

**EDUC 490E – Special Topics in Education**  
**Oral Language Support for the Elementary Core French Teacher**  
**(FLAGS/ Core French Concentration)**

2 credits – taught over 13 weeks (one 2-hour class per week)

**COURSE DESCRIPTION**

This course has been designed to help teacher candidates improve their communicative fluency to better equip them for teaching in an elementary core French classroom. During this course, we will seek to maximize opportunities for conversation in French through games, songs, music, role-plays, movement and other activities. Social, emotional and cultural connections will be used to provide context and emphasize meaning. Participants will practise basic classroom language, ask and answer questions, engage in typical class scenarios, and explore themes connected to the elementary core French curriculum.

This course provides language support for members of the FLAGS cohort who have a *minimum background of French 12*. It represents an additional course load (and fee) of 2 credits. It has been planned over a 13-week period in classes of 2 hours per week.

**COURSE OUTLINE**

“Jasophiles”

<b>Week 1</b>	
<b>Topic</b>	<i>Self-introductions + Dans l'autobus?</i>
<b>Key Notions</b>	A1 – se presenter ainsi que presenter sa famille A2 – parler de mon travail et de ma routine quotidienne <i>Completion of self-assessment.</i>
<b>Readings/ Resources</b>	<a href="http://www.frenchspanishonline.com/beginnersfrench/school/town/bus.html">http://www.frenchspanishonline.com/beginnersfrench/school/town/bus.html</a> <i>Six online sites to be evaluated (see participation section of assignments):</i> <a href="http://www.bbc.co.uk/languages/french/">http://www.bbc.co.uk/languages/french/</a> <a href="http://www.busuu.com/">http://www.busuu.com/</a> <a href="http://www.bonjourdefrance.com/">http://www.bonjourdefrance.com/</a> <a href="http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil_apprendre.php">http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil_apprendre.php</a> <a href="http://www.laits.utexas.edu/tex/">http://www.laits.utexas.edu/tex/</a> <a href="http://video.about.com/french/French-Dialogues--Shopping.htm">http://video.about.com/french/French-Dialogues--Shopping.htm</a> <b>Songs:</b> Y'en a pas comme nous
<b>Week 2</b>	
<b>Topic</b>	<i>Sortie – L'Ecole Elementaire Franklin</i>
<b>Key Notions</b>	
<b>Readings/</b>	

