






The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

5.00 credits

30.0 h + 30.0 h

Q1 and Q2

Language :	Deutsch
Place of the course	Louvain-la-Neuve
Prerequisites	Solid knowledge of German linguistics. Consolidated B2+ level in German.
Main themes	<p>In the first part, the objectives of teaching German in the context of the Wallonia-Brussels Federation (FWB) will be discussed, along with the theory and practice of the "task" and didactic sequences. The focus will be on the typology of tasks based on the social interactions involved (target task, social action-oriented tasks, and real-world tasks). The quality criteria for textbooks, formative and summative assessment techniques, as well as corrective feedback strategies and error analysis in learners, will also be covered.</p> <p>Next, the course will address the distinction between formal evaluations and learning tasks and will explore the role of the teacher in classroom interaction, particularly through exercises aimed at strengthening students' written and oral expression skills.</p> <p>The second part of the course will focus on the presentation, implementation, and critical analysis of didactic sequences designed by the students. Through concrete case studies, students will be encouraged to develop their communicative skills in various contexts. They will also be encouraged to adopt the role of teacher-researcher in order to promote their reflective skills.</p>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <ul style="list-style-type: none"> <li>• Understand, explain and illustrate the links between theories, recent research findings on foreign language learning, and different teaching methods.</li> <li>• Analyse and evaluate the quality and relevance of various types of teaching resources and tools (e.g. textbooks, tests, digital tools), taking into account a variety of contexts and learning objectives.</li> <li>• Formulate learning objectives, design teaching tasks and assessments of various types in line with the reference frameworks and programmes in FWB, taking account of theories and scientific research in the field. based on the reference frameworks (FWB).</li> <li>• Develop diversified sequences adapted to the skills targeted in specific contexts</li> <li>• Developing a reflective analysis of one's own teaching output and practices in order to enhance one's skills and adopt the role of teacher-researcher (lifelong learning).</li> <li>• Collaborate effectively with (future) teacher colleagues and other stakeholders in the educational community to design, implement and evaluate practices, while contributing to the development of an inclusive and caring learning environment.</li> <li>• Demonstrate an excellent command of the target language and use a linguistic repertoire adapted to the needs of different classroom situations (interaction management, correction, explanations) and different teaching contexts, at C1 level.</li> </ul>
Faculty or entity in charge	ELAL

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] of Education, Section 4 : Modern Languages	LMOD2M4	5		
Master [60] of Education, Section 5 : Modern Languages	LMOD2M5	5		
Master [120] of Education, Section 4 : Modern Languages - Translation and Interpretation	TRAD2M4	5		
Master [60] of Education, Section 5 : Modern Languages - Translation and Interpretation	TRAD2M5	5		
Master [120] of Education, Section 4 : French	FRAN2M4	5		
Master [60] of Education, Section 5 : French	FRAN2M5	5		