UCLouvain

LMOD2M4

2025 - 2026

Master [120] of Education, Section 4 : Modern Languages

⚠️ *The version you're consulting is not definitive. This programme still may change. The final version will be published on 1th June.*

At Louvain-la-Neuve - 120 credits - 2 years - Day schedule - In French
Dissertation/Graduation Project : **YES** - Internship : **YES**
Activities in English: **NO** - Activities in other languages : **NO**
Activities on other sites : **NO**
Main study domain : **Sciences de l'éducation et Enseignement**
Organized by: **Faculty of Philosophy, Arts and Letters (FIAL)**
Programme acronym: **LMOD2M4**

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LMOD2M4 - Introduction

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Introduction

Introduction

The master's degree in teaching (section 4) is the educational qualification required for access to the teaching profession in upper secondary education. It is awarded on completion of a 120-credit course. This is a second cycle course obtained after a bachelor's degree giving access to this master's in teaching (section 4). The subject orientation of this Master's in Teaching (section 4) determines the subjects that can be taught in upper secondary education.

The aim of the Master of Teaching (Section 4) programme is to provide students with initial training that will enable them to acquire the knowledge and skills that are essential for an effective start in the teaching profession and for positive career development.

Your profile

You wish to teach your subject in the last three years of upper secondary education.

You meet the entry requirements for this programme.

Your future job

Teacher in upper secondary education

Your programme

The programme is based on :

- a teaching method that alternates lectures, seminars in small groups, conferences and professional practice placements ;

- a programme approach that closely and complementarily combines theory and practice;

- a strong emphasis on work placements in upper secondary education, with support for professional practice throughout the course

- students are given responsibility for acquiring the knowledge, skills and attitudes associated with the teaching profession.

LMOD2M4 - Teaching profile

Learning outcomes

UCLouvain and its partners in the higher education institutions associated with this programme aim to train teaching professionals who are well-educated, creative, autonomous, ready to work in a team and committed to a democratic project for the school and for society.

Teachers are called upon to play an essential role with their pupils, as set out in the Education Code of 3 May 2019:
- to promote the self-confidence and personal development of all pupils ;
- help all pupils to acquire the knowledge and skills that will enable them to become lifelong learners and to play an active role in economic, social and cultural life;
- prepare all pupils to be responsible citizens, capable of contributing to the development of a democratic, caring and pluralist society that is open to other cultures;
- ensure that all pupils have equal opportunities for social emancipation.

Initial teacher training is based on the mastery of prior knowledge that students will have to mobilise and develop through various activities during their Master's degree:
- knowledge of the subject(s) to be taught ;
- clear and correct communication in the language of instruction, both orally and in writing;
- a critical and independent relationship with reference knowledge (scientific and cultural);
- interpersonal skills related to the profile of the profession;
- a rich general culture and an openness to the diversity of cultures which will enable future pupils to become aware of the world and its transformations;
- a desire to contribute to the democratising role of schools.

At the end of the master's degree in teaching (section 4), the graduate will have acquired and demonstrated mastery of the knowledge and skills listed below. These are defined with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training.

On successful completion of this programme, each student is able to :

1. The skills of the institutional, social and cultural player. These skills are reflected in the following abilities:

1.1. act as a social and cultural player within the school and society, including in their transformation, integrate diversity and develop citizenship practices for greater social cohesion;
1.2. understand the ethical issues and respect the ethical and regulatory frameworks of the profession from a democratic and responsible perspective;
1.3. analyse the organisational and institutional environment of the education system and act within it, in particular by interacting with colleagues, parents, management and other players in order to :
1.3.1. be part of the school's management process and take part in processes to improve the French Community's education system;
1.3.2. make the school a place where pupils learn, develop and train in a positive climate, and not a place of selection.
1.4. control his/her administrative situation and monitor his/her personal administrative file.