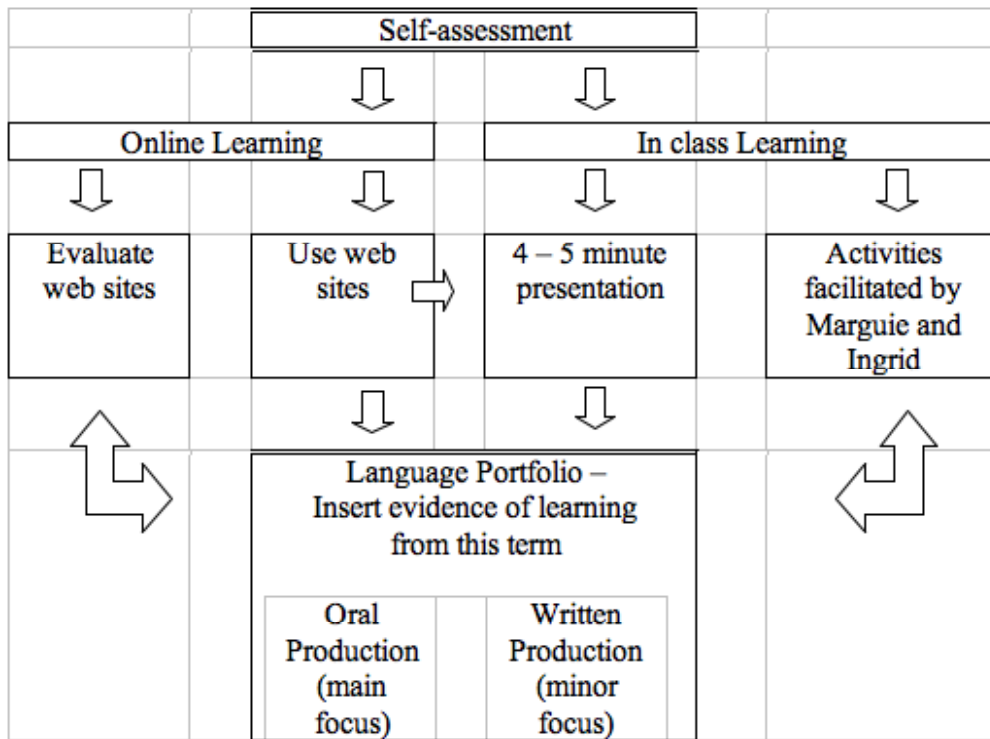
<b>Resources</b>	
<b>Week 3</b>	
<b>Topic</b>	<i>Au Restaurant</i>
<b>Key Notions</b>	A1 – j'utilise des expressions simples au sujet de mon environnement; je parle simplement de mes goûts et de mes préférences A2 – je demande de l'aide; je décris et je compare les choses
<b>Readings/ Resources</b>	<a href="http://www.frenchspanishonline.com/beginnersfrench/school/restaurant/restaurant.html">http://www.frenchspanishonline.com/beginnersfrench/school/restaurant/restaurant.html</a> <a href="http://www.frenchspanishonline.com/beginnersfrench/school/food2/food2.html">http://www.frenchspanishonline.com/beginnersfrench/school/food2/food2.html</a> <a href="http://www.laits.utexas.edu/fi/html/toc/05.html">www.laits.utexas.edu/fi/html/toc/05.html</a> Menus from French restaurants for role play. <b>Songs:</b> J'aime les pommes et les bananes Trinque trinque
<b>Week 4</b>	
<b>Topic</b>	<i>Les Voyages et le tourisme</i>
<b>Key Notions</b>	A1 – je suis capable de comprendre de l'information simple sur des cartes et des publicités touristiques A2 – je suis les directives simples; je saisis l'essentiel d'annonces et de messages simples et clairs (journal, television) <i>Hand in online learning log and web site evaluations at beginning of class.</i>
<b>Readings/ Resources</b>	<a href="http://www.laits.utexas.edu/fi/html/toc/09.html">http://www.laits.utexas.edu/fi/html/toc/09.html</a> Maps for role play. <b>Songs:</b> Marin Tout le monde veut aller au Ciel
<b>Week 5</b>	
<b>Topic</b>	<i>La santé</i>
<b>Key Notions</b>	A1 – je nomme les parties du corps, je dis où j'ai mal A2 – je parle de ma santé et de mes émotions
<b>Readings/ Resources</b>	<a href="http://www.frenchspanishonline.com/beginnersfrench/school/illness/illnessfrench.html">http://www.frenchspanishonline.com/beginnersfrench/school/illness/illnessfrench.html</a> <a href="http://www.frenchspanishonline.com/beginnersfrench/school/illness/doctor.html">http://www.frenchspanishonline.com/beginnersfrench/school/illness/doctor.html</a> <b>Songs:</b> Je suis malade Ah vous dirai-je Maman?
<b>Week 6</b>	
<b>Topic</b>	<i>L'Halloween et les inquiétudes</i>
<b>Key Notions</b>	A1 – je remplis une fiche de renseignement personnel; je me présente A2 – le signalement: j'emploie des descriptions physiques et morales
<b>Readings/ Resources</b>	<b>Songs:</b> La citrouille rit rit rit

