

5.00 credits








30.0 h + 30.0 h

Q1 and Q2

Teacher(s)	Degrave Pauline ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Prerequisites	Have reached level B2+ in spoken and written Dutch (Common European Framework of Reference).
Main themes	<p>The course is structured around three main interconnected themes.</p> <p>The first explores the context of learning Dutch in French-speaking Belgium, looking at student motivation, the specificities of learning Dutch in a multilingual country and the impact of the different varieties of Dutch taught on learning.</p> <p>The second axis focuses on the resources and support bodies for teaching Dutch, highlighting the tools, materials and pedagogical structures available to teachers in French-speaking Belgium.</p> <p>The third axis focuses on the construction of Dutch lesson sequences adapted to a French-speaking or multilingual audience. This axis is based on the results of research into the didactics of Dutch as a foreign language, which will be applied to the construction of a lesson sequence, adapted to the FWB context.</p> <p>Students' mastery of the Dutch language is worked on through various oral and written tasks, as well as in practical exercises (volume 2).</p> <p>These three themes are presented in such a way as to illustrate the interactions between context, resources and teaching practice, thus enabling a global and coherent approach to the teaching of Dutch in French-speaking Belgium.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> • Understand, explain and illustrate the links between theories, recent research findings on learning and different methods/approaches to teaching Dutch in an NVT context, particularly to a French-speaking audience. • Demonstrate a good knowledge of the key resources of Dutch as a foreign language, particularly for a French-speaking audience. • Analysing and evaluating the quality and relevance of various types of teaching resources and tools (e.g. textbooks, tests, digital tools), taking into account a variety of contexts and learning objectives. • Formulate learning objectives, design teaching tasks and assessments of various types in line with the reference frameworks and programmes in force in FWB, taking into account theories and scientific research in the field and the specific context of learning Dutch in French-speaking Belgium. • Develop diversified lesson sequences adapted to the skills targeted in specific contexts for an audience of FWB students of Dutch. • Develop a reflective analysis of one's own productions and teaching practices in order to strengthen one's skills and adopt the role of teacher-researcher (lifelong learning). • Collaborate effectively with (future) teacher colleagues and other stakeholders in the educational community to design, implement and evaluate practice(s), while contributing to the development of an inclusive and caring learning environment for Dutch. • Demonstrate an excellent command of Dutch and use a linguistic repertoire adapted to the needs of different classroom situations (interaction management, correction, explanations) and different pedagogical contexts, at C1 level. • Demonstrate a good knowledge of Dutch-speaking culture and the concepts of interculturality.

Evaluation methods	<p>The evaluation takes place entirely in Dutch and consists of different components:</p> <ol style="list-style-type: none"> 1. Theoretical component (35%) – oral exam. To be admitted to the oral exam, students must have submitted the required written assignments, following the procedures and deadlines communicated in the course documents and on the Moodle site of the course. 2. Continuous assessment of language skills (35%) – oral and written exercises during the semester, participation in the “tandem” project. For this component, students are assessed on the following: <ul style="list-style-type: none"> • A: during the first semester: completion of classroom exercises. • B: an oral test at the end of the first semester. • C: during the first and second semesters: active participation and serious completion of the tandem project, or, if this is not possible, an alternative portfolio-based task, the details of which will be communicated by the instructor. <p>If the student receives a failing grade for component B, he or she must retake the oral test (component B) during the second semester or in the September session, according to the procedures communicated by the instructor. The grades obtained for components A and C will be retained.</p> <ol style="list-style-type: none"> 3. Preparation and presentation of a teaching sequence during the seminar (30%). All documents forming part of the teaching sequence must be submitted to the examiner, following the procedures and deadlines provided in the course documents available on Moodle. <p>Students who receive a failing grade in any one of the three components will automatically receive a failing grade for the course as a whole and will have to retake that component in the September session.</p> <p>Active participation in all training activities is mandatory. Students must respect all deadlines for submitting assignments or registering for the various tests. Failure to meet deadlines will result in a grade of 0/10 for the assessment concerned.</p>
Teaching methods	<p>Theoretical component</p> <p>The course adopts a participatory and reflective approach, fostering students’ active learning. It is based on the principle of task-based learning: at the beginning of the year, students design a Dutch lesson, which they analyze, critique, and revise throughout the semester in light of the didactic theories discussed. The aim is to challenge and question their preconceptions about teaching Dutch by confronting them with research findings in the field. Class sessions further encourage active participation through critical analyses of teaching materials, application exercises, debates, article readings, and group work.</p> <p>Practical component</p> <p>The practical part of the course allows students to practice interactive skills in various settings: interactive lessons, exchanges with native Dutch-speaking students, debates, role-plays, free expression, syntheses, and more. “Feedback” and remediation activities may also be offered. Detailed instructions for each activity will be provided to students in advance. In the second semester, students are required to put theory into practice by developing a teaching sequence, justifying their didactic and pedagogical choices in relation to research findings in the field.</p> <p>Collaborative projects</p> <p>A partnership project is also organized with the University of Antwerp, pairing students in French didactics (UAntwerpen) with students in Dutch didactics (UCLouvain). This collaboration enables students to activate their language skills, enhance cultural awareness of the other community, and exchange pedagogical practices.</p> <p>Additionally, students participate in several sessions of the <i>pedagogical conversation tables</i>, organized in collaboration with the Taalunie.</p> <p>Participation in all activities organized both inside and outside the university as part of this course is considered an integral component of the training and is therefore mandatory.</p>
Content	<p>This course contains a theoretical and a practical part.</p> <p>The theoretical part (30h) is based on three main themes:</p> <ol style="list-style-type: none"> 1/ the context of learning Dutch in French-speaking Belgium (student motivation, learning Dutch in a multilingual country, varieties of Dutch in teaching) ; 2/ resources and support bodies for teaching Dutch in French-speaking Belgium; 3/ the construction of a Dutch course for a French-speaking audience, based on scientifically validated didactic techniques. <p>These three areas are presented in order to show the interconnections between them.</p> <p>The practical part aims to support the 3rd axis in particular and focuses mainly on the development of:</p> <ol style="list-style-type: none"> 1/ linguistic skills and knowledge for teaching Dutch (20h) 2/ didactic, pedagogical, analytical and reflective skills for developing Dutch as a foreign language lesson sequences (10h)
Inline resources	Moodle
Bibliography	<ul style="list-style-type: none"> • Kwakernaak, E. (2015) <i>Didactiek van het vreemdetalenonderwijs</i>. Bussum: Coutinho. • Powerpoints van de les beschikbaar op Moodle • Extra teksten beschikbaar op Moodle • Bossers, B., Kuiken, F. & Vermeer, A. (red.) (2015). <i>Handboek Nederlands als tweede taal in het volwassenonderwijs</i>. 2de druk. Bussum: Coutinho. • Syllabus Taalvaardigheid voor toekomstige docenten

Faculty or entity in charge	ELAL
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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		