

**FREN7700: Teaching College French
Fall 2006**

Dr. Debbie Bell
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Office Hours: Monday 9:05-9:55
Thursday 2:00-3:00
Friday 9:05-9:55
(and by appointment)

Textbook:

Omaggio, Alice Hadley. *Teaching Language in Context*. 3rd edition. Boston: Heinle & Heinle, 2001.

Goals of the course:

- ✓ To provide a theoretical and historical introduction to the teaching of foreign /second languages.
- ✓ To present and critique the methods and approaches common to our profession.
- ✓ To learn and to put into practice the pedagogical principles of "communicative competence."
- ✓ To provide suggestions and advice for teaching foreign languages.

Distribution de la note:

Tests :	20%	Teaching Portfolio:	15%
Final Exam:	15%	Presentation (discussion of an article, with practical application) :	10%
2 Observations/critiques:	10%	Preparation, discussion (including the practical exercices you'll prepare):	20%
"Autocritique"	10%		

No late work will be accepted.

Supplementary Readings:

- Barnett, Marva. "Writing as a Process." *The French Review* 63 (1989): 31-44.
- Carroll, Raymonde. *Cultural Misunderstandings : The French-American Experience*. Trans. Carol Volk. Chicago: U Chicago P, 1988. (selections)
- Farley, Andrew P. *Structured Input: Grammar Instruction for the Acquisition-Oriented Classroom*. Boston: McGraw-Hill, 2005. (selection)
- Higgs, Theodore. "Teaching Grammar for Proficiency." *Foreign Language Annals* 18 (1985): 289-296.
- Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford: Oxford UP, 1993. (selections)
- Krueger, Cheryl. "Humanizing Language Courses with Technology, Songs, and Film." *Teaching with Technology*. Ed. Laura Lomick and Jessamine Cooke-Plagwitz. Boston: Heinle, 2004.
- Schofer, Peter. "Priority: Curriculum. Literature and Communicative Competence: A Springboard for the Development of Critical Thinking and Aesthetic Appreciation, or Literature in the Land of Language." *Foreign Language Annals* 23 (1990): 325-334.
- - - . "Theoretical Acrobatics: The Student as Author and Teacher in Introductory Literature Courses." *Text as Culture: Teaching Through Literature and Language*. Fort Worth, TX: Harcourt, 2002.
- Savignon, Sandra J. *Communicative Competence: Theory and Practice*. 2nd ed. Boston: McGraw-Hill, 1997.
- Shrum, Judith L. and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 3rd ed. Boston: Thomson Heinle, 2005.
- Steele, Ross and Andrew Suozzo. *Teaching French Culture*. Chicago: NTC, 1994. (selections)
- Storme, Julie and Mana Derakhshani. "Defining, Teaching, and Evaluating Cultural Proficiency in the Foreign Language Classroom." *Foreign Language Annals* 35 (2002): 657-668.
- Swaffar, Janet and Andrea Vlatten. "A Sequential Model for Video Viewing in the Classroom." *The Modern Language Journal* 81.2 (1997): 175-188.
- Walz, Joel. "The Classroom Dynamics of Information Gap Activities." *Foreign Language Annals* 29 (1996): 481-494.

Présentations:

30 August	Farley, "Structured Input..."	Elizabeth
27 septembre	Krueger, "Humanizing Language Courses..."	Erin
4 October	Swaffar and Vlatten. "A Sequential Model..."	Amy

11 October	Walz, "The Classroom Dynamics...Activities."	Corinne
18 October	Barnett, Marva. "Writing as a Process."	Rosaria
1 November	Steele and Suozzo. <i>Teaching French Culture</i> .	Rachel
15 November	Savignon, "Testing"	Maria
29 November	Schofer, "Priority : Curriculum..."	Melissa

Course Syllabus: FREN7700		Fall 2006
DATE	Material covered in class on this day; students must prepare <i>before</i> class.	
Aug.	16 W	Introduction to the course; discussion of orientation; ideas and suggestions; video
	23 W	Omaggio, p. 462-466: Guidelines for Planning Lessons; Activity 5, p. 466: Prepare a lesson for the class that you will teach during the week of 3 Sept. and bring the lesson plans you wrote for the classes that you have already taught (from the 17th to the 22nd of August). Be ready to discuss what you would change/have done differently; Activity 6, p. 466; Omaggio, p. 1-43: Intro to Communicative Competence; Activity 5, p. 43; Supplementary reading: Shrum & Glisan
	30 W	Omaggio, p. 51-80: Theoretical perspectives on language learning; Activities 2 and 5, pp. 80-81 Supplementary reading & presentation: Farley
Sept.	6 W	Omaggio, p. 86-130: Principles and Priorities in Methodology; Activities 3 and 5, p. 130
	13 W	Omaggio, p. 139-169 : The role of context; Activity 1, p. 169 ; Supplementary reading: Kramsch Observation #1 due
	20 W	Exam #1 (1.5 hours); Omaggio, p. 176-203: Reading and Listening
	27 W	Omaggio, p. 203-223: Reading and Listening (continuation) ; Prepare a listening comprehension activity for the lesson that you will teach during the week of the 9-13 October; Supplementary reading: Krueger
Oct.	4 W	Omaggio, p. 230-272: Speaking; Supplementary reading & presentation: Swaffar & Vlatten
	9 M	*midterm withdrawal deadline*
	11 W	Omaggio, Activities 3 and 5, p. 285; Supplementary reading & presentation: Walz ; Supplementary reading: Higgs Observation #2
	18 W	Omaggio, p. 280-338: Writing; Supplementary reading & presentation: Barnett
	25 W	Exam #2 (1.5 heures); Omaggio, p. 345-358: Culture; Supplementary reading: Storme and Derakhshani
Nov.	1 W	Omaggio, p. 358-384: Culture (end); Supplementary reading and presentation: Steele & Suozzo
	8 W	Supplementary reading: Carroll; Prepare a culture activity from your text, using Carroll as a guide.
	15 W	Omaggio, p. 390-431 : How to create a test; Supplementary reading and Presentation: Savignon Auto-critique (et vidéo)
	22 W	Thanksgiving Holiday

	29 W	Omaggio, p. 431-447 et 456-462; Supplementary reading and presentation : Schofer Teaching Portfolio
Dec.	6 W	(Friday schedule)
	7 F	Reading Day
	13 W	Final Exam (3:30-6:30PM)