



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1FR03U Franska för lärare i gymnasieskolan, 60 hp (31-90 hp).
Ingår i lärarlyftet II, 60 högskolepoäng

1FR03U French for upper secondary school teachers, 60 HEC (31-90)., 60 credits

Main field of study

French

Subject Group

French

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Arts and Humanities 2015-03-19
The course syllabus is valid from autumn semester 2015

Prerequisites

Degree in education and currently teaching French in upper secondary school or municipal adult education without formal qualification in the subject. At least 30 credits in French.

Objectives

Objectives for the course as a whole

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

- use various forms of language in their teaching, on the basis of didactic theories,
- use the French language correctly in both speech and writing.

Module 1. Language learning, language teaching and rhetoric 10 credits

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

- in general terms account for, compare and critically review different theories of language learning,
- analyse and interpret policy documents and teaching methods,
- demonstrate their knowledge using appropriate vocabulary,

- demonstrate good abilities to give oral presentations.

Module 2. Language proficiency and grammar, 5 credits

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

- express themselves correctly in writing in French,
- compare and discuss how grammatical issues are discussed in different works,
- plan and discuss grammar teaching for upper secondary school.

Module 3. French children's and young adult literature 5 credits

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

- analyse and interpret literature for children and young adults,
- plan and discuss the use of children's and young adult literature in teaching.

Module 4. French literature from the 19th and 20th centuries 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 French literary expressions such as literature and film, and discuss these in relation to policy documents for language teaching in upper secondary school,
- plan and discuss teaching with intended learning outcomes related to culture.

Module 5. Independent project, 5 credits

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

- in writing account for research questions based on their own independent study,
- present perspectives relevant to the French research area and use proper French vocabulary in an academic report.

Module 6. Assessment and grading, 7.5 credits

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

- account for language-didactic theories focusing on assessment and grading,
- use their theoretical knowledge to problematise learning and concretise French language teaching, focusing on assessment of pupils' knowledge in French as an important tool in conveying knowledge,
- use contextually appropriate language.

Module 7. Linguistics and language didactics 7.5 credits

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

- demonstrate knowledge of linguistic and didactic methods and theories within some thematic areas,
- analyse and discuss various language-didactic theories from the perspective of teaching,
- use contextually appropriate language.

Module 8. Literature and literature didactics, 7.5 credits

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

- exemplify literary and didactic methods and theories,

- analyse and discuss these theories from the perspective of teaching,
- use contextually appropriate language.

Module 9. Language didactics and ICT 7.5 credits

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

- independently define and practically apply various forms of ICT and adapt these to different forms of language teaching,
- demonstrate a responsible and critical approach to the use of electronic tools for information and convey this approach to their pupils.

Content

Overall content:

In this course the students develop their spoken and written French language proficiency. Questions and theories about language learning and language teaching are discussed and related to teaching in upper secondary school. The use of literature and other media in the classroom is discussed.

The course includes the following modules:

Module 1 Language learning, language teaching and rhetoric 10 credits

The module includes three parts:

Theories about language learning and second language learning, 4 credits

This part of the module presents a number of theories about language learning and language teaching relevant to the students, which the students discuss, analyse and reflect on in relation to their own careers.

Language didactics, 4 credits

Relevant policy documents and teaching methods are analysed and discussed. Some language-specific didactic issues are discussed. The students conduct a field study and develop their knowledge through an empirical investigation.

Rhetoric for the classroom, 2 credits

The students give a number of oral presentations on which the teacher provides feedback. The presentations are recorded or given live online.

Module 2 Language proficiency and grammar 5 credits

In this module the students develop their written language proficiency. The students develop their knowledge of structural differences between French and Swedish, and a number of grammatical issues occurring in teaching in upper secondary school are analysed. The module also discusses the use and comparison of different kinds of dictionaries and grammar. The students' written language proficiency is practised through translations and summary writing.

Module 3 French children's and young adult literature 5 credits

By studying a number of texts and films which reflect today's diverse French society, the students develop their knowledge of current events and societal issues. The module also discusses how these texts can be used in a relevant way in teaching. The function of language is discussed in relation to religion, social identity, gender, age and ethnicity.

Module 4 French literature from the 19th and 20th centuries 5 credits

This module includes an introduction to literary texts relevant to use in teaching, and the students develop their knowledge of French culture. The students read a selection of works of fiction in French from the 19th and 20th centuries. The texts are studied in parallel to their film adaptations. The module also focuses on discussions of the texts

from a literature-didactic perspective and how they can be used in upper secondary school, for example by discussing suggestions for teaching.

