



## DEPARTMENT OF LANGUAGES AND LITERATURES

### **FR2211 French: Focus on Form in Language Teaching, 10 higher education credits**

Franska: Fokus på form i språkundervisning, 10 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Languages and Literatures on 2015-03-06 and was last revised on 2017-02-23 to be valid from 2017-08-28, autumn semester of 2017.

*Field of education:* Arts 100%

*Department:* Department of Languages and Literatures

#### **Position in the educational system**

The course is offered as a freestanding course at advanced level. The course may also be part of the Nordic Master Programme for Foreign Language Teachers, 120 hecs.

*Main field of studies*

French

*Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

For admission to the course as a freestanding course, the following special entry requirements apply:

- at least 80 hecs of French
- a teaching degree for the higher levels of elementary school or highschool with a specialization in French
- Swedish A/1 and English A/English 5.

When the course is given as part of the Nordic Master Programme for Foreign Language Teachers, 120 hecs, admission to the programme (University of Gothenburg, Linnæus University, Høgskolen i Østfold) means automatic qualification for the course.

## Learning outcomes

On successful completion of the course the student will be able to:

### *Knowledge and understanding*

- show in-depth knowledge of the traditions, frameworks and conditions that have influenced the didactics/methodologies of foreign languages with special focus on formal aspects;
- account for central notions within psycholinguistic theory modelling with regard to the relation between metalinguistic knowledge and language proficiency;

### *Skills and abilities*

- critically analyse, examine and describe teaching materials from formal aspects;
- relate the knowledge about formal aspects within research into language acquisition to didactic methods with special focus on ICT;
- write texts using good academic French;

### *Judgement and approach*

- show an insight into theoretical and ethical questions, for example how to relate to other research in their own work and what responsibility a scholar has for his or her work;
- reflect on his or her own teaching in relation to the content of the course.

## Course content

The course deals with the traditions, frameworks and conditions that have influenced the didactics/methodologies of foreign languages with special focus on formal aspects. Various dimensions of the importance of formal aspects in language teaching are studied (the classroom, teaching materials, ICT). The content is related to various steering documents in Norway and Sweden.

The course consists of three parts: Focus on form in language learning (1 hec), Focus on form in the language classroom (1 hec), and Focus on form and computer-assisted language learning (6 hecs).

## Form of teaching

*Language of instruction:* French and Swedish

## **Assessment**

Part 1 (Focus on form and language learning) is examined through participation in a netbased discussion forum. Part 2 (Focus on form in the language classroom) is examined through an oral presentation, and Part 3 (Focus on form and computer-assisted language learning) through a written assignment.

Students who have failed any part of the course are given the possibility of a new test. In the case of written assignments, students may be offered the opportunity to do a supplementary assignment for a pass grade. Such an assignment must be submitted within the stipulated time (usually five working days after the result was announced) or else the student will receive a fail grade.

Those who have passed in a subtest may not undergo a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid being graded.

If a student who has failed a test twice wishes to change examiner, he/she should submit a request in writing to the board of the department. The request should be granted unless there are special reasons not to.

In case the course ceases or goes through major changes, students are guaranteed access to three examination sessions (including the regular examination session) for a period of a year with the previous structure of the course as a starting point.

## **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

On part 1 (Focus on form and language learning) only the grades G and U are used. On part 2 (Focus on form in the language classroom) and part 3 (Focus on form and computer-assisted language learning) the grades U, G or VG are used.

To pass the course with distinction, at least the grade Pass on 4 hecs and Pass with Distinction on 6 hecs are required.

## **Course evaluation**

The students are given the opportunity to make a written evaluation of the course. The results of the evaluation are published digitally.

## **Additional information**

Equality aspects should be taken into consideration in content, literature, teaching and evaluation. In addition, where relevant, the course should make students aware of and problematise ecological, economic, cultural and socially sustainable development.