

5.00 credits








30.0 h + 30.0 h

Q1 and Q2


This learning unit is not open to incoming exchange students!

Teacher(s)	Meunier Fanny ;
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>

Evaluation methods	<p>June assessment</p> <ul style="list-style-type: none"> • 20% Continuous assessment: active participation in the activities of Volume 2. • 20% Written assignment: creation of a teaching sequence including learner materials and methodological notes, in line with the instructions provided during Volume 2. • 60% Oral exam: held in June. It will consist of a commentary on the written assignment (updated and improved version of the teaching sequence developed during Volume 2) as well as a discussion on certain topics covered in Volume 1 and their possible illustration in the written assignment. During this exam, language proficiency (C1) and the use of linguistic resources covered in the course will be assessed. <p>August assessment</p> <ul style="list-style-type: none"> • 80% Oral exam: consisting of a commentary on the written assignment (updated and improved version of the teaching sequence developed during Volume 2), as well as a discussion on certain topics covered in Volume 1 and their possible illustration in the written assignment. The student will also be required to present one activity from their sequence in a micro-teaching format. Language proficiency (C1) and the use of linguistic resources covered in the course will be assessed. • 20% Written assignment: creation of a teaching sequence including learner materials and methodological notes, in line with the instructions provided during Volume 2.
Teaching methods	The lecture and seminar are delivered in person in English. They alternate between theoretical lectures, discussions, peer feedback, flipped classroom activities, practical applications, micro-teaching sessions, etc.
Content	<p>Aims and objectives of English as a foreign language; approaches, tools and techniques of teaching and learning; design of learning sequences including assessment.</p> <p>The lecture part (Volume 1 – 30h) focuses on methods and approaches to the various aspects related to the teaching of English as a foreign language at the upper secondary level, as well as on recent research in second language acquisition.</p> <p>The seminar (Volume 2 – 30h) focuses on the preparation and implementation of lessons and sequences by students. The concepts introduced in Volume 1 are put into practice and articulated through discussions, reflective analyses, sharing of activities, and micro-teaching exercises. In these activities, students will co-construct and practise a repertoire of useful linguistic resources in order to develop their communicative competence and their command of both spoken and written English in professional situations (classroom teaching, professional development activities, etc.).</p>
Inline resources	All course materials are available on Moodle.
Bibliography	Moodle
Other infos	Generative artificial intelligence (AI) must be used responsibly and in accordance with academic and scientific integrity practices.
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		