Module 5 Independent project 5 credits

In this module the students practise their written French, as well as their abilities to produce a long academic text. The student chooses a didactic subject area in which to write an independent project, and reads literature relevant to the subject area. The students work in small groups in which drafts are presented and discussed. The written project is presented at a final seminar in which the students critically review each other's essays.

Module 6 Assessment and grading 7.5 credits

Specialisation. In this module the students read and discuss relevant theories and methods focusing on assessment and grading. The students also retrieve and present research in the area and work with assessment and grading of authentic texts written by pupils.

Module 7 Linguistics and language didactics 7.5 credits

Specialisation. This module covers various linguistic perspectives on how language is used in different contexts and with different functions. Parallels are also drawn to various language-didactic issues.

Module 8 Literature and literature didactics 7.5 credits

Specialisation. In this module the students read and discuss works of fiction and relevant literary theories and methods focusing on gender-related and postcolonial perspectives. The works of fiction and the literary theories are related to various literature- and culture-didactic perspectives.

Module 9 Language didactics and ICT 7.5 credits

Specialisation. This 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. For today's youths, 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. The module discusses how blogs, chats and ICT can be used to develop pupils' communicative skills in the target language, and how a critical approach can be conveyed to the pupils. The students conduct their own ICT-based teaching project.

Type of Instruction

The teaching is distance-based and carried out on an online learning platform, in the form of lectures, seminars, exercises and supervision.

Examination

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

Module 1:

Theories about language learning and second language learning is examined through written assignments.

Language didactics is examined through oral and written presentations.

Rhetoric for the classroom is examined through continuous assessments of the student's performance.

Module 2 is examined through written assignments.

Module 3 is examined through written assignments.

Module 4 is examined through written assignments.

Module 5 is examined through an independent project and a critical review of another student's independent project.

Module 6 is examined through written assignments and oral presentations.

Module 7 is examined through written assignments.

Module 8 is examined through written assignments.

Module 9 is examined through written assignments and a project.

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 - Language learning, language teaching and rhetoric 10 credits

Cuq, Jean-Pierre & Gruca, Isabelle (the latest edition). *Cours de didactique du français langue étrangère et seconde*. Presses Universitaires de Grenoble.

Porcher, Louis. (2004). *L'enseignement des langues étrangères*. Hachette Education, Paris. ISBN 2011552974. 125 p.

Tornberg, Ulrika, Malmqvist, Anita & Valfridsson, Ingela . (2009). *Språkdidaktiska perspektiv: om undervisning och lärande i främmande språk*. Stockholm: Liber. ISBN 9789147093359, 1st ed. 192 p.

Current policy documents from Skolverket (www.skolverket.se)

A selection of language didactic literature provided by the department. Ca 50 p.

List of references Module 2 - Language proficiency and grammar 5 credits

Tegelberg, Elisabeth & Eriksson, Olof. (1992). *Grammatik, ord och fraser*. Akademiförlaget. 247 p.

Wall, Kerstin, Ekman, Monika, Béhar, Denis & Kronning, Hans (the latest edition). *Den Franska Grammatiken*. Bonnier. ISBN: 9789152327166. 336 p.

Wall, Kerstin, Ekman, Monika, Béhar, Denis, & Kronning, Hans. (2008). *Bonniers franska grammatik II*. Bonnier utbildning. ISBN: 9789162269487. 106 p.

Material for practice provided by the department.

Additional Study Material

Bescherelle poche conjugaison: L'essentiel de la conjugaison française. (2013). Hatier:

Collection Bescherelle français. ISBN: 9782218952388. 255 p.

Florby, Gunilla & Fält, Erik. (the latest edition). *Grammatiskt ABC. Grammatiska termer och begrepp för effektiva språkstudier*. Uppsala; Scripta Textproduktion.

List of references Module 3 - French children's and young adult literature 5 credits

Ben Jelloun, Tahar. (1999). *Le Racisme expliqué à ma fille*. Editions du Seuil. ISBN: 2020362759. 92 p.

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

Gavalda, Anna. (2002). *35 Kilos d'Espoir*. Coll. Estampille, Bayard Jeunesse. ISBN 9782747006606. 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.

List of references Module 4 - French literature from the 19th and 20th centuries 5 credits

Cuq, Jean-Pierre & Gruca, Isabelle (the latest edition). *Cours de didactique du français langue étrangère et seconde*. Presses Universitaires de Grenoble. Ca 30 p. in selection.

