



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1FR01U Franska för lärare åk 7-9, 30 hp (16-45 hp). Ingår i
Läraryftet II, 30 högskolepoäng

1FR01U French for lower secondary school teachers (years 7-9), 30
credits (16-45 hec), 30 credits

Subject Group

French

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Arts and Humanities 2014-03-19

The course syllabus is valid from autumn semester 2014

Prerequisites

Degree in education and 15 credits of French or the equivalent, and currently teaching French in school years 7–9 without formal qualification in the subject.

Objectives

Intended learning outcomes for the course as a whole

After completing the course, the student should be able to:

- express themselves in grammatically correct French in a varied and contextually appropriate way,
- independently plan and discuss teaching in relation to policy documents for language teaching in lower secondary school.

Module 1. French language proficiency, 7.5 credits

After completing the module, the student should be able to:

- express themselves correctly in writing in French,
- assess their own and others' texts in French regarding grammar,
- account for current research about foreign language development focusing on vocabulary learning.

Module 2. Literature and films in the 19th and 20th centuries, 7.5 credits

After completing the module, the student should be able to:

- analyse and interpret current cultural expressions in the French-speaking world, such as literature and film, and discuss these in relation to policy documents for language teaching in primary and lower secondary school,
- plan and discuss teaching with intended learning outcomes related to culture.

Module 3. Language didactics 2.0, 7.5 credits

After completing the module, the student should be able to:

- account for current research within language learning and teaching and relate this research to practical teaching,
- account for the effects of the digitalisation of teaching in terms of pupils' language development and learning,
- plan and discuss teaching which uses ICT.

Module 4. French children's and young adult literature, 7.5 credits

After completing the module, the student should be able to:

- account for and apply basic literature-didactic theories and concepts and relate these to practical teaching,
- analyse and interpret literature for children and young adults,
- use spoken French as a tool for communication,
- plan and discuss the teaching of a literary text.

Content

Module 1 French language proficiency 7.5 credits

This module focuses on language development from both practical and theoretical perspectives. Current research about vocabulary learning and language development is presented and discussed and applied by the students in texts on relevant themes. By using process writing, the students develop their French language proficiency. By reading and commenting on each other's texts the students develop their abilities to see grammatical and stylistic structures and assess their own and others' texts.

Module 2 Literature and films in the 19th and 20th centuries 7.5 credits

Reading works of fictions gives pupils an authentic experience of language and a possibility to learn about French culture. Language teachers need to be aware of the selection of texts relevant for their teaching. In this module the students read a selection of works of fiction in French from the 19th and 20th centuries. The books are studied parallel to their film adaptations, and adaptation theories are also studied. The module also focuses on discussions of the texts from a literature-didactic perspective and how they can be used in lower and upper secondary school, for example by discussing suggestions for teaching.

Module 3 Language didactics 7.5 credits

Youths today live in a world characterised by many types of texts, including film, music and images. Communication often takes place through tablet computers, mobile phones and computers. Many pupils also use their own computers as an aid in the classroom, which leads to new possibilities in language teaching. As suggested by its name, the module covers current research about language learning and teaching, focusing on didactic tools enabling teachers to use ICT as a natural part of classroom teaching. The module discusses how blogs, chats and ICT can be used to develop pupils' communicative skills in the target language.

Module 4 French children's and young adult literature 7.5 credits

One of the main tasks of today's language teachers is to motivate their pupils to develop their language skills and their knowledge about French-speaking countries. In order to be able to do this, teachers must also have that knowledge and stay updated regarding cultural and societal issues in French-speaking countries. In this way, language teaching can be more relevant and inspiring for today's pupils. The course discusses and analyses texts and films which reflect the diversity in the French-speaking cultural sphere. The way in which cultural expressions in today's society can be covered didactically in language teaching is especially emphasised.

Type of Instruction

The study pace of the course is part time (50%) and it is completely distance-based. Teaching is delivered in the form of online seminars, lectures and exercises.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

All modules are examined through written assignments throughout the course and active participation in discussions on the online learning platform.

In order to receive the grade of Pass, the expected learning outcomes must be achieved. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 22.5 of 30 credits. For students who do not pass the first examination, no more than four retake examinations are provided.

