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Sommario/riassunto	A travers ses experiences d'enseignante de francais a la Haute Ecole Pedagogique de Berne (PHBern), l'auteure constate que de nombreux etudiants, futurs enseignants du primaire, presentent des resistances a l'encontre de cette langue qu'ils vont pourtant devoir enseigner. S'inscrivant dans le champ de la didactique des langues et des cultures et adoptant une approche socio-anthropologique, la chercheuse s'interesse aux raisons de ce rapport au francais des etudiants en formation initiale. Grace a l'analyse qualitative de leurs recits d'experiences, elle parvient a identifier un eventail de representations du francais et a en reperer les lieux-pivots. En outre, son analyse des strategies individuelles et collectives elaborees par ces futurs enseignants pour tenter de gerer les tensions liees au caractere contraint de l'enseignement/apprentissage de la langue donne finalement a voir les " interstices institutionnels " qui permettent aux divers acteurs de l'institution de s'accommoder ou de contourner la situation. Les resultats de sa recherche l'incitent a souligner la necessite de penser, voire de repenser, les articulations institutionnelles et a proposer des pistes didactiques. Jesabel Robin has been a lecturer in French for future primary-school teachers at the German-speaking Padagogische Hochschule Bern (PH IVP) since 2007. She felt that most of her students were reluctant to their professional training in French, yet it is one of the subjects they

are training to teach. Her research in language and culture pedagogy adopts social anthropological approaches with a view to study the attitude of the PH IVP students towards French. From mobility mapping to comprehensive interviews in self confrontation, she analyses diverse self-narratives and reveals a wide range of individual and collective representations of and about French. She also focuses on the pivotal effect of institutional experiences such as practical training in teaching French and mobility. These constraints trigger tensions between institutional thinking and individual experiences regarding French but also reveal gaps (so-called « interstices institutionnels ») within the institution itself. The author eventually suggests redesigning a few curricular aspects.
