

FRE 384F-L0101: Teaching French as a Second Language

Fall 2016

Location: NF 004

Time: Mondays 10 am-12 pm

Instructor Information

Dr. Geneviève Maheux-Pelletier

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My office hours are **Monday 12:15 pm to 1:15 pm, Tuesday 1pm to 2 pm** and by appointment. They are held concurrently in **CR 323** & on Blackboard Collaborate.

Prerequisite: FRE 272H1 + FSL 321Y1 + FRE225Y1 (JFI225Y1)

Course Description

This course provides an overview of second language (L2) methods as applied to the French language. More specifically, the topics will cover issues related to L2 teaching methods and lesson planning. We will embed our discussions within historical and contemporary theories of second language acquisition and associated pedagogical practices. Ultimately, we will embrace the communicative framework and discuss the integration of the four skills in teaching French as a second language (FSL) as well as the implementation of the communicative approach in pedagogical materials published in France and in North America.

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

1. Explain the theories / pedagogical approaches that shape second language teaching
2. Critically analyse teaching methods and practices based on current understandings of effective language teaching and learning
3. Explain the factors that affect second language learning
4. Discuss the principles of communicative language teaching
5. Design a task-based lesson plans that align teaching activities with learning outcomes
6. Critique FSL teaching materials and improve upon them

Required text:

Hachette, *Faire classe en FLE, une approche actionnelle et pragmatique*, Jean-Pierre Robert, Évelyn Rosen, Claus Reinhardt.

Evaluation

Preparation and participation in classroom engagement activities	10%
Online forum (September 19, 26, October 3, 17, 24, November 14)	5%
Mini-leçon based on the communicative approach (Nov. 21 through Dec. 5)	15%
Curriculum review project	30%
<ul style="list-style-type: none">• Version préliminaire (9 novembre)• Version finale (28 novembre)	
Collaborative Test (31 octobre)	15%
Summative Test (7 décembre)	25%

Details about the assignments and tests

Please note that your use of French, both oral and written, will be evaluated on assignments and examinations. 20% of your grade will be allocated to language on written assignments.

Late assignments will be penalized by 2% per day of lateness.

Unless otherwise noted or agreed upon with your instructor, **all assignments are to be submitted in electronic format** on Blackboard.

Preparation and participation in classroom engagement activities: You are expected to come prepared to participate in class. This includes reading the materials from the textbook and the documents posted on Blackboard **prior to coming to class**.

Online forum: For the class sessions indicated in the calendar, you are required to 1) write a post on the Blackboard's forum and 2) reply to at least one comment made by a peer. The deadline for your post and reply is at midnight on Sunday when a post is required for the next class. To get full credit, you are to submit 5 substantive posts out of the 6 weeks where the forum is active.

Mini-leçon based on the communicative approach: In a team of 3, you will prepare and deliver a 10 to 15 minute lesson focusing on either receptive skills, productive skills, vocabulary, or grammar. Your peers will participate as your pupils in the mock lesson. Your team and topic will be determined on October 24 and dates will be assigned randomly. Mini-lessons will be delivered between November 21 and December 5. Each team will make an appointment with the instructor one week before the lesson to discuss their plan and have an opportunity for questions. Please include a **Academic Integrity Checklist** (see p. 5 of the syllabus) with your mini-lesson materials, signed by all members of your team.

Curriculum review project: You will be pick or be assigned a chapter of a popular introductory or intermediate FSL textbook and tasked to critically analyse how the content is presented. You will make recommendations and supplement the chapter with an authentic or semi-authentic task that includes a pre-communicative activity, a communicative task and a formative evaluation. The preliminary version of the project is worth 5% and is due in electronic format on November 9 (note there is no class on that date). The final project is due November 28. Please include a **signed Academic Integrity Checklist** (see p. 5 of the syllabus) with your submission.

Tests: The *collaborative test* (October 31) will be taken twice: once individually (for 70% of the mark), and once in a team setting. The collaborative answers will count for 30% of your test's mark unless you do better individually. In such a case, the individual mark will count for 90% of your mark, and the collaborative version for 10%. The *summative test* (December 7) is strictly individual.

Blackboard (BB)

Blackboard (<https://portal.utoronto.ca>) will be used to post documents, lecture notes, homework assignments, reminders and important announcements. It is also the platform hosting the online forum.

Accessibility Services

The University provides academic accommodations for students who require them. To receive special accommodations, students must register with Accessibility Services. To learn more about the service, please visit the following website: <http://www.accessibility.utoronto.ca/Home.htm>.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.

- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while “editing”;
 - Using Google Translate or other translation engine to translate a text wholesale
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with your mini-lesson presentation and your curriculum review project. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Academic Integrity Checklist

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Dr Geneviève Maheux-Pelletier

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name:

Signature: _____

Date:

Date	Contenu	Préparation, lectures et évaluations
12 septembre	Introduction au cours: plan de cours, objectifs et évaluations Modèle de conception pédagogique	---
19 septembre	Les apprenants : Qui sont-ils? Comment gérer les comportements?	Robert, Rosen & Reinhardt p. 9-28 Robert, Rosen & Reinhardt p. 111-124 Online Forum 1
26 septembre	Les enseignants : qui êtes-vous? Et vous, quel type d'enseignant êtes-vous? Comment gérer les comportements?	Robert, Rosen & Reinhardt p. 29-42 Teaching Perspectives Inventory: http://www.teachingperspectives.com/tpi/ Robert, Rosen & Reinhardt p. 125-134 Online Forum 2
3 octobre	Quelle approche choisir?	Robert, Rosen & Reinhardt p. 81-90 Documents sur Blackboard Online Forum 3
10 octobre	Action de grâce : Pas de cours	
17 octobre	Quelle approche choisir? Les méthodes traditionnelle, directe, active et audio-orale Introduction du projet	Robert, Rosen & Reinhardt p. 91-99 Documents sur Blackboard Online Forum 4
24 octobre	L'approche communicative et la perspective actionnelle Quels contenus enseigner?	Robert, Rosen & Reinhardt p. 63-80 Documents sur Blackboard Online Forum 5 Équipes et thèmes de la mini-leçon
31 octobre	---	Test collaboratif
7 novembre	Relâche : Pas de cours	Remise de la version préliminaire du projet (9 novembre)
14 novembre	Comment gérer les tâches et les activités?	Robert, Rosen & Reinhardt p. 135-156 Online Forum 6

21 novembre	Comment gérer les tâches et les activités? (suite)	Documents sur Blackboard Mini-leçons
28 novembre	Comment organiser un cours?	Robert, Rosen & Reinhardt p. 43-62 Mini-leçons Remise du projet final
5 décembre	Comment évaluer les acquisitions? Conclusion	Robert, Rosen & Reinhardt p. 157-178 Mini-leçons
7 décembre	<i>Reprise du cours de la relâche</i>	Test sommatif
