






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 :	English
Place of the course	Louvain-la-Neuve
Prerequisites	Have a minimum B2+ level of proficiency in English.
Main themes	<ul style="list-style-type: none"> • Reference frameworks and linguistic policies (local and European). • Factors influencing second language acquisition (SLA). • Learning strategies. • Evolution of teaching approaches with a focus on TBLT (Task-Based Language Teaching) and communica(c)tive approaches. • Development of various communicative skills. • Feedback and various forms of corrective responses. • Teacher talk. • Formative and summative evaluation. • Use of technology and AI in and outside the classroom. • Pedagogical differentiation and inclusion. • Classroom management and collaborative approach. • Design and planning of lesson sequences. • Reflective return on teaching practices and attitudes. • Professional identity and pedagogical awareness.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1. Understand, explain, and illustrate the links between theories, recent research findings on learning, and various methods/approaches in language teaching in general and English teaching in particular. 2. Analyze and evaluate the quality and relevance of various types of educational resources and tools (e.g., textbooks, tests, digital tools), taking into account varied contexts and learning objectives. 3. Formulate learning objectives, design pedagogical tasks and various types of assessments that are aligned, while adhering to the relevant reference frameworks and programs in the FWB, and considering scientific theories and research on the subject. 4. Develop diversified lesson sequences adapted to the targeted competencies in specific contexts. 5. Develop a reflective analysis of one's own productions and teaching practices in order to strengthen competencies and adopt the role of teacher-researcher (lifelong learning). 6. Collaborate effectively with fellow (future) teachers and other stakeholders in the educational community to design, implement, and evaluate teaching practices, while contributing to the development of an inclusive and supportive learning environment. 7. Demonstrate excellent mastery of the target language (English) and use a linguistic repertoire suitable for various classroom situations (interaction management, correction, explanations) and diverse pedagogical contexts, at a C1 level. <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>
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		