



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Luxembourgeois		
Programme		
5IEC		

Leçons hebdomadaires: 2
Langue véhiculaire: luxembourgeois
Nombre minimal de devoirs par trimestre: 1

In their 3rd year of learning Luxembourgish, students from all levels come together in a conversation class, where current and student-oriented topics shall be discussed in Luxembourgish. The goal is for every student to progress in speaking, especially for the learners of Luxembourgish as a foreign language to obtain the skills of the CECR level B1.

Prerequisites

Luxembourgish A2 or as a native/second language.

Aims

- Information and discussions about Luxembourg and its culture, e.g. its language, literature, traditions and history.
- Improve speaking and reading fluency and accuracy.
- Student Life, social interactions
- Actual political phenomena in Luxembourg, Europe and the world
- Intercultural exchange and observations (always including a view on Luxembourg)
- Moral and ethical questions



Course components

Communication

Understanding and interpreting Luxemburgensia (Literature in Luxembourgish, about Luxembourg or from Luxembourgish authors), the country and its people as well as films and documentaries from Luxembourg and the rest of the world.

Grammar

Spelling, pronunciation and vocabulary of the Luxembourgish language.

Lexis

Etymologie, figures of speech, proverbs, regional differences of Luxembourgish.
Vocabulary on every possible topic.

Assessment

Students will sit several listening, oral and written tests (in that order of precedence) per term, which will normally take place after a concluded teaching unit.

Continuous assessment will play a central role throughout the year and may consist in various interim tests that are regularly assigned and marked to assess and certify aspects such as listening and oral skills (textual comprehension and expression) and to inform pupils about their progress and potential remaining shortcomings (formative evaluation). Continuous formative assessment will also be used to monitor the students' progress and to draw their attention to potential remaining weaknesses.

Homework will be assigned at a regular basis and considered for the final mark.

Course material

- Optional B1: Schwätzt Dir Lëtzebuergesch – B1 (INLL 2020 978-99959-40-05-8))
- Optional : De roude Fuedem (Christiane Ehleringer) (Imprimerie Centrale 978-2-87978-063-4)

Remarks

Projects (such as the creation of a poster about a given topic) may be undertaken throughout the course.



Teaching and learning methods, various activities for all levels

Council of Europe: Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Cambridge University Press, 2001.

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

The use of language for playful purposes often plays an important part in language learning and development, but is not confined to the educational domain. Examples of ludic activities include:

Social language games:

- oral (story with mistakes; how, when, where, etc.);
- written (consequences, hangman, etc.);
- audio-visual (picture lotto, snap, etc.);
- board and card games (Scrabble, Lexicon, Diplomacy, etc.);
- charades, miming, etc.

Individual activities:

- puzzles (crossword, rebus, anagram, etc.);
- media games (TV and radio: chiffres et lettres, Catchword, etc.);
- Verbal joking (punning, etc.) e.g. in:
- advertisements e.g. (for a car) *'Make your money go a long way'*;
- newspaper headlines e.g. *'Feminism or bust!'*;
- graffiti e.g. *'Grammar rules – O.K.?'.*

Imaginative and artistic uses of language are important both educationally and in their own right. Aesthetic activities may be productive, receptive, interactive or mediating (see 4.4.4 below), and may be oral or written. They include such activities as:

- singing (nursery rhymes, folk songs, pop songs, etc.)
- retelling and rewriting stories, etc.
- listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.) including audio-visual texts, cartoons, picture stories, etc.
- performing scripted or unscripted plays, etc.
- the production, reception and performance of literary texts, e.g.: reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera, etc.



Course outline for Luxembourgish as a foreign language level B1 – Threshold or intermediate

Prerequisites

A2: Refined means of communication, conversation, presentation and argumentation. Regular vocabulary and expressions, in both oral and written form. Decent notions of grammar and spelling. Vocabulary related to specific topics of everyday life.

The student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, school). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Aims

The student can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc. He can deal with most situations likely to arise whilst interacting in an area where the language is spoken. He can produce simple connected text on topics which are familiar or of personal interest. The student can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Course components

The focus of this course will be on listening, spoken interaction and spoken production activities as well as basic reading and writing activities in the textbook.

Communication

Take messages communicating enquiries, explaining problems; provide concrete information required in an inter-view/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Grammar

Conjunctions and subordinate clauses; temporal and modal prepositions; declension of adjectives; comparatives and superlatives; declension of nouns and pronouns.

Lexis

Refined vocabulary related to specific topics: food, family members, clothes, hobbies;



television; sports and entertainment; body parts, illnesses; objects, subjects; surroundings, neighbourhood: places (rooms at home, in private and public buildings, furniture, equipment, places in town: station, airport etc., premises); means of private or public transport; parties, celebrations, ceremonies; good and bad weather; routes, itineraries, destinations.

Further vocabulary on topics of Luxembourgish geography, history, culture and literature.

Skills and objectives

Listening

The student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He can understand the main point of many radio or TV programmes as well as factual and simple technical information on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. He can follow detailed directions.

Reading

The student can understand texts that consist mainly of high frequency every day or job-related language. He can understand the description of events, feelings and wishes in personal letters. He can use reading techniques (scanning, extrapolating, deducing) and identify the structure of argumentative texts.

Spoken Interaction

The student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production

The student can connect phrases in a simple way in order to describe experiences and events, his dreams, hopes and ambitions. He can briefly give reasons and explanations for opinions and plans. He can narrate a story or relate the plot of a book or film and describe his reactions.

Writing

The student can write simple connected text on topics which are familiar or of personal interest. He can write personal letters describing experiences and impressions.