
Gramlign: Learning and Teaching Grammar in Text for the Second Language Classroom (LLED 421/63C) Taught in French!

Si vous enseignez le français ou en français ...

Vous voulez peut-être améliorer votre français écrit et réunir des ressources pour votre classe. Dans ce cas, le cours Gramlign enseigné en ligne par la Faculté d'Éducation de l'Université de Colombie-Britannique est pour vous!

- Tout le cours est offert en ligne
- Début en **janvier 2010**
- Gagnez 3 crédits (LLED 421) et améliorez votre français écrit

Le cours est offert complètement en ligne et est créé spécialement pour les personnes qui enseignent le français ou en français langue seconde et qui veulent améliorer la précision de leur langage écrit et comprendre les structures linguistiques nécessaires pour chaque type de communication/discours.

En prenant ce cours vous améliorerez votre compétence langagière, votre connaissance linguistique et métalinguistique ainsi que votre pédagogie de la grammaire (voir plan de cours ci-dessous).

Instructeur: Monique Bournot-Trites, Ph.D.

Inscription: L'admission à UBC est requise. Cliquez ici pour trouver l'information pour l'admission:

<http://eplt.educ.ubc.ca/courses/courses.php#admission>

Pré-requis: Les étudiants doivent déjà parler français et le comprendre.

Site Internet: <http://eplt.educ.ubc.ca/courses/onlinecourses.php#LLED>
(puis allez à LLED 421)

<http://eplt.educ.ubc.ca/courses/onlinecourses.php#LLED>

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

LLED 421 (3 credits)

Gramligne: Learning and teaching grammar in text for the second language classroom [enseigné en français]

COURSE INFORMATION

Department: Language and Literacy Education

Location: Online

Time: 13 weeks

Rationale

A lack of qualified teachers to teach in French as a second language program has been shown in various research studies since 1996 (Day and Shapson, 1996; Grimmatt and Echols, 2000, 2001; Macfarlane and Hart, 2002; Majhonovich, 1990; Veilleux and Bournot-Trites, 2005). In order to teach French as a second language with a communicative approach, teachers need to be competent in French and to have knowledge of second language teaching methods. Bayliss and Vignola (2007), have found that teachers indicated a lack of teaching vocabulary knowledge in the various domains of teaching, a need for a review of grammatical concepts, and for writing practice, as well as knowledge about grammar pedagogy. The purpose of this course is to respond to those needs.

Day, E., and Shapson, S. (1996). A national survey: French immersion teachers' preparation and their professional development needs. *The Canadian Modern Language Review*, 52, 248-270.

Grimmett, P. P., and Echols, F. (2001). *Teacher and administrator shortages in changing times: Avoiding the dilemma of saving the train from hijackers to find there's no train left!* Prepared for the pan Canadian symposium on the research on education. Retrieved on August 27, 2007 from <http://www.cmec.ca/stats/pcera/symposium2001/indexe.asp>

Grimmett, P. P., and Echols, F. H. (2000). Teacher and administrator shortages in changing times. *Canadian Journal of Education*, 25(4), 328-343.

Macfarlane, A., and Hart, D. (2002). *Shortages of French as a second language teachers: Views of school districts, faculties of education and ministries of education*. Ottawa: Canadian Parents for French.

Majhanovich, S. (1990). Challenge for the 90's: The problem of finding qualified staff for French core and immersion programs. *The Canadian Modern Language Review*, 46(3), 452-468.

Veilleux, I. and Bournot-Trites, M. (2005). Standards for the language competence of French immersion teachers: Is there a danger of erosion. *Canadian Journal of Education*, 28(3), 487-507.

Description

The purpose of this course is to help French as second language teachers to improve their linguistic and metalinguistic knowledge in French as well as their pedagogy in grammar teaching through a reflexive process of guided observation and analysis of language discourse in authentic

texts corresponding to different functions of language (i.e., past tense related to narration). They will also learn how to teach text grammar with the same process in their classroom. A secondary objective of the course is for teachers to collect resources to teach French in their classroom. The course will be taught online over 13 weeks. The course is taught using Vista as all the activities and explanations are online. An instructor gives feedback and organises online discussions.

Objectives

Students will:

- Become familiar with the latest research on grammar teaching in second language classrooms.
- Understand and recognize the communicative functions of texts (narrative, descriptive, informative, injunctive, and argumentative) and the linguistic patterns associated with those functions.
- Understand the rules of usage of the linguistic patterns corresponding to each type of text through guided observation, and deduction.
- Apply their understanding and knowledge of the linguistic patterns in communicative games or short messages.
- Practice to write texts with various communicative functions using the linguistic patterns necessary to these communications.
- Prepare lessons to teach text grammar in their classroom.
- Understand how to search and collect resources that will help them teach language in their classroom.

Texts

Website developed by Monique Bournot-Trites, Anne Simpson and Christine Joinville with a grant of the BC Ministry of Education to UBC and SFU.

Content Outline (example)

<i>Semaines</i>	<i>Sujet</i>	<i>Lectures ou devoir dû</i>
Semaine 1	Présentation de l'approche du cours et article de Bournot-Trites	Bournot-Trites (2008) Devoir dû : fin de semaine 1
Semaines 2 et 3	Texte descriptif	Module Texte descriptif Devoir dû : fin de semaine 3
Semaines 4 et 5	Texte narratif	Module Texte narratif Devoir dû : fin de semaine 5
Semaines 6 et 7	Texte explicatif	Module Texte explicatif Devoir dû : fin de semaine 7
Semaines 8 et 9	Texte injonctif	Module Texte injonctif Devoir dû : fin de semaine 9
Semaines 10 et 11	Texte argumentatif	Module Texte argumentatif Devoir dû : fin de semaine 11
Semaines 12 et 13	Discours direct et indirect	Module Discours direct et indirect Devoir dû : fin de semaine 13
Semaine 14	Créer une mini-unité de	Devoir dû : fin de semaine 14

	grammaire	
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Evaluation

1. A written text for each module: descriptive, narrative, explicative, injunctive, argumentative, and direct and indirect discourse (**10% each = 60%**).
2. Participation by doing the activities on the Website and providing ideas of resources (**10%**)
For each module, you will choose the activities on the website that correspond to your level (intermediate or advanced) and send them to your instructor who will send you the correction. For those who do the structural exercises online on the websites indicated, you will need to send your instructor a list of the exercises you did with the Website addresses (explored through the links and one discovered on your own) and a note of evaluation of the usefulness of those exercises for your learning.
3. Discussions on line (**10%**)
4. One text grammar mini unit on one linguistic pattern (**20%**)

At the end of the course, you will have to create a text grammar mini unit (about 5 lessons) on a linguistic pattern you want to teach to your class.

You will have to indicate the grade and the language competency level of your students. For example, Core French Grade 5, beginners.

Your mini-unit will be created on the model of the modules of the course with the following elements:

- a) The linguistic pattern you want to teach and its functions and rules of usage;
- b) Your objectives;
- c) A text of observation with explanations to show your students how that pattern is used in conjunction with the communicative function of the text;
- d) A text that your students can understand without help from the teacher with guided questions to help them find out how the linguistic pattern is associated with the meaning of the text (as done in the explanation 3);
- e) Observation Réfléchie de la Langue: A new text with guided questions to help your students to find the rules of usage of the linguistic pattern you want them to learn;
- f) A task of communication (oral or written) in which your students will use the linguistic pattern they have learned.

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