

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.



5 credits

30.0 h + 30.0 h

Q2

Teacher(s)	De Cock Sylvie ;Dumont Amandine (compensates Gilquin Gaëtanelle) ;Gilquin Gaëtanelle (coordinator) ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	<ul style="list-style-type: none"> • Speaking and listening exercises to improve students' aural and oral communicative skills • Writing and reading exercises. Starting from authentic and varied texts, the course offers both an initiation to reading techniques (extensive and intensive reading, skimming, scanning, etc.) and an opportunity to produce different text types (summary, translation, commentary, analysis, etc.). <p>As the course is taught to students specializing in languages, special attention will be devoted to language accuracy, complexity and fluency.</p>
Aims	<p>Acquire an upper intermediate level of communicative competence in the following skills: listening, speaking (with or without interaction), reading and writing.</p> <p>After completing the course the student will be able to:</p> <ul style="list-style-type: none"> • understand and take part in an unplanned conversation (e.g. with a native speaker) about an everyday topic or a topic dealt with in the media; • take part in a discussion about a topic with which s/he is familiar: understand the arguments put forward, be able to summarize them and express a personal opinion; • follow factual information presented e.g. on the radio or on television; summarize and/or present it; • accurately understand non-technical authentic written texts; • summarize, comment and present the information contained in the documents seen in class; • produce clear and structured written documents of a relatively informal character (personal letters, e-mails, notes, etc.). <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>(1) Continuous assessment</p> <ol style="list-style-type: none"> 1. Active participation in class and in the exercise sessions 2. Portfolio of individual written assignments spread over the term <p>(2) The exam for the course is made up of five main parts:</p> <ol style="list-style-type: none"> 1. Oral production (with and without interaction): 20% of the final grade 2. Written production: 15% of the final grade 3. Reading comprehension: 20% of the final grade 4. Listening comprehension: 20% of the final grade 5. Focus on forms/accuracy (vocabulary and error detection/correction): 25% of the final grade <p>Students who get a grade lower than 8/20 for one of the five main parts of the exam (listening comprehension, reading comprehension, written production, oral production, and focus on forms/accuracy) will fail the course overall (7/20 or less if the mean is lower).</p> <p>During the resits (September session), students shall be required to retake only the parts for which they failed to achieve a passing score (10/20).</p> <p>WORDS OF CAUTION:</p> <ul style="list-style-type: none"> - For the first exam session, the listening comprehension and the written production will take place before the official exam session (i.e. in May). No "catch-up" session will be organized for these parts of the exam. - Students who have not handed in all the written assignments of the portfolio on time will have marks deducted from the written production part of the final grade (one mark per missing or late assignment).
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>A combination of whole group teaching and more practical sessions.</p>

Content	<ul style="list-style-type: none"> • Listening exercises • Pronunciation exercises • Conversation activities (e.g. role plays, games, presentations followed by discussions) • Introduction to effective reading techniques • Reading for Meaning • Introduction to different types of writing and their respective linguistic specificities • Writing of different text types
Inline resources	Moodle
Bibliography	Gairns, R. & Redman, S. (2008). Oxford Word Skills (Advanced). Oxford University Press.
Faculty or entity in charge	LMOD

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Modern Languages and Literatures: German, Dutch and English	GERM1BA	5		
Bachelor in Modern Languages and Literatures : General	ROGE1BA	5		
Minor in English Studies	LANGL100I	5		