



CENTRE D'ETUDES FRANÇAISES

SPRING 2023

FRE 379

3 CREDITS

PR. STÉPHANIE BÉRARD

STEPHANIE.BERARD@IAU.EDU

FRE/LING/EDU 379 : Voyage au cœur de la langue française Histoire, acquisition et didactique

Classes are held on Mondays and Wednesdays from 3:30 to 4:55 pm in the Zola Room.

COURSE DESCRIPTION

This course is intended for students with an advanced level of French (B2 of the Common European Framework of Reference for Languages (CEFR)), which means having taken 4 semesters of French or more.

The course is divided into three steps that will allow us to travel through the French language: its history, its learning, and its teaching. Each step will be linked to a didactic question, in order to encourage each student to question his or her own learning of French and potential teaching methods.

Three stops will punctuate our journey and allow us to answer certain questions.

Stopover 1 "History and evolution of the language"

What is the French language, where does it come from, how did it evolve and how did it become the language of reference in France? And what are the major difficulties of the language of Molière for a foreigner?

Stopover 2 "Acquisition and learning strategies"

How do we learn a foreign language? What are the mechanisms involved in the acquisition process? And how can we become aware of our learning strategies in order to better exploit them in learning French?

Stopover 3 "Teaching a foreign language"

How to effectively work on listening comprehension, oral production and other language skills with an audience of foreign learners? How to make the approach to French grammar more interactive and motivating?

The trip ends with fun and creative activities to allow everyone to put into practice their talents as learners and/or future teachers of the French language.

COURSE OBJECTIVES

This course aims to help students to :

- o Learn about the history of the French language.
- o Learn or consolidate certain notions of linguistics.
- o Question their own strategies for learning a foreign language, particularly French.
- o Create and analyze didactic sequences.

LEARNING OUTCOMES

At the end of the session, the student will be able to :

- o Explain how French was historically and sociologically imposed in France.
- o Explain his/her own way of learning and how to make it evolve.
- o Identify certain difficulties of French, in a contrastive approach with English.
- o Energize the class through creative and playful activities (based on selected authentic documents).
- o Develop pedagogical sequences for different levels.
- o Facilitate a round table discussion.

LEARNING METHODS

- o Reading of articles
- o Exchanges and discussions
- o Round table facilitation
- o Oral and visual presentations
- o Observation of pedagogical activities for learning French
- o Small group work

At the end of the semester, students will create and present a final creative/analytical assignment consisting of demonstrating that they have acquired knowledge and skills, i.e. :

- Key course concepts

- Techniques for analyzing the teaching/learning context of a foreign language and making it dynamic (know-how)

COURSE MATERIALS AND BOOKS

Excerpts from the following books will be provided by the instructor.

- Courtillon, J. (2003). Elaborer un cours de FLE, Hachette.
- Walter, H. (2016). Le français dans tous les sens. Grandes et petites histoires de notre langue, Poche.
- Bertocchini P. and Constanzo E. (2017). Practical training manual for the FLE teacher, Cle International.

EVALUATION AND GRADING

Attendance and participation: 15% (active attendance, participation in class discussions and activities).

Mid-term exam: 20% (cumulative exam on all content studied in the first part of the semester)

Intermediate assignments: 45% (during the semester)

- Participation in a debate on glottophobia **(5%)**
- Facilitation of a round table discussion **(10%)**
- Opinion piece on language and identity **(5%)**
- Opinion piece on the role of motivation in the classroom **(5%)**
- Group didactic project **(10%)** followed by the creation of a pedagogical sequence and an evaluation grid **(10%)**

Final exam: 20 % (exam on the creation of a pedagogical sequence)

ATTENDANCE

One of your basic obligations for this course is attendance. This is not a lecture course; the quality of the course depends largely on you. You must arrive on time, with your lesson prepared in advance, and be prepared to participate in discussions and activities. Attendance and participation in class will be an integral part of your final grade.

Any unexcused absence will affect the student's grade. Above 2 unexcused absences the grade will be systematically lowered. For example, if your final cumulative grade is 16 (A-), but you have three unexcused absences, your final grade will be 15 (B+).

Late arrivals at the beginning of class will also affect the student's grade:

2 tardies = 1 absence

In the event that the professor is absent, the class will be made up at a later date and will be considered a regular class, so students must be present and have done their homework.

PLAGIARISM

Academic honesty is a must and **plagiarism is not tolerated at our institution**. Compositions written by copying a website or written by someone else will receive an F.

Cheating is also a form of plagiarism. During a test or exam, you are not allowed to use a phone, a book or copy the work of one of your peers.

CLASS CONDUCT

Students must:

- o Turn off their cell phones, tablets and computers.
- o Avoid getting up to leave the classroom (it disrupts the flow of the class and in addition the student misses part of the class).
- o Arrive with their belongings (books, notebooks, texts)
- o Arrive on time
- o Avoid eating in class
- o Stay focused on the tasks of the course material

Finally, enjoy the learning process.

ACADEMIC CALENDAR

This content may change according to the pace and interest of the class. It will be continually updated:

I. History and evolution of the language: January 25 to February 8

- a. Introduction to the history of French
- b. Reflection on language and identity
- c. Exploration of linguistic discrimination: *glottophobia*

The aim is to study the evolution of French in order to better understand, appropriate and transmit it. What are the constituent stages of this history? What is the influence of others on the French language? What is the relationship between English and French? All these questions will allow us to better understand some of the difficulties of the French language as illuminated by history.

February 1, 2023: practice debate/roundtable on language and identity (ungraded)

February 6, 2023: graded debate on *glottophobia* (5%)

February 8, 2023: first written assignment on language and identity (300-350 words) (5%)

II. Acquisition and Learning Strategies: February 13 - March 6

- a. Introduction to theories of foreign language acquisition (evolution of language classroom methodologies over time)
- b. Overview of learning strategies and motivation
- c. Reflection on the influence of the learning culture (communication and intercultural approach)

Here we will discuss the theories that govern the issue of foreign language acquisition. What are the interactions between the mother tongue(s) and the new language? What cognitive mechanisms are at work when learning a foreign language? This module will encourage students to take a step back from their own learning of French (or other languages).

February 8 to March 6: round table discussion (10%)

February 20, 2023: second written assignment on the role of motivation in the FLE classroom (300-350 words) (5%)

March 8, 2023: Midterm (20%)

MID-SEMESTER EXAM : Wednesday, March 8

III. Teaching a foreign language - classroom techniques: March 20 - April 19

- a. Reflections in language didactics: empowerment and digitization of learning/flipped classroom technique
- b. Didactics of reception
- c. Didactics of production
- d. Evaluation in the language classroom

What materials? What activities and approaches should be proposed to promote the reception and production skills of foreign students? Each student will be able to testify about his or her own experience and preferences in terms of comprehension and production activities, or even be asked to create some for his or her classmates.

March 20 to April 19: group work on the didactic project (out-of-class preparation)

IV. Teaching authentic documents: April 24 to May 3

- a. Reflections on the teaching of lexicon
- b. Reflections on teaching grammar
- c. Creating activities from authentic documents

What use can be made of the multiple documents (newspapers, songs, videos, advertisements, works of art) that can be found in a given socio-cultural environment?

From April 19 to May 3: group presentations of the didactic project **(10%)** + creation of pedagogical sequences and evaluation grid **(10%)**

Between May 9 and 12: Final exam **(20%)**

Final exam: between May 9-12 (to be confirmed with the administration)