

MA in French Language and Culture (FLC)

for the students of BA (Hons.) in French Language and Culture (FLC) 2015-16 and subsequent intakes.

Institute of Modern Languages
University of Dhaka

October, 2019

MA in French Language and Culture (FLC)

i. Introduction

This MA in French Language and Culture (FLC) program and/or degree to be offered by the Institute of Modern Languages, University of Dhaka is recommended for students i) who have already completed the BA in FLC degree at the Institute of Modern Languages or elsewhere, and ii) are interested in acquiring mastery in French Language and Culture.

This Syllabus of the above mentioned M.A. program has been designed in a way that it complies with the objectives of the Institute of Modern Languages (IML) as a site of foreign language education, and maintains the uniformity among the contents of the syllabuses of other Masters degrees in foreign language and culture offered at this institute.

ii. Proposed title of the Program:

Masters of Arts in French Language and Culture (FLC)

iii. Program objectives

This Postgraduate program in French is aimed at training students to use French language at advanced level for academic and professional purposes. We expect to produce highly efficient practitioners and professionals in French language, as there is a serious demand for such persons in Bangladesh.

This Masters in FLC are expected to have an exhaustive knowledge and expertise in i) French language and literature, ii) in area studies (history, geography, culture, etc.), and also in linguistics. It will provide students with skills required for professions related to i) French language education, ii) Translation and Interpretation from Bengali/English to French and vice versa, and iii) area studies (history, geography, society, literature, culture, politics, etc.), iv) research in the field of language and linguistics in general.

iv. Resource persons

The institute has teachers with required qualifications in the relevant fields and professional experience in teaching.

v. Teaching methodology

Seminars/Workshops, interactive sessions, presentations, research, etc.

vi. Details of the Program

In order to get the degree, a student must have 36 credits. The program will be carried out in 1 academic year, divided into 2 semesters. During this program, 8 courses will be offered as requirement of the degree. The value of each course is to be weighed in terms of 4 credits except Thesis. 15 clock hours teaching is equivalent to 1 Credit hour. A course will be given in 60 clock hours, 4 hours per week, in 15 weeks.

vii. Evaluation

The full marks for each course is 100, which is distributed as follows: i) Midterm (20), ii) Class Attendance (5) iii) Class Test/Presentation/Oral examination/Assignment (15) and iii) Final written examination (60).

Institute of Modern Languages
University of Dhaka
Outline of MA in FLC (French Language and Culture)

Year	Semester	Course No.	Course Title	Total Credit: 36
1	1			16
		MFLC 501	Advanced Research Methods	4
		MFLC 502	Advanced Writing in French	4
		MFLC 503	Advanced Reading in the Society, Politics and Culture of Francophone Countries	4
		MFLC 504	Advanced Methods of Translation	4
1	2			20
		MFLC 505	Thesis	8
			Any Two	
		MFLC 506	History of Francophone Countries	4
		MFLC 507	Advanced Reading of French Literature	4
		MFLC 508	Material Development and Evaluation of Teaching French as a Foreign Language	4
		MFLC 509	Introduction to Francophone Literature	4
			Any One	
		MFLC 510	Teaching Practicum	4
		MFLC 511	Translation Practicum	4
			Total	36

Course Details

MFLC 501: Advanced Research Methods

The goal of this course is to provide graduate students with a solid background needed to be conversant with modern research methods. Learners will study different types of research approaches. They will scrutinize the pros and cons of these approaches.

Learning Outcomes:

At the end of the course, students will be able to:

- Demonstrate familiarity with methodology in general and with the method discourse relevant to the students' specific research area in particular.
- Demonstrate familiarity of at least two competing ways of approaching the role of disciplines in organizing knowledge.
- Demonstrate an ability to select appropriate research method in order to carry out the student's research work, indicating a range of possible options, and the rationale for such choice.
- Demonstrate insight into the possibilities and limitations of method disclosures.
- Demonstrate a capacity to discuss critical issues within their research practice (method, discipline, constraints of research, and current debates within the specific research subject) with a non-specialist and general public.

Bibliography:

- Fortin, M. F., & Gagnon, J. (2016) *Fondements et étapes du processus de recherche : Méthodes quantitatives et qualitatives*. Chenelière éducation, Montréal, Quebec.
- Nunan, D. (1992) *Research method in language learning*. Cambridge University Press, Cambridge
- Brown, J.D. (1988) *Understanding research in second language learning*. Cambridge University Press, Cambridge.
- Seliger, H.W. & Shohamy, E. (1889) *Second language research methods*. Oxford University Press, Oxford.

MFLC 502: Advanced Writing in French

The goal of this course is to enhance the professional and academic writing skill of the graduate students. Students will study different types of formal and informal letters. Students also practice different types of composition writing such as argumentative essays, comparative essays. They will also practise different types of professional writing such as job application, memo writing, minute writing, etc. Last of all, they will practice how to write book review.

Learning Outcomes:

At the end of the course, students will be able to:

- Demonstrate familiarity with different types of informal and formal writing.
- Demonstrate familiarity of writing different types of academic and professional writing.
- Demonstrate an ability to write book review in French.

