






This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<ul style="list-style-type: none"> • C1 level in the target languages taught. • Successful completion of the corresponding language Didactics courses.
Main themes	<p>The course is divided into two parts, according to the languages followed by the student. Each part includes an internship and a seminar to accompany the internship.</p> <p>For the internship:</p> <p>In accordance with Title II, Chapter V of the RFIE 2021 decree, student trainees will be placed in professional situations. These professional situations should enable them to test their professional project, gradually develop their professional identity, build a reflective practitioner attitude, deepen their subject knowledge, including the didactics of the languages taught, as well as pedagogical differentiation, remediation, personalised support and co-teaching, develop skills linked to the social role of the teacher and gradually learn to work independently and as part of a team.</p> <p>In these professional situations, the student-trainee will be required to carry out classroom activities (observation of teachers and learners, teaching) and out-of-class activities (for example, observation of the school institution, socio-professional integration/organisational socialisation activities, active participation in year, subject, interdisciplinary or project consultations, in connection with steering plans, remedial periods, participation in a pedagogical day, a class council, a group or individual parents' meeting, etc.).</p> <p>For the seminar:</p> <p>In terms of support for placements, the group seminars will work on teaching identity, the representations of trainees, the pedagogical, didactic, relational, social and organisational dimensions of professional practice, and reflexivity</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> • Plan and design teaching sequences in line with official frameworks and curricula. • Manage the organizational and practical aspects of the course (access to teaching materials, group management, etc.). • Implement a didactic approach tailored to students' needs and proficiency levels. • Effectively manage a classroom and maintain a learning-conducive environment. • Promote oral and written interaction in the target language through diverse activities. • Differentiate instruction to address the diversity of student profiles and needs. • Assess students' language skills using formative and summative assessment tools. • Provide various types of feedback to support students in their learning process. • Adjust teaching practices based on feedback from internship mentors. • Analyze and refine teaching practices through personal critical reflection. • Actively participate in school life by engaging in projects and related activities. • Develop an ethical and reflective professional stance as a language teacher. • Use a linguistic repertoire suited to different classroom situations (interaction management, correction, explanations) and various educational contexts, at the C1 level.
Evaluation methods	<p>Each partim of the internship (i.e., each of the two languages taught) will be assessed separately. However, failure in one of the partims may result in overall failure of the internship.</p> <p>Weighting of the final mark for each part (each language):</p> <ul style="list-style-type: none"> • 45% for the final internship visit • 45% for the internship supervisor(s)' report • 10% for the reflective portfolio. <p>In order to be authorised to undertake the internship, students must demonstrate C1 level proficiency in the language, as evidenced by passing a language proficiency test.</p> <p>As internships are carried out during the academic year, it is not possible to complete or retake the practical part of the internship in the September session. The mark obtained in June for the practical part of the internship is therefore final for the academic year.</p>

<p>Teaching methods</p>	<p>Formative and summative assessment grids will be presented to students and completed by internship supervisors and teaching staff.</p> <p>Several formative feedback sessions will be given to trainees during the support seminar, during an internship visit or during intervision sessions. They may also be asked to provide a video of a class sequence or a case report. They will receive formative feedback during the co-analysis of this video or case.</p> <p>Students will be required to gradually build and complete a reflective portfolio.</p> <p>The support seminars will be participatory.</p>
<p>Content</p>	<p>The 90 hours of internship are divided into 45 hours per language.</p> <p>For each language:</p> <ul style="list-style-type: none"> • 10 hours of observation and co-teaching with the permanent teacher: leading lessons in pairs (the lesson is mainly prepared by the permanent teacher). From observation to gradually taking charge of lessons. • 25 hours of independent teaching: taking full responsibility for teaching lessons (preparation and teaching). • 10 hours of extracurricular professional socialisation activities: for example, participation in a class council, a school teaching day or a meeting with parents, organisation of a cultural project (exchange, correspondence, etc.), support for students in difficulty (tutoring, personalised support), collaborative design and implementation of fun or interdisciplinary activities. <p>If the first formative assessment is negative, the student will complete 5 additional hours of teaching (to be deducted from the hours of extracurricular activities).</p> <p>These placements will be supervised by a support seminar. Various sessions will be planned throughout the year and will cover the following topics, among others:</p> <ul style="list-style-type: none"> • Formalities, expectations and assessment of placements. • Teaching identity (representations, attitudes). • Classroom observation methodology. • Co-teaching methodology. • Preparation and development of a teaching plan. • Group intervision (ideally during the placement): analysis of 'successes' or 'critical incidents'. • Individual intervision based on a classroom video or case report. • Internship review; reflection; setting personal goals (for the next internship or professional practice). <p>Language proficiency test</p> <p>For languages that the student does not already have a C1 or higher level of proficiency in according to the Common European Framework of Reference (CEFR), based on the results of a mock language proficiency test at the beginning of the academic year, students will be offered ways to improve and strengthen their language proficiency in order to prepare them to validate the required level of language proficiency.</p>
<p>Inline resources</p>	<p>See on Moodle the common e-learning space for all modern languages (LLMOD9003), as well as potential spaces dedicated to the organization of internships in specific languages (such as Stages en FLE on UCLearn).</p>
<p>Other infos</p>	<p>In formal education, the ban on wearing religious symbols, when stipulated in the school's internal regulations, also applies to student teachers.</p>
<p>Faculty or entity in charge</p>	<p>FIAL</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] of Education, Section 4 : Modern Languages	LMOD2M4	15		
Master [60] of Education, Section 5 : Modern Languages	LMOD2M5	15		
Master [120] of Education, Section 4 : Modern Languages - Translation and Interpretation	TRAD2M4	15		
Master [60] of Education, Section 5 : Modern Languages - Translation and Interpretation	TRAD2M5	15		