


Krashen, S: 1984: *Principles and Practice in Second Language Acquisition*

Sanz, Ch. (red), 2005: *Mind and Context in Adult Second Language Acquisition*

Course content-related study coaching

Study coaching is provided by the teaching assistants.

Evaluation methods

end-of-term evaluation and continuous assessment.

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

Open book examination.

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

Open book examination.

Examination methods in case of permanent evaluation

Participation, assignment.

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible.

Extra information on the examination methods

The student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based their assignments in their portfolio.

Periodical evaluation: written exam.

Non-periodical evaluation:

• Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes.

• Frequence: presence during the exercises is mandatory. Only two absences that are justified, are accepted.

• 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.

• Feedback: on appointment with teaching assistants.

Calculation of the examination mark

A combination of periodic evaluation (50 %) and permanent evaluation (50 %). Special conditions to succeed: students have toparticipate in both the periodic evaluation and the permanent evaluation. 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. Students must be enrolled in the teacher training program by October 15 at the latest. Seeing presence in the exercises is mandatory, a student must be present in the first lesson. This is also the case for the Students in a LIO trajectory.