

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.




5 credits

30.0 h + 30.0 h

Q2

Teacher(s)	Degrave Pauline ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Main themes	<ul style="list-style-type: none"> • Speaking and listening exercises to improve students' listening comprehension and oral skills (pronunciation, intonation, accentuation) as well as their communicative/ interactive skills. • Writing and reading exercises. Starting from authentic and varied texts, the course offers both an initiation to reading techniques (extensive and intensive reading, skimming, scanning, etc.) and an opportunity to produce different text types (summary, translation, commentary, analysis, etc.). • Lexical and grammatical exercises (morphology, syntax, semantics), related to the 4 skills, with the aim of expanding the basic vocabulary and of increasing grammatical correctness.
Aims	<p>Acquire an upper intermediate level of communicative competence in the following skills: listening, speaking (with or without interaction), reading and writing. Expand the basic vocabulary, for both receptive and productive language skills.</p> <p>After completing the course the student will be able to:</p> <ul style="list-style-type: none"> • understand and take part in an unplanned conversation (e.g. with a native speaker) about an everyday topic or a topic dealt with in the media • take part in a discussion about a topic with which s/he is familiar: understand the arguments put forward, be able to summarize them and express a personal opinion • follow with ease factual information presented e.g. on the radio or on television; be able to summarize and/or make a presentation on it. • accurately understand complex authentic written texts (specific and abstract topics) • identify and explain the technical and rhetorical means used by the writers (at the lexical, grammatical, phraseological, stylistic and pragmatic level) • summarize, comment and present the information contained in the documents seen in class; • produce clear and structured written documents of a relatively personal or argumentative character (e-mails, notes, opinion articles, etc.). Particular attention will be given to developing arguments and to critical personal reasoning. <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>The formal assessment consists of 5 parts, in line with the objectives outlined above. The topics used will be the same as those covered throughout the course.</p> <ul style="list-style-type: none"> • Assessment of listening comprehension (both micro and macro comprehension) • Assessment of reading comprehension (both micro and macro comprehension) • Assessment of oral skills (individual and interactive) • Assessment of writing skills (both micro and macro comprehension) • Assessment of vocabulary of the audio and written sources. <p>Students who get an unsatisfactory mark for one of the five parts of the exam (listening skills, reading skills, writing skills, speaking skills and vocabulary) will not get an overall pass.</p>
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>A combination of whole group teaching and more practical sessions.</p>
Content	<ul style="list-style-type: none"> • Listening exercises • Pronunciation exercises • Conversation activities (e.g. role plays, presentations followed by discussions) • Reading for Meaning • Introduction to effective reading techniques

	<ul style="list-style-type: none"> • Writing of different personal text types
Inline resources	Moodle platform
Bibliography	<ul style="list-style-type: none"> • M. Baelen, P. Degrave, K. De Rycke, Ph. Hiligsmann (2018) Comprendre et exploiter de textes d'actualité. De Boeck Supérieur. • van Loo H., e.a. (2013). Thematische woordenschat Nederlands voor anderstaligen. Intertaal. • R. Huitema (2011). Van Dale Grammatica Nederlands. Glashelder overzicht op elk taalniveau, Utrecht: Van Dale Uitgevers.
Faculty or entity in charge	LMOD

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Modern Languages and Literatures: German, Dutch and English	GERM1BA	5		
Bachelor in Modern Languages and Literatures : General	ROGE1BA	5		
Bachelor in Law	DROI1BA	5		
Minor in Dutch Studies	LNEER100I	5		