2. The skills of the player in a learning organisation in a collective dynamic. These skills are reflected in the following abilities:

2.1. become involved in collaborative working within an educational team in order to increase professionalism and expertise by mobilising collective intelligence, particularly during consultations ;
2.2. identify his/her individual training needs and participate in identifying the training needs of the teaching team;
2.3. contribute to the dissemination, within the educational team, of the knowledge acquired through continuous training or the skills developed through such training or through experience.

3. The skills of the organiser and supervisor of learning in an evolving dynamic. These skills are reflected in the following abilities:

3.1. mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and teaching methodology;
3.2. master knowledge of learning processes and research into the various models and theories of teaching;
3.3. have a thorough command of written and spoken French in order to teach and communicate appropriately in the various contexts and disciplines related to the profession;
3.4. take account of and develop the linguistic dimensions of learning and teaching, paying attention to the language of schooling or language of learning and being aware of the socially and culturally unequal nature of familiarisation with it;
3.5. act as a teacher within the class and the school as a whole, in particular through :
3.5.1. the design, choice and use of teaching materials, textbooks, school software and other teaching aids;
3.5.2. the design, choice and use of teaching materials, textbooks, school software and other teaching aids;
3.5.3. constructing and using observation and assessment aids, the latter being specifically designed to be comprehensive and formative, encouraging pupils to take responsibility for and participate in their learning;
3.5.4. designing and implementing differentiated teaching practices and personalised support for pupils, taking account of their prior learning, their learner profile and, where appropriate, their specific needs, and relying in particular on co-teaching or co-intervention ;
3.5.5. setting up interdisciplinary learning activities;
3.6. master the integration of digital technologies into their teaching practices;
3.7. take account of media literacy, EVRAS and gender in a cross-curricular way;
3.8. create a supportive relational framework to facilitate communication with pupils, their environment, particularly their families, and with colleagues;
3.9. manage the class group in educational and teaching situations in a way that is stimulating, structuring and reassuring.

4. The skills of the reflective practitioner. These skills are reflected in the following abilities:

4.1. read critically the results of scientific research in education and didactics and draw on them for their teaching activities, as well as drawing on various disciplines in the human sciences to analyse and act in professional situations ;

4.2. carry out, individually and with his/her peers, critical and rigorous observation and analysis of his/her own practices and their impact on his/her pupils, in order to regulate his/her teaching and develop the strategies and conditions for its implementation with a view to effectiveness and equity;

4.3.

gradually build up their professional identity, in particular by using personal professional development tools such as the portfolio.

Programme structure

The master's degree in teaching (section 4) is organised with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training in the Wallonia-Brussels Federation and the decree of 17 December 2003 organising the neutrality inherent in official subsidised education and laying down various measures relating to education.

The Master's programme in teaching (section 4), totalling 120 credits, is organised as a joint degree between the University and the Hautes Écoles. 80 credits are paid for by the University and 40 credits by the Hautes Écoles. It is organised around several training categories:

- subject-based
- didactics and pedagogy
- human and social sciences
- internships
- research and integration.

LMOD2M4 Programme

Detailed programme by subject

CORE COURSES

⦿ Mandatory
❁ Optional
△ Not offered in 2025-2026
⊘ Not offered in 2025-2026 but offered the following year
⊕ Offered in 2025-2026 but not the following year
△ ⊕ Not offered in 2025-2026 or the following year
🟨 Activity with requisites
🌐 Open to incoming exchange students
🌐 Not open to incoming exchange students
[FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

Year
1 2

⦿ Didactics and pedagogy (25 credits)

⦿ One of the following courses:

❁ LEISS2101	Pédagogie générale [C] *Cours dispensé à LLN en horaire de jour*		[FR] [q1] [37.5h] [5 Credits] 🌐	x	
❁ LEISS2102	Pédagogie générale [C] *Cours dispensé à LLN en horaire décalé*		[FR] [q1] [37.5h] [5 Credits] 🌐	x	
❁ MEISS2103	Pédagogie générale [C] *Cours dispensé à Mons en horaire décalé*		[FR] [q1] [30h] [5 Credits] 🌐	x	
⦿ LEISS2107	Ecole et diversités [C]		[FR] [q1] [22.5h+15h] [5 Credits] 🌐		x

