








5.00 credits

30.0 h + 30.0 h

Q1 and Q2

Teacher(s)	Suner Munoz Ferran ;
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>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> • Understand, explain and illustrate the links between theories, recent research findings on foreign language learning, and different teaching methods. • 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. • 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). • Develop diversified sequences adapted to the skills targeted in specific contexts • 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). • 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. • 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.
Evaluation methods	<p>Continuous assessment (40% of the final grade):</p> <ul style="list-style-type: none"> • Active participation in course sessions and activities (class interaction, group work, participation in two study days jointly organized with the Goethe-Institut and KU Leuven in March and May 2026, as well as the implementation of a Practice Exploration Project (PEP) in a school) (20%). • Regular work in virtual classrooms on the Goethe-Institut's learning platform, required for completing the exercises and tasks of DLL 4 (20%). <p>Final evaluation (60% of the final grade):</p> <ul style="list-style-type: none"> • Written assignment to be submitted in the June session, focusing on the planning and implementation of a Practice Exploration Project (PEP) around a question arising from the students' experiences, reactions, and interests, as well as on a didactic sequence presented and discussed in class (40% of the final grade). • Oral exam in the June session, based on a didactic sequence previously presented and discussed in the theoretical and seminar parts of the course (20% of the final grade). <p>In the case of a second exam registration, the student retakes only the parts of the final evaluation that were not successfully completed.</p> <p>Generative Artificial Intelligence (AI): if used, it must be used responsibly and in accordance with academic and scientific integrity practices. Since scientific integrity requires the citation of sources, the use of AI must always be declared.</p>

Teaching methods	Documents are available on moodle, but personal notes are still essential (which implies that attendance is required). A personal documentation effort parallel to the course is required. The participation in an inter-university training day organized by the coordinator and the completion of supervised micro-teaching sessions by a mentor teacher may also be required.
Content	<ul style="list-style-type: none"> • Foundations and reference frameworks: definitions, functions and purposes of assessment; competence levels, standards, and curricula. • Typology and design of instruments: assessment methods (diagnostic, formative, summative, standardized, alternative), task specifications, scoring criteria, and principles of validity. • Practices and applications: performance analysis, grading strategies, integration of informal assessment, peer assessment, self-assessment, and dynamic assessment. • Case studies and practical workshops: development and validation of tasks, implementation of PEP projects, and critical discussion of implications for teaching and research. <p>As part of the course, students will have the opportunity to obtain an official joint certificate from the Goethe-Institut and UCLouvain for the "Deutsch Lehren und Lernen" (DLL) program. Since obtaining this certificate requires a B2 language level, a certified language test from the Goethe-Institut could be organized free of charge for students, if the course coordinators deem it necessary.</p>
Inline resources	For this course, the moodle platform of the Goethe-Institut will be used in addition to the regular moodle platform.
Faculty or entity in charge	ELAL

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : General	ROGE2A	4		
Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : German, Dutch and English	GERM2A	4		
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		