





In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

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| 5 credits | 60.0 h | Q1 and Q2 |
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|---------------------|---|
| Teacher(s)          | Moubayed Fatima ;   |
| Language :          |   |
| Place of the course | Louvain-la-Neuve  |
| Main themes         | <p>Communication topics are given only as examples. They will be approached only superficially, in relation with the targeted language level.</p> <p><b>Communication topics</b> : personal data, family, work, time, the weather, food, personal relationships and contacts with other people, means of transport, itineraries, leisure, Deaf culture.</p> <p><b>Grammar</b> : different categories of transfers (according to C. Cuxac's theory (2000)), affirmation, negation, open questions, closed questions, sign order in a simple sentence, introduction to timelines and classic multidirectional verbs, fingerspelling.</p>  |
| Aims                | <p><b>Understanding</b></p> <p>To understand familiar and daily expressions as well as very basic sentences regarding oneself, one's family, one's immediate needs, one's immediate and concrete environment.</p> <p><b>Interacting,</b></p> <p>1 To introduce oneself or introduce someone else, ask and answer simple questions about familiar topics (about one's house, one's relationships or possessions) or about immediate needs.</p> <p><b>Producing</b></p> <p>To use expressions and basic sentences to introduce oneself or other people, talk about home, talk about what one's doing.</p> <p>----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>   |
| Evaluation methods  | <p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p><b>Continuous assessment (during the year) = 40%</b></p> <ul style="list-style-type: none"> <li>• Attendance and involvement in the course as well as participation to extracurricular activities : 10%</li> <li>• Signed exercises during the quadrimester : 10%</li> <li>• Test at the end of the first quadrimester : 20%</li> </ul> <p><b>Final exam = 60 %</b></p> <ul style="list-style-type: none"> <li>• Written exam : 30% <ul style="list-style-type: none"> <li>Translation of short sentences from LSFB into French</li> <li>Understand a short story told in LSFB</li> </ul> </li> <li>• Oral exam : 30% <ul style="list-style-type: none"> <li>&gt; Translation of very simple French sentences into LSFB</li> <li>&gt; Tell a story in LSFB on the basis of a visual support</li> <li>&gt; Talk about oneself and/or a familiar subject (interaction with the teacher)</li> </ul> </li> </ul> |
| Content             | <p>At the beginning of the course, students listen and sign in LSFB and are encouraged to communicate exclusively in LSFB to interact with the teacher and their peers.</p> <p>The teacher gives his explanations both in LSFB and written French.</p> <p>In addition to the course, students continue to learn LSFB and Deaf culture through activities organized in Louvain-la-Neuve and French-speaking Belgium. Conversation tables with native signers as well as conferences will be organized by KAP-Signes during the academic year. Students are strongly encouraged to participate.</p>   |
| Inline resources    | <a href="http://www.lsfb.be">http://www.lsfb.be</a> : the only reliable source regarding LSFB vocabulary  |

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|-----------------------------|---|
|                             | <a href="http://www.ffsb.be">http://www.ffsb.be</a> : activities of the French-speaking Deaf community of Belgium.  |
| Bibliography                | <p>Lectures non obligatoires :</p> <p><b>Linguistique</b> (ouvrages assez pointus, uniquement pour ceux qui sont intéressés):</p> <ul style="list-style-type: none"> <li>• Christian Cuxac (2000), La langue des signes française (LSF). Les voies de l'iconicité, Paris : Ophrys</li> <li>• Laurence Meurant (2006), Le regard en langue des signes. Anaphore en langue des signes française de Belgique (LSFB) : morphologie, syntaxe, énonciation, Namur : Presses Universitaires de Namur</li> </ul> <p><b>Langue des signes et culture sourde :</b></p> <ul style="list-style-type: none"> <li>• Yves Delaporte (2002), Les sourds, c'est comme ça, Paris : Editions de la Maison des Sciences de l'Homme</li> <li>• Paddy Ladd (2003), Understanding Deaf Culture. In search of Deafhood, Clevedon: Multilingual Matters LTD</li> </ul> |
| Other infos                 | <p><b>Open to the students enrolled at UCL as well as to the members of staff.</b></p> <p>This course corresponds to A1 level of the Common European Framework of Reference</p> <p>Equivalent course given in other curricula: Institut Libre Marie Haps, langue des signes A1 ; Université de Liège LANG0936-1</p> <p>Training staff</p> <ul style="list-style-type: none"> <li>• A group of 15 students approximately</li> <li>• The teacher can be contacted by email and can be met in Brussels on appointment.</li> </ul>  |
| Faculty or entity in charge | ILV   |

| <b>Programmes containing this learning unit (UE)</b>               |         |         |              |   |
|--|---------|---------|--------------|---|
| Program title  | Acronym | Credits | Prerequisite | Aims  |
| Bachelor in Information and Communication                          | COMU1BA | 3       |              |  |
| Master [120] in Speech and Language Therapy                        | LOGO2M  | 5       |              |  |
| Master [120] in Linguistics  | LING2M  | 5       |              |  |
| Bachelor in Psychology and Education : Speech and Language Therapy | LOGO1BA | 5       |              |  |