					Year	
					1	2
○ LLMOD2001	Teaching and learning core modern languages [C]			FR [q1] [37.5h] [5 Credits] ⊕	x	

○ Didactics (10 credits)
Two didactic courses depending on language choice:

⚒ LESP2041	Spanish didactics [C]			ES [q1+q2] [30h+30h] [5 Credits] ⊕	x	x
⚒ LNED2032	Didactics of Dutch [C]			NL [q1+q2] [30h+30h] [5 Credits] ⊕	x	x
⚒ LDEU2011	German didactics [C]			DE [q1+q2] [30h+30h] [5 Credits] ⊕	x	x
⚒ LENG2021	English as a foreign language (EFL) methodology [C]			EN [q1+q2] [30h+30h] [5 Credits] ⊕	x	x
⚒ LFLE2005	Didactics of French as a foreign language [C]			FR [q1] [30h+15h] [5 Credits] ⊕	x	x

○ Humanities and Social Sciences (15 credits)

○ Un cours parmi :

⚒ LEISS2201	Psychologie du développement et des apprentissages [C] *Cours dispensé à LLN en horaire de jour*			FR [q2] [37.5h+15h] [4 Credits] ⊕	x	
⚒ LEISS2202	Psychologie du développement et des apprentissages [C] *Cours dispensé à LLN en horaire décalé*			FR [q2] [37.5h+15h] [4 Credits] ⊕	x	

○ Un cours parmi :

⚒ LEISS2203	Approches sociale, culturelle et politique de l'éducation [C] *Cours dispensé à LLN en horaire de jour*			FR [q2] [37.5h+15h] [4 Credits] ⊕	x	
⚒ LEISS2204	Approches sociale, culturelle et politique de l'éducation [C] *Cours dispensé à LLN en horaire décalé*			FR [q2] [37.5h+15h] [4 Credits] ⊕	x	

○ Un cours parmi :

⚒ LEISS2205	Ethique de l'éducation, neutralité et citoyenneté [C] *Cours dispensé à LLN en horaire de jour*			FR [q2] [22.5h] [2 Credits] ⊕	x	
⚒ LEISS2206	Ethique de l'éducation, neutralité et citoyenneté [C] *Cours dispensé à LLN en horaire décalé*			FR [q2] [22.5h] [2 Credits] ⊕	x	

○ Un cours parmi :

⚒ LEISS2104	Communication en contexte scolaire [C] *Cours dispensé à LLN en horaire de jour*			FR [q1] [22.5h+15h] [5 Credits] ⊕	x	
⚒ LEISS2105	Communication en contexte scolaire [C] *Cours dispensé à LLN en horaire décalé*			FR [q1] [22.5h+15h] [5 Credits] ⊕	x	
⚒ MEISS2106	Communication en contexte scolaire [C] *Cours dispensé à Mons en horaire décalé*			FR [q1] [15h+15h] [5 Credits] ⊕	x	

○ Internships (20 credits)

○ LLMOD9101	Observation course in modern languages in the core curriculum and accompanying seminar [C]			FR [q1] [15h] [5 Credits] ⊕	x	
○ LLMOD9003	Stage long et séminaire d'accompagnement en Langues modernes - (90h) [C]			FR [q1+q2] [120h] [15 Credits] ⊕		x

○ Disciplinary training (40 credits)

○ In addition to the common course, the student chooses one of the two following courses (10 credits)

○ LLMOD2725	Second Language Acquisition [C]			EN [q2] [22.5h] [5 Credits] ⊕	x	x
⚒ LLMOD2921	Technology-enhanced language teaching and learning seminar [C]			EN [q1] [22.5h] [5 Credits] ⊕	x	x
⚒ LLMOD2735	Immersion teaching: principles and practices [C]			FR [q2] [22.5h] [5 Credits] ⊕	x	x

○ Students choose two of the following languages: (30 credits)

⚒ Spanish (15 credits)