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

Gavalda, Anna (the latest edition). *Ensemble c'est tout*. J'ai Lu, Coll. Litterature 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.

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

Material provided by the department. Ca. 50 p.

List of references Module 5 - Independent project 5 credits

Literature is chosen in consultation with the supervisor.

Additional Study Material

Björk, Lennart & Christine Räisänen. (2003). *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p. ISBN: 9789144030746

List of references Module 6 - Assessment and grading 7.5 credits

Cuq, Jean-Pierre & Gruca, Isabelle. (the latest edition). *Cours de didactique du français langue étrangère et seconde*. Presses Universitaires de Grenoble. Selection pp. 155382.

Lindström, Lars, Lindberg, Viveca & Pettersson, Astrid (eds.) (2011). *Pedagogisk bedömning: Om att dokumentera, bedöma och utveckla kunskap*. Stockholm: Stockholms universitets förlag, pp. 9–126; 189–216; 235–262 (60 pages). ISBN: 9789176566756.

Lundahl, Christian & FolkeFichtelius Maria (eds.) (2010). *Bedömning i och av skolan – praktik, principer, politik*. Lund: Studentlitteratur, pp. 31–46; 129–159; 223–240; 299–314 (97 pages). ISBN: 9789144056814.

Odenstad, Christina, Samuelsson, Johan & Nordgren, Kenneth (2012). *Betyg i teori och praktik: ämnesdidaktiska perspektiv på bedömning i grundskola och gymnasium*. Malmö: Gleerups. 180 pages. ISBN: 9789140676047.

Skolverket (2011a). *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Available online (www.skolverket.se). 70 pages.

Skolverket (2011b). *Kunskapsbedömning – vad, hur och varför?* Stockholm: Fritzes, 133 pages. Available online (www.skolverket.se).

Additional Study Material

Gustavsson, Anders, Måhl, Per & Sundblad, Bo (2012) *Betygssättning – en handbok*. Stockholm: Liber, 312 pages. ISBN: 9789147099498.

Jönsson, Anders (2011). *Lärande bedömning*. Malmö: Gleerups Utbildning AB. 180 pages. ISBN: 9789140676023

Sundin, Maria (2010). *Klarspråk i skriftliga omdömen*. Stockholm: SKL Kommentus. 103 pages. ISBN: 9173452298.

List of references Module 7 - Linguistics and language didactics 7.5 credits

Cuq, Jean-Pierre. (the latest edition). *Une introduction a la didactique de la grammaire en français langue étrangère*. Didier: Collection Didactique du français. 125 p.

Eriksson, Olof & Tegelberg, Elisabeth. (1989). *Svensk-franska strukturövningar med facit*. Esselte Studium Akademiförlaget. ISBN: 9124163775. 64 p.

Riegel, Martin, Pellat, Jean-Christophe & Rioul, René. (1994). *Grammaire méthodique du français*. Presses Universitaires de France. ISBN: 2130539599. Ca 43 p. in selection.

Wall, Kerstin, Ekman, Monika, Béhar, Denis, & Kronning, Hans. (2008). *Bonniers*

franska grammatik II . Bonnier utbildning. ISBN: 9789162269487. 106 p.

Material provided by the department, ca. 50 p.

List of references Module 8 - Literature and literature didactics 7.5 credits

Chamoiseau, Patrick. (1991). *Solibo Magnifique*. Poche, Folio. 243 p. ISBN-10: 2070383911.

Duras, Marguerite. (1981) (1st ed.). *Le ravissement de Lol V Stein*. Poche, Folio. 190 p. ISBN-10: 2070368106.

Ndiaye, Marie. (2011). *Trois femmes puissantes*. Poche, Folio. 336 p. ISBN-10: 2070440494.

Ramuz, Charles-Ferdinand. (2000). *La grande peur dans la montagne*. Le livre de poche. 186 p. ISBN-10: 2253010960.

Thuy, Kim. (2012). *Ru*. Le livre de poche. 216 p. ISBN-10: 2253158038.

Valette, Bernard. (2011) (2ème édition). *Le roman. Initiation aux méthodes et aux techniques d'analyse littéraire*. Nathan Université. 128 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.

List of references Module 9 - Language didactics and ICT 7.5 credits

Kazeroni, Abdi. (2004). “La construction d'une tâche d'apprentissage d'une langue étrangère dans des environnements informatiques”. *Revue de didactologie des langues-cultures et de lexiculturologie*, nr 134. pp. 159171.

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.phludwigsburg.de/html/2bfrnzs01/overmann/baf3/>

Material provided by the department, ca 100 pages.