	C'est l'Halloween!
<b>Week 7</b>	
<b>Topic</b>	<i>L'Action de Grâce et les formules de politesse</i>
<b>Key Notions</b>	A1 – je salue et je remercie avec des formules simples A2 – j'utilise des expressions idiomatiques; je suis capable de saluer de façon appropriée
<b>Readings/ Resources</b>	<a href="http://www.frenchspanishonline.com/beginnersfrench/school/Courtesy/courtesyhel p.html">http://www.frenchspanishonline.com/beginnersfrench/school/Courtesy/courtesyhel p.html</a> <b>Songs:</b> Merci merci S'il suffisait qu'on s'aime
<b>Week 8</b>	
<b>Topic</b>	<b>Les Rencontres (Partie I)</b>
<b>Key Notions</b>	A1 – j'accepte et je refuse des invitations; j'invite A2 – j'initie des conversations et j'effectue des échanges très brefs <i>6 X 5 minute presentations = 30 minutes</i> <i>Hand in online learning log at beginning of class.</i>
<b>Readings/ Resources</b>	<b>Songs:</b> Chanter la vie Moi, je veux danser toute la nuit
<b>Week 9</b>	
<b>Topic</b>	<b>Les Rencontres (Partie II)</b>
<b>Key Notions</b>	A1 – je me présente A2 – je parle de projets futurs <i>6 X 5 minute presentations = 30 minutes</i>
<b>Readings/ Resources</b>	<a href="http://www.frenchsongsprimary.blogspot.com">www.frenchsongsprimary.blogspot.com</a> "Mon merle a perdu une plume" <a href="http://www.laits.utexas.edu/fi/html/toc/13.html">http://www.laits.utexas.edu/fi/html/toc/13.html</a> (l'amour et l'argent) <b>Songs:</b> Mon merle a perdu une plume (future tense)
<b>Week 10</b>	
<b>Topic</b>	<b>Les Courses (Partie I)</b>
<b>Key Notions</b>	A1 – Je dis et je demande l'heure, la date et les prix (les clients) A2 – Je décris et je compare les choses (les vendeurs) <i>6 X 5 minute presentations = 30 minutes</i>
<b>Readings/ Resources</b>	<a href="http://www.frenchspanishonline.com/beginnersfrench/school/town/findshops.html">http://www.frenchspanishonline.com/beginnersfrench/school/town/findshops.html</a> <b>Songs:</b> C'est combien?
<b>Week 11</b>	
<b>Topic</b>	<b>Les Courses (Partie II)</b>
<b>Key Notions</b>	A1 – Je dis et je demande l'heure, la date et les prix (les clients) A2 – Je décris et je compare les choses (les vendeurs)

	<i>6 X 5 minute presentations = 30 minutes</i>
<b>Readings/ Resources</b>	
<b>Week 12</b>	
<b>Topic</b>	<b>Les passe-temps et les sports</b>
<b>Key Notions</b>	A1 – je parle de mes goûts, de mes préférences et de mes passe-temps A2 – je parle de projets futurs; je parle de mes émotions <i>6 X 5 minute presentations = 30 minutes</i> <i>Hand in Language Portfolios at beginning of class (including online learning log.)</i>
<b>Readings/ Resources</b>	<a href="http://www.frenchspanishonline.com/beginnersfrench/school/leisure/sport.html">http://www.frenchspanishonline.com/beginnersfrench/school/leisure/sport.html</a> (les sports) <a href="http://www.laits.utexas.edu/fi/html/toc/10.html">http://www.laits.utexas.edu/fi/html/toc/10.html</a> (les passe-temps) <b>Songs:</b> C'est la récréation Je suis un petit enfant, je veux jouer...
<b>Week 13</b>	
<b>Topics</b>	<b>Une célébration et la musique</b>
<b>Key Notions</b>	A1 – je connais certains chanteurs québécois et français A2 – j'emploie des expressions idiomatiques québécoises et françaises Potluck and musical celebration
<b>Readings/ Resources</b>	<b>Songs:</b> Tout doit sur Terre Une boîte à chansons Dévoué à vous

EDUC 490E – Veilleux and Nordman

How assessment, instruction and evaluation are aligned in our course.



\*Written production in the Language Portfolio is at the service of oral production.

## Assignments & Evaluation Criteria

**EDUC 490E is a graded course.**

25%	Participation
25%	In class presentation
25%	Language Portfolio – oral component
25%	Language Portfolio – written component
<hr/>	
100%	Total

### **Participation (25%)**

- Full participation in class (on-going)
- Completion of self-assessment
- Completion of French language learning recorded in **Independent Learning Log** (due: end of each month)
- Language Learning **Web Site Evaluations** X4 (due: end of September)

### **In class Presentation (25%)**

- Teach the class important language content **you** have learned independently using **online** tools this term.
- The presentation must be a chance for your classmates to **use** the language content (not simply listen to you tell about the language.)
- Prepare **a one page handout** for use during or as review after the activity (to be handed out on the day of the presentation.)
- Duration 4-5 minutes

Note: If you do not meet these criteria, you will be given one opportunity to re-do this assignment.

### **Language Portfolio – oral component (25%)**

Purpose: Create audio recordings of your voice as evidence of improvement in oral production.

