





3.00 credits	30.0 h	Q1 and Q2
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Teacher(s)	Denis Philippe (coordinator) ;
Language :	English
Place of the course	Louvain-la-Neuve
Prerequisites	Have reached the objectives of the course LANGL1212 or equivalent.
Main themes	The themes are related to their studies and fields of future professional activities. Broadly speaking, these are all steeped in the English-speaking world's culture.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>1</p> <ul style="list-style-type: none"> grasp the content and significance of articles and reports on topics connected with their interests or their jobs. <i>Reading comprehension : Level B2+ of the « Common European Framework of References for Languages »</i> <p>2</p> <ul style="list-style-type: none"> understand the TV programmes concerning general topics and oriented towards their fields of interest in standard and clearly articulated English language. <i>Listening comprehension: Level B2+ of the « Common European Framework of References for Languages »</i> <p>3</p> <ul style="list-style-type: none"> master enough grammar, vocabulary and phonetics to successfully take part in discussions, debates or language-focused activities and give their opinion on general topics. <i>Speaking: Level B2 of the « Common European Framework of References for Languages ».</i>
Evaluation methods	<p>The final mark is based on 5 criteria, each worth 20%.</p> <ol style="list-style-type: none"> Class attendance and active participation (and completion of home assignments, if any). September session: Penalty for failing to attend: Intensive research work linked to the course's book. 20% The end-of-first-term oral Phonetics exam, whose results will be factored in in the end-of-the-year grade. 20% The team Student-Led Class about their discipline to take place half way through the first term. 20% A portfolio of essays (ft. bibliographies) to be turned on the second term's last day. 20% <p>Should the teacher doubt that a student has not authored his/her own texts, he will examine him/her orally on his/her research in the course of the second session.</p> <ol style="list-style-type: none"> The May (or June) research-based, oral discussion on the basis of the teacher's book activities. 20% <p><u>September exam</u></p> <p>Students will not be exempted for a part of the exam, unless the teacher deems it fair to do so. Your continuous assessment mark will no longer be taken into account. Should a student have been repeatedly absent, s/he will make up for his/her failure to attend by doing research work on the course's book. 20%</p>
Teaching methods	<ul style="list-style-type: none"> Training learners to become autonomous readers and listeners of authentic written documents Broadening the students' vocabulary scope Teaching key grammar points such as tenses, modal auxiliaries, connectives and the passive voice. Training students to use listening comprehension strategies in a foreign language Role plays, debates, discussions, student-led classes English pronunciation and stress patterns theory and practice. <p>As regards speaking skills, the emphasis will be on fluency and depth rather than accuracy.</p> <p>The course is taught in a classroom with technological support such as a Moodle platform, Teams and Internet sources.</p>
Content	This first semester is interactive and conversation-oriented. The teacher resorts to various techniques and media to help the learners hold a conversation, participate in debates and take the floor. The students will also be trained to report on published articles, video programs, lead a flipped class in line with their studies; discuss historical events and current news; argue about societal and philosophical debates...

	<p>The second half of the year will be devoted to the English-speaking world culture through the study of North America. Through reading the teacher's book, <i>AlterNative America in Counterpoint (PUL, 2023)</i> and watching a corpus of related videos, the attendees will get an insight into this leading country . Thought-provoking activities and challenges should give rise to lively discussions and hone the students' writing skills. In the second term, fostering literacy is the ultimate aim behind this CLIL seminar.</p>
<p>Inline resources</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • <i>Philippe J. Denis, AlterNative America in Counterpoint (PUL, 2025)</i> <i>A Pedagogical Insight into African-, French- and Irish-American Experiences and Expressions 1619-1919</i> Philippe J. Denis https://pul.uclouvain.be/book/?GCOI=29303100913690 • Moodle Registration: <i>Interactive Communication: Literacy and Language through Art and Society.</i> https://moodle.uclouvain.be/course/view.php?id=628 <p>Optional</p> <ul style="list-style-type: none"> • The LANGL1313 coursenotes.: http://moodleucl.uclouvain.be
<p>Bibliography</p>	<p>Obligatoire</p> <ul style="list-style-type: none"> • <i>Philippe J. Denis. AlterNative America in Counterpoint (PUL, 2025)</i> <i>A Pedagogical Insight into African-, French- and Irish-American Experiences and Expressions 1619-1919</i> Philippe J. Denis https://pul.uclouvain.be/book/?GCOI=29303100913690 • Plateforme Moodle du cours LANGL1313 <p>Falcultatif</p> <ul style="list-style-type: none"> • Syllabus du cours LANGL1313
<p>Faculty or entity in charge</p>	<p>ILV</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Ancient Languages and Literatures : Classics	CLAS1BA	3		
Bachelor in History of Art and Archaeology : General	ARKE1BA	3		
Bachelor in Ancient Languages and Literatures: Oriental Studies	HORI1BA	3		
Bachelor in History of Art and Archaeology : Musicology	MUSI1BA	3		
Bachelor in History	HIST1BA	3		