○ LESP2840	Literature and cinema in contemporary Spain [C]			ES [q1] [22.5h] [5 Credits] ⊕	x	x
○ LESP2843	Diverse realities and linguistic ideologies in the Spanish-speaking world [C]			ES [q2] [22.5h] [5 Credits] ⊕	x	x
○ LESP2042	Deepening the teaching of Spanish as a Foreign Language [C]			ES [q2] [15h] [5 Credits] ⊕	x	x

⚒ French as a foreign language (15 credits)

				Year	
				1	2
○ LFRA2004	French as a schooling language [C]		FR [q1] [22.5h] [5 Credits] ⊕	x	x
○ LFLE2630	Didactics of the Pronunciation of French as a Foreign Language [C]		FR [q2] [22.5h] [5 Credits] ⊕	x	x
○ LFLE2006	Conceiving language courses for specific purposes [C]		FR [q2] [22.5h] [5 Credits] ⊕	x	x

⊗ Dutch (15 credits)

○ LNED2031	Dutch as a foreign language and in the class room [C]		NL [q1] [22.5h+22.5h] [5 Credits] ⊕	x	x
○ LNED2731	Construction grammar: a corpus-based exploration of Dutch constructions (research seminar) [C]		NL [q2] [22.5h] [5 Credits] ⊕	x	x
○ LNED2732	Contemporary Dutch literature [C]		NL [q1] [22.5h] [5 Credits] ⊕	x	x

⊗ German (15 credits)

○ LDEU2012	Basics and methods of performance measurement in GFL [C]		DE [q1] [15h] [5 Credits] ⊕	x	x
○ LDEU2711	Morphology and syntax of verbs [C]		DE [q1] [22.5h] [5 Credits] ⊕	x	x
○ LDEU2714	Media of literature and cultural mediation [C]		DE [q2] [22.5h] [5 Credits] ⊕	x	x

⊗ English (15 credits)
Three courses to choose from:

⊗ LENG2726	Gender and Sustainability in Utopian/Dystopian Literatures in English [C]		EN [q2] [15h] [5 Credits] ⊕	x	x
⊗ LENG2823	English lexis : Applied linguistic perspectives [C]		EN [q1] [22.5h] [5 Credits] ⊕	x	x
⊗ LENG2824	Animal narratives [C]		EN [q1] [30h] [5 Credits] ⊘ ⊕	x	x
⊗ LENG2829	English corpus linguistics: Methods and applications [C]		EN [q1] [30h+10h] [5 Credits] ⊕	x	x

○ Research and integration (20 credits)

○ LEISS2902	Initiation à la recherche en éducation [C] *Cours dispensé à LLN en horaire de jour*		FR [q1] [15h] [2 Credits] ⊕		x
○ LLMOD2910	Dissertation support seminar [C]		FR [q1+q2] [] [3 Credits] ⊕		x
○ LLMOD2930	Dissertation [C]		FR [q1+q2] [] [15 Credits] ⊕		x

Course prerequisites

There are no prerequisites between course units (CUs) for this programme, i.e. the programme activity (course unit, CU) whose learning outcomes are to be certified and the corresponding credits awarded by the jury before registration in another CU.

The programme's courses and learning outcomes

For each UCLouvain training programme, a reference framework of learning outcomes specifies the the skills expected of every graduate on completion of the programme. Course unit descriptions specify targeted learning outcomes, as well as the unit's contribution to reference framework of learning outcomes.

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LMOD2M4 - Information

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Access Requirements

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SUMMARY

- > General access requirements
- > Specific access requirements
- > University Bachelors
- > Non university Bachelors
- > Holders of a 2nd cycle University degree
- > Access based on validation of professional experience
- > Admission and Enrolment Procedures for general registration

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			
Others Bachelors of the French speaking Community of Belgium			
Bachelors of the Dutch speaking Community of Belgium			
Foreign Bachelors			

Non university Bachelors

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"			

| Masters | | | |

Access based on validation of professional experience

Admission and Enrolment Procedures for general registration

Evaluation

The evaluation methods comply with the regulations concerning studies and exams. More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".