- Create a minimum of 3 X 2min audio samples of you speaking
  - 2 audio recordings must be based on themes studied in class
  - 1 audio recording is based on a theme of your choice (one studied in class or one connected to your independent study)
  - each audio recording must be a coherent monologue or a dialogue between two people in which your speaking portion is 2 minutes
- CD of audio recordings must be inserted into the Language Portfolio and submitted at the beginning of class on Week 12

### **Language Portfolio – written component (25%)**

Purpose: To create representative samples of written work that synthesize your learning from this term.

- Format suggestions: a personal glossary or thematic mind maps (feel free to suggest other formats; check with the instructor)

**Individual Participation Criteria (25%)**

**Attendance, Punctuality - ongoing (5%)**

(min) X -----X (max)

**In class Participation - ongoing (10%)**

“too much X -----X “just right”  
or too little”

**Web Site Evaluations (10%)**

**Due: Last class in September**

(min) X -----X (max)

**Total Mark:**

**Comments:**

## Audio Recordings (25%)

**Purpose: Review of thematic vocabulary and demonstration of target language use**

**Insert in CD pocket in Language Portfolio**

**Due: Beginning of class in week 12**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Fluency</b>		<b>Halting Little if any expression</b>	<b>Some hesitations Speaks with expression</b>	<b>Good flow Appropriate pauses Speaks with expression</b>
<b>Comprehensability</b>	<b>Difficult to understand</b>	<b>Errors occasionally interfere with comprehension</b>	<b>Clear</b>	<b>Very clear</b>
<b>Thematic Vocabulary</b>	<b>Inadequate</b>	<b>Uses simple thematic vocabulary</b>	<b>Handles vocabulary skilfully and in context</b>	<b>Uses vocabulary studied in class and independently</b>
<b>Idiomatic Expressions</b>	<b>Uses few or no idiomatic expressions</b>	<b>Uses simple idiomatic expressions</b>	<b>Handles idiomatic expressions skilfully and in context</b>	<b>Uses idiomatic expressions studied in class and independently</b>

**In-class Presentation (25%)**

**Degree and Quality of Class Participation (5%)**

(min) X -----X (max)

**Amount & Difficulty of Content (5%)**

“too much X -----X “just right”  
or too little”

**Handout: Supports Language Content Taught (5%)**

(min) X -----X (max)

**Overall Impact & Creativity (10%)**

(min) X -----X (max)

**Total Mark:**

**Comments:**

**Language Portfolio:  
Self-Created Reference Tools (25%)**

**Completeness (10%)**

(min) X -----X (max)

**Accuracy (5%)**

(min) X -----X (max)

**Ease of use as reference (5%)**

(min) X -----X (max)

**Creativity (5%)**

(min) X -----X (max)

**Total Mark:**

**Comments:**

## **Resources used in class:**

Course package is provided

## **Web Resources**

New Additional Languages Curriculum:

[http://www.bced.gov.bc.ca/irp/drafts/additional\\_languages\\_draft.pdf](http://www.bced.gov.bc.ca/irp/drafts/additional_languages_draft.pdf)

Core French 5 to 12 IRP: <http://www.bced.gov.bc.ca/irp/cf512.pdf>

Core French 5 to 12 Enhancement Pkg: [http://www.bced.gov.bc.ca/irp/cf512\\_enhance.pdf](http://www.bced.gov.bc.ca/irp/cf512_enhance.pdf)

## **Additional Sites to evaluate and slot in as appropriate:**

Vocabulaire: [http://www.french-linguistics.co.uk/phrase\\_book/en/shopping.html](http://www.french-linguistics.co.uk/phrase_book/en/shopping.html)

Le shopping: <http://video.about.com/french/French-Dialogues--Shopping.htm>

Faux amis: [http://mmeperkins.typepad.com/my\\_weblog/2010/03/les-fauxamis-false-friends.html](http://mmeperkins.typepad.com/my_weblog/2010/03/les-fauxamis-false-friends.html)

Expressions de notre jardin: <http://expre.fr/expression/titre/>

L'Halloween'en: <http://www.jeux-halloween.pour-enfants.fr/lexique.htm>

L'Halloween'en: <http://web.ccsvt.org/French/sixth/page3.html>

<http://www.paris-26-gigapixels.com/index-en.html>

La santé: <http://personales.ya.com/inbose/exercices/Sante/lexiquesante.htm>

Expressions populaires autour des animaux:

<http://jardifaune.canalblog.com/archives/2008/02/05/7833479.html>