






5.00 credits

22.5 h

Q2

Teacher(s)	Bibauw Serge ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	The concepts, principles, methods and structures of didactic sequences seen in Didactics of French as a Foreign Language (LFLE2005) will be considered as known.
Main themes	<ol style="list-style-type: none"> 1. Teaching of languages for specific purposes 2. Needs analysis 3. Gender analysis 4. Design of courses with specific objectives
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 Analyze a language teaching situation based on specific needs; 2 Recognize the linguistic specificities of specialized discourse in French; 3 Develop a training program in French as a foreign language in accordance with the principles of the didactics of French for specific purposes and the task-based approach; 4 Construct a didactic use (with different types of exercises and activities) of an authentic document from a specialized discourse. <p>This teaching unit contributes to the development and mastery of the following skills and knowledge from the School of Languages and Arts syllabus (see ELAL AA table).</p>
Evaluation methods	<p>Learning outcomes will be assessed through several components:</p> <ul style="list-style-type: none"> • Final project (85%): preparation during the semester of the various stages of developing a language course with specific objectives, with submission of a final report. Group work on a specific case study. Individual participation within the group may be assessed separately from the group's final report. The project may give rise to a presentation of the results to the whole group. <ul style="list-style-type: none"> • An individual oral assessment, focusing on the presentation of the final report and on the mastery of the skills targeted by the course, may be organised to supplement the assessment of the work. • Preparatory reading and active participation (15%), through collaborative annotation of readings on Perusall, active participation during the course and participation in ongoing work activities on Moodle.
Teaching methods	<p>Interactive lecture, encouraging questions and contributions, and soliciting participation through immediate surveys (Woodclap type).</p> <p>Pre-reading each week to be done online, on Perusall, via Moodle. Active, collaborative reading is taken into account in the final assessment.</p>
Content	<p>Foundations of languages for specific purposes</p> <ul style="list-style-type: none"> • Concepts and terminology • History: from specialized language to LSP <p>Needs analysis</p> <ul style="list-style-type: none"> • Stakeholders and literature review • Analysis of the target situation • Analysis of the initial situation <p>Analysis of specialist discourse</p> <ul style="list-style-type: none"> • Characteristics of professional languages • Gender analysis

	Course design <ul style="list-style-type: none">• Objectives, skills, tasks• Task-based approach• Gender approach• Construction of sequences and projects
Faculty or entity in charge	ELAL

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in French and Romance Languages and Literatures : French as a Foreign Language	FLE2M	5		
Master [120] in Modern Languages and Literatures : German, Dutch and English	GERM2M	5		
Master [120] in Modern Languages and Literatures : General	ROGE2M	5		
Master [120] in French and Romance Languages and Literatures : General	ROM2M	5		
Master [120] of Education, Section 4 : Modern Languages	LMOD2M4	5		
Master [120] of Education, Section 4 : French	FRAN2M4	5		