Bibliography:

- Charpentier, J. (1920) *L'acquisition de l'écrit: les aspects théoriques*. Presses Universitaires de France, France.
- Boch, F., Laborde-Milaa, I. & Reuter, Y. (2004) *Pratiques, les écrits universitaires*. CRESEF, Metz.
- Reuter, Y. (2010) *The French didactics approach to writing, from elementary school to university*. Routledge, New York and London.

MFLC 503: Advanced Reading in the Society, Politics and Culture of Francophone Countries

The goal of this course is to enhance the knowledge of the social, cultural and political knowledge of the francophone countries. Students will gather an in-depth knowledge about the diverse social, cultural and political aspects of Francophone countries.

Learning Outcomes:

At the end of the course, students will be able to:

- Demonstrate familiarity with diverse cultures and norms of the Francophone world.
- Demonstrate familiarity with the political knowledge of the French speaking countries.
- Demonstrate an ability to compare and contrast between social and political and cultural aspects of the francophone countries.

Bibliography:

- Beauclaire, M. M. (2003) *The francophone world: cultural issues and perspective*. Peter Lang Publishing, New York.
- Howarth, D. J., & Varouxakis, G. (2003) *Contemporary France: An Introduction to French Politics and Society*. Hodder Arnold Publication, London.
- Stovall, T. (2003) *French civilization and its discontents: Nationalism, colonialism, race*. Lexington Books, Maryland, USA.
- Forbes, J., & Michael, K. (1995) *French Cultural Studies: An Introduction*. Oxford University Press, Oxford.

MFLC 504: Advanced Methods of Translation

The goal of this course is to close reading to bring about a clear understanding of the text, to initiate to research and documentation to broaden the general knowledge base of the translator and to better understand to text, to prepare required to translate a clue avoiding the trap of 'faux amis'.

Learning Outcomes:

At the end of the course, students will be able to:

- Translate short stories/novel (English/Bengali to French, French to English/Bengali)

Bibliography:

- Brauns, J. (1981) *Comprendre pour traduire. Perfectionnement linguistique en Français*. Didier, France.
- Brauns, J. (1985) *French false friends*, Oxford University Press, England.
- Cary, E. (1996) *Comment faut-il traduire ? pour traduire*. Didier, France.

MFLC 505: Thesis

The Thesis written by the student has to be based on an original empirical research underpinned by a comprehensive literature survey, conducted independently on the basis of some theories. Students will investigate and report their findings on the basis of data they have collected to answer their research question. They will be expected to write a well-conceived and appropriately-executed paper based on their original piece of work, of word limit between 10,000 to 15,000 words, on the basis of research skills developed at the undergraduate level. The research report will be assessed by both the supervisor and by an external examiner. Finally, candidate will face an interview in a formal defense of dissertation.

Bibliography:

Dubin, F. & Olshtain, E. (1986). *Course Design*. Cambridge University Press.

Hughes, A. (1989). *Testing for Language Teachers*. Cambridge University Press.

McDonough, J., & Shaw, C. (2003). *Materials and Methods in ELT*. Second Edition. Oxford: Blackwell.

McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

Rea-Dickins, P., & Germaine, K. (1992). *Evaluation*. Oxford University Press.

Nunan, D. (1986). *Syllabus Design*. Oxford University Press

White, R. (1988). *The ELT Curriculum: Design, Innovation and Management*. Oxford: Blackwell.

Wyse, Dominic, Hayward Louise, and Pandya, Jessica. (Eds). (2011). *The SAGE Handbook of Curriculum, Pedagogy and Assessment*. London, Sage.

Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge University Press.

Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press

Tomlinson, B. (Ed.) (1998) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Yalden, J. (1987). *The Communicative Syllabus: Evolution, Design and Implementation* Prentice-Hall International (UK).

MFLC 506: History of Francophone Countries

This course aims at providing the students with in depth knowledge of the history of French speaking countries. Students will delve into the history of different ages in the French speaking countries.

Learning Outcomes:

At the end of the course, students will be able to:

- Demonstrate an ability to discuss about the history of French colonization and the relationship of France with its former colonies.
- Demonstrate a familiarity of the history of ancient, medieval and modern France.
- France and French speaking countries in the different ages

Bibliography:

- Barreau, J.C. (2008) *Toute l'histoire de France*. Editions du Toucan, France.
- Labrune, G., & Toutain, P. (2006) *L'histoire de France*. Nathan Publishers, France.
- Duby, G., & Juliet, V. (1993) *France in the middle ages: 987-1460: From Hugh Capet to Joan of Arc*. Wiley Blackwell, New Jersey.
- Ladurie , E.R. (1998) *The ancient regime: A history of France (1610-1774)*. Wiley Blackwell, New Jersey.
- Popkin , J.D. (2005) *A history of modern France*. Routledge, England.
- Aldrich, R. (1996) *Greater France: A history of French overseas expansion*. Palgrave Macmillan, UK.