Course Evaluation

The teaching is continuously evaluated during the semester. At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and filed and stored according to departmental regulations.

Required Reading and Additional Study Material

List of references Module 1 - French language proficiency 7.5 credits

Required Reading

Cuq, Jean-Pierre. (1996). *Une Introduction à la didactique de la grammaire en français langue étrangère*. Didier. ISBN: 978-2-278-04568-6. 180 p.

Porcher, Louis. (2004). *L'enseignement des langues étrangères*. Hachette Education, Paris. ISBN 201155297-4. 125 p.

Wall, Kerstin, Hedman-Ekman, Monika, Béhar, Denis & Kronning, Hans. (2011, second edition). *Bonniers franska grammatik*. Bonnier Utbildning. 340 p.

Material for practice provided by the department. Ca 25 p.

Additional study material

Florby, Gunilla & Fält, Erik. (2004 or later). *Grammatiskt ABC. Grammatiska termer och begrepp för effektiva språkstudier*. Scripta Textproduktion.

Le Robert Micro or other monolingual dictionary in similar format.

Prismas stora franska ordbok: franska-svenska/ svenska-franska or other bilingual dictionary in similar format.

List of references Module 2 - Literature and films in the 19th and 20th centuries 7.5 credits

Required Reading

Cuq, Jean-Pierre & Gruca, Isabelle (latest edition). *Cours de didactique du français langue étrangère*. Presses Universitaires de Grenoble. Chap. 1.1.2, pp. 160–172 & Chap. 2.1, pp. 373–387. Ca 30 p.

Flaubert, Gustave (latest edition). *Madame Bovary*. Flammarion, Coll. Étonnant Classiques. 477 p. (Also available as a film by Claude Chabrol).

Gavalda, Anna (latest edition). *Ensemble c'est tout*. J'ai Lu, Coll. Littérature générale. 576 p. (Also available as a film by Claude Berry).

Lundahl, Bo (2008). *Läsa på främmande språk: om autentiska texter, kreativ läsning och förmågans betydelse för språkinläring* Lund: Studentlitteratur. 234 p.

Sabouraud, Frédéric. *L'Adaptation*. Le cinéma a tant besoin d'histoires. Cahiers du Cinéma, Les petits cahiers. Latest edition. 96 p.

Vigan, Delphine de. *No et moi*. Le livre de poche. Latest edition. 256 p. (Also available as a film by Zabou Breitman).

Material provided by the department. Ca. 50 p.

List of references Module 3 - Language didactics 7.5 credits

Required Reading

Triepke, Sandra. (2009). *Technologie de l'information et de la communication pour l'enseignement (TICE): L'intervention des nouvelles médias dans les classes du français langue étrangère (FLE)*. GRIN Verlag. ISBN: 3640478436. 60 p.

Le point du FLE: <http://www.lepointdufle.net/>

Le site portail du professeur de FLE: <http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf3/>

Material provided by the department, ca 100 pages.

List of references Module 4 - French children's and young adult literature 7.5 credits

Required Reading

Ben Jelloun, Tahar. *Le Racisme expliqué à ma fille*. Editions du Seuil. ISBN: 2020362759. 1999.92 p.

Cicurel, Francine (1991). *Lectures interactives en langue étrangère*. Hachette, Coll. F. Selection 16 s.

Gavalda, Anna. 2002. *35 Kilos d'Espoir*. Coll. Estampille, Bayard Jeunesse. ISBN 978-2-7470-0660-6. 105 p.

Saint-Exupéry, Antoine de (latest edition), *Le petit prince*. Gallimard, Coll. Folio

junior. 120 p.

Material provided by the department, ca. 50 p.

Additional study material

Cuq, Jean-Pierre & Gruca, Isabelle (latest edition). *Cours de didactique du français langue étrangère*. Presses Universitaires de Grenoble. Chap. 1.1.2, pp. 160–172 & Chap. 2.1, pp. 373–387. Ca 30 p.

Lundahl, Bo (2008). *Läsa på främmande språk: om autentiska texter, kreativ läsning och förmågans betydelse för språkinläring*. Lund: Studentlitteratur. 234 p.