

5.00 credits

37.5 h






Q1



This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>This course aims to introduce:</p> <ol style="list-style-type: none"> 1. The role and organization of modern language teaching within the core curriculum and the intended progression of language learning (from language awareness to language acquisition). 2. Cross-curricular legal requirements (e.g., competency frameworks), requirements specific to different education networks (e.g., modern language curricula), and various support tools or resources available to teachers in the FWB. 3. Key concepts that teachers will need to implement in their profession (e.g., pedagogical alignment, differentiation, assessment, reasonable accommodations). 4. The pedagogical and didactic specificities of language awareness (M1 to P2). 5. The pedagogical and didactic specificities of modern language learning from P3 to S3.
Learning outcomes	<p>At the end of this learning unit, the student is able to : Specific Course Objectives By the end of this Teaching Unit, the student will be able to:</p> <ul style="list-style-type: none"> • Effectively use the curricula and competency frameworks of the core curriculum related to modern languages. • Apply and critically analyze these requirements when selecting resources and preparing lesson sequences that could be used with core curriculum students. <p>General Objectives This learning unit contributes to the development and mastery of the following competencies and learning outcomes:</p> <p>1. Competencies of the Institutional, Social, and Cultural Actor</p> <ol style="list-style-type: none"> 1.2. Understand ethical issues and adhere to the professional deontological and regulatory frameworks from a democratic and responsible perspective. 1.3.2. Ensure that schools serve as places where students learn, develop, and grow in a positive environment rather than as institutions of selection. <p>3. Competencies of the Organizer and Facilitator of Learning in an Evolving Dynamic</p> <ol style="list-style-type: none"> 3.1. Master disciplinary content, its epistemological foundations, scientific and technological evolution, didactics, and teaching methodology. 3.2. Master knowledge related to learning processes and research on different teaching models and theories. 3.4. Consider and develop the linguistic dimensions of learning and teaching, paying particular attention to the language of schooling or learning and being aware of the socially and culturally unequal familiarity with it. 3.5. Act as a pedagogue within the classroom and the school in a collective perspective, particularly through: <ol style="list-style-type: none"> 3.5.1. Designing and implementing a teaching and learning approach that includes diverse practices to enhance student motivation, promote self-confidence, and foster creativity, initiative, and cooperation. 3.5.2. Designing, selecting, and using didactic materials, textbooks, educational software, and other pedagogical tools. 3.5.3. Developing and using observation and assessment tools, with assessment specifically aimed at being comprehensive and formative, encouraging student responsibility and engagement in their learning. 3.5.4. Designing and implementing differentiated pedagogical practices and personalized student support that consider prior learning, learner profiles, and, where applicable, specific needs, relying in particular on co-teaching or pedagogical co-intervention. <p>4. Competencies of the Reflective Practitioner</p> <ol style="list-style-type: none"> 4.3. Gradually build a professional identity, notably by using personal professional development tools such as a portfolio.

Evaluation methods	<p>Continuous assessment throughout the year (20% of final grade): Weighted results based on practical work during the semester and class participation.</p> <p>January session (80% of final grade): Oral exam covering material covered in the first semester (theory and practical work).</p> <p>September session: Oral exam covering the material covered in the first semester (theory and practical application).</p>
Teaching methods	<p>The course on learning and teaching modern languages within the core curriculum (M1-S3) will be accompanied by numerous practical applications. Through educational activities and practical use of the tools available, students will discover the methodology for teaching modern languages within the framework of the legal requirements (Modern Languages Program and Reference Framework) of the core curriculum.</p> <p>Students will learn key concepts by applying them in sequences ranging from M1 to S3.</p> <p>A parallel will also be drawn with LLMOD9101 (observation internship in modern languages in the Core Curriculum and its seminar), with students being invited to make connections between their observations during the internship and the concepts covered in class.</p> <p>All practical work will take place in person.</p>
Content	<p>This course aims to introduce and explore:</p> <ol style="list-style-type: none"> 1. the specific pedagogical and didactic features of language awareness (M1 to P2) 2. the specific pedagogical and didactic features of modern language learning from P3 to S3). 3. the place/organization of modern language teaching in the core curriculum and the planned progression of learning for these languages (from language awareness to language learning). <p>This course also aims to explore and analyze</p> <ol style="list-style-type: none"> 1. cross-cutting legal requirements (e.g., competency frameworks), requirements that depend on various education networks (e.g., modern language programs), and the various support tools or resources available to teachers in FWB. 2. key concepts that teachers will need to implement in their professional practice (e.g., pedagogical alignment, differentiation, assessment, reasonable accommodations, mediation),
Bibliography	<p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. <i>Psychological Science in the Public interest</i>, 14(1), 4-58.</p> <p>On classroom English/teacher talk</p> <p>Nicaise, E. (2022). Enhancing oral communication in the EFL classroom: Teacher talk as a powerful means of language acquisition. <i>Textus</i>, 35(1), 117-140.</p> <p>Nicaise, E. (2021). Native and non-native teacher talk in the EFL classroom: A corpus-informed study. Routledge.</p> <p>On the best teaching approach for teenagers :</p> <p>Nicaise, E. (2024). To drill or not to drill? Towards a holistic approach in teaching English as a foreign language. <i>NEXUS: Connecting teaching practice and research</i>, 4(1), 177-189</p> <p>https://ifpc-fw.be/v5/documents/tc/refLM.pdf</p> <p>https://extranet.segec.be/gedsearch/document/80159</p> <p>https://segec.be</p> <p>https://enseignementcatholique.be</p>
Faculty or entity in charge	FIAL

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	5		
Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : German, Dutch and English	GERM2A	5		
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		