MFLC 507: Advanced Reading of French Literature

This course offers an overview of a range of different theoretical approaches to literary texts. The students will study classicism, romanticism, surrealism, structuralism, Marxism, existentialism etc. Learners will also study several selected literary texts of different genre which reflect the abovementioned theories.

Learning Outcomes

At the end of the course, students will be able to:

- Critically read and comment on literary works from different periods and different interpretations of these texts
- Describe the dominant tendencies of the 16th/17th/18th/19th century literary theory, and be able to use the theoretical concepts in the analysis of literary texts
- Critically discuss the concept francophone
- Demonstrate a good knowledge of literature and scientific methodology
- Apply their knowledge in an independent written literary analysis, written in excellent French, of a French-language literary work
- Orally defend their independent work in excellent French.

Bibliography:

- Barsky, F.R., & Fortier, D. (1997) *Introduction à la théorie littéraire*. Presse de l'Université du Québec, Sainte Foy.
- Lucas, D.W. (1968) *Aristotle: Poetics*. Oxford University Press, Oxford.
- Barry, P. (2009) *Beginning theory: An introduction to literary and cultural theory*. Manchester University Press, Manchester.
- Rice, P. & Waugh, P. (2001) *Modern Literary Theory*. Oxford University Press, Oxford.
- Nayar, P.K. (2010) *Contemporary literary and Cultural theory*. Pearson, London.

MFLC 508: Material Development and Evaluation of Teaching French as a Foreign Language

The goal of this course is to provide graduate students with a deeper understanding of the field of Teaching of French as a foreign language (FLE). The thrust of this course is on the following two areas:

- i) Material Development: To examine the underlying principles and context of material development and the role of materials in the French classroom.
- ii) Evaluation: To examine the key issues and basic principles of evaluation.

Bibliography:

- Cuq, J. P. & Gruca, I. (2003) *Cours de didactique du français langue étrangère*, PUG, Grenoble
- Tagliante, C. (2006) *Évaluation*, CLE International, Paris.
- Tardieu, C. (2008) *La didactique des langues en 4 mots clés: communication, culture, méthodologie, évaluation*, Ellipses, Paris.
- Tomlinson, B. (1998) *Materials development in language teaching*, CUP, Cambridge.
- Veltcheff, C. et Hilton, S. (2003) *L'évaluation en FLE*, Hachette, Paris.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press
- Yalden, J. (1987). *The Communicative Syllabus: Evolution, Design and Implementation* Prentice-Hall International (UK).

MFLC 509: Introduction to Francophone Literature

The goal of this course is to give an overview of the main trends and developments of literatures in French produced by nations and peoples other than the French (Belgium, Switzerland, Canada, Africa).

Bibliography:

- Cornevin, R. (1976) *Littératures d'Afrique noire d'expression française*, PUF, Paris.
- Gerard, A. (1978) *Études de littérature africaine francophone*, NEA, Dakar.
- Kesteloot, L. (1985) *Les écrivains noirs de langue française naissance d'une littérature*, ULB, Bruxelles.

- Rouch, A. et Clavreul, G. (1987) *Littératures nationales d'écriture française*, Bordas, Paris.

MFLC 510: Teaching Practicum

The course intends to develop students' practical skills necessary to teach French as a foreign language. They are encouraged to translate the theoretical knowledge that they have gathered in ...: Methodology of Teaching French as a Foreign Language.... : Teaching Classroom Techniques into practice, conduct teaching sessions in front of their peers, apply the skills learnt and gain hands-on teaching experiences. They have the opportunity to experiment with new techniques in a friendly environment and receive formative feedback from the peers. The principles of teacher development and the knowledge of approaches, methods, and techniques in LT come together through micro-teaching and peer observation. On completing the micro-teaching, the students will be able to prepare and apply lesson plans, develop confidence in using a variety of materials and teaching techniques, and expand on their teaching skills and understand the necessity of continuous reflection on the teachers' part for ensuring optimal learning for students. They will design and develop a portfolio as a component of assessment.

Bibliography:

- Darling-Hammond, L. (2012). *Powerful teacher education: Lessons from exemplary programs*. London: Wiley.
- Darling-Hammond, L. and Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: John Wiley and Sons.
- Elliott, J. (2012). *Reconstructing teacher education: Teacher development*. New York: Routledge.
- Michael J. W. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.
- Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge: Cambridge University Press.
- Tedick, D. J. (2013). *Second language teacher education: International perspective*. New York: Routledge.

MFLC 511: Translation Practicum

The goal of this course is to close reading to bring about a clear understanding of the text, to initiate to research and documentation to broaden the general knowledge base of the translator and to better understand to text, to prepare required to translate a clue avoiding the trap of 'faux amis'.

Learning Outcomes:

At the end of the course, students will be able to:

- Translate short stories/novel (English/Bengali to French, French to English/Bengali)

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- Brauns, J. (1981) *Comprendre pour traduire. Perfectionnement linguistique en Français*. Didier, Paris.
- Brauns, J. (1985) *French false friends*, Oxford University Press, London.
- Cary, E. (1996) *Comment faut-il traduire ? pour traduire*. Didier, Paris.