



Teaching in French Classrooms

Course Details

Course Designator & Number: MONT 3211

Number of Credits: 3

Language of Instruction: English

Contact Hours: 39

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Course Description

This course will provide students with the tools for becoming an effective teacher by underlining and exploring certain areas of the field of pedagogy. Major topics include:

- Exploring the field of teaching foreign languages (with focus on English as a Foreign Language)
- Underlying principles related to how teachers learn to teach
- Pedagogical theories including differentiated instruction to meet the needs of all learners
- Personal values impacting the work of a teacher and ethical guidelines for the teaching profession
- Schools and the teacher's world of work
- Teaching as a career development

Course Objectives

The objective of this course will be to further the students' understanding of the teaching profession (responsibilities, roles, methodology, inclusion) with particular focus on teaching English as a foreign language.

Learning Outcomes

1. Develop students' perspectives on the work of teachers in a range of different contexts (including special education contexts).
2. Enable students to understand some of the research concerning the development of teachers.
3. Develop students' knowledge of some of the key paradigms that explain teacher and classroom practice.

Methodology

- Lectures about various subjects concerning elementary and special education teaching.
- Group discussions on comparing different educational systems in France and the United States.
- Preparations of lesson plans.

Required Reading / Materials

In French

Astolfi, J.-P. (2004). *L'erreur, un outil pour enseigner*. ESF éditeur.

Crahay, M. et Dutrévis, M. (2010). *Psychologie des apprentissages scolaires*. Bruxelles : De Boeck.

Rey B., Carette V. et al. (2006). *Les compétences à l'école : apprentissage et évaluation*. De Boeck.

Etienne R. et Pantanella R. (coord.) *L'évaluation en classe*. Les Cahiers pédagogiques, Hors-série n°39 - avril 2015 (publication disponible uniquement au format numérique (PDF - epub), en téléchargement).

In English

Brewster J., Ellis G. (2014, third edition). *Tell it Again! The Storytelling Handbook for Primary English Language Teachers*. London: British Council.

- Council of Europe (2001). *Common European Framework of Reference for Languages*. Cambridge University Press.
- Ellis G, Ibrahim N. (2015). *Teaching Children to Learn: Plan, Do, Review!* Delta Teachers Development Series.
- Kan Shin J., Crandall J.A. (2013). *Teaching Young Learners English*, Heinle-Cengage ELT.
- Maley A., Peachey N. (2015). *Creativity in the English Language Classroom*. London: British Council.
- Mehisto P., Frigols M.J., Marsh D. (2008). *Uncovering CLIL – Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Books for Teachers.
- Phillips S. (2002). *Drama with Children*. Oxford University Press.
- Webster M., (2011). *Creative Activities and Ideas for Pupils with English as an Additional Language*, Longman.
- Wright, A (2008, second edition). *Storytelling with Children*. Oxford: Oxford University Press.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Standards of Effective Practice for Teachers Assessed in this Course

The [MN-SEPTs can be read in their entirety here.](#)

Assignments	Percentage of Grade	MN-SEPTs Assessed
Research paper and in-class essay exam	25%	9A, 9B, 9E, 9F, 9G, 9H
Presentation of an article (10%) and participation (5%)	15%	Various
Creating lesson plans and pedagogical tools	25%	2A, 2B, 2C, 2D, 2F, 3A, 3B, 3D, 3E, 3F, 3K, 3L, 3M, 3P, 3Q, 3R, 4G, 4H, 4I, 4J, 4K, 4L, 5A, 5B, 5C, 5D, 5E, 5H, 5I, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 6F, 6K, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H
Observation (no grade)	0%	1A, 1F, 2A, 2B, 2C, 3A, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 4A, 4C, 4D, 4G, 4H, 4I, 4J, 4K, 4L, 5C, 5D, 5E, 5F, 5O, 5P, 6B, 6C, 6D, 6E, 6F, 6H
Oral presentations and group work including digital storytelling	35%	2A, 2B, 2C, 2D, 2F, 3A, 3B, 3D, 3E, 3F, 3K, 3L, 3M, 3P, 3Q, 3R, 4G, 4H, 4I, 4J, 4K, 4L, 5A, 5B, 5C, 5D, 5E, 5H, 5I, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 6F, 6K, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H
Overall grade	100%	

Course Content

Unit 1

Activities & Readings

- Preparation to school placement (1); the Montpellier schools context and daily organization; the French school system
- Work on a PowerPoint presentation by the students for 1st contact with the classes

Assessment

- Round table discussion, comparison and analysis
- Standards: 1C, 1D, 2A, 2B, 2C, 3A, 3C, 4B, 6A, 9A, 9B

Unit 2

Activities & Readings

- Preparation to school placement (2); professional values and attitude
- Teaching primary MFL, basic principles and fun activities
- Examples drawn from « Primary Activity Box » (CUP)
- Make a list of rituals for the EFL class; reflection on how to teach classroom rituals

Assessment

- Group discussion followed by teacher-fronted recap
- Standards: 1C, 1D, 2A, 2B, 2C, 2D, 3A, 3C, 7A, 7D, 7E, 7F, 7H

Unit 3

Activities & Readings

- Preparation to school placement (3); how to assist the school teacher and how to contribute to the class activities in accessible English for children; suggested activities for the class: songs, story books, traditional games, etc.); adapting one's level of English to the children: the Common European Framework of Reference for Languages (CEFR)
- Reading task: « Planning your work » (Teaching English to Children, Longman)

Assessment

- Self-testing one's language competences using the CEFR
- Round table discussion and analysis
- Standards: 5C, 5D, 5E, 6A, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 4

Activities & Readings

- Languages and cultures: plurilingualism and multilingualism. How to maintain European cultural and linguistic diversity.
- The specificity of international sections in the French primary school
- Classroom resources (flashcards and videos)
- Reading task: « Managing Children positively » (English Teaching Professional by Carol Read)

Assessment

- Round table discussion and analysis
- Standards: 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 3R, 5A, 5B, 5C, 5D, 6A, 6B

Unit 5

Activities & Readings

- Content and Language Integrated Learning (CLIL) at the International Section
 - Core CLIL features
 - Starting CLIL in the classroom
- Reading task: Chapter on content-based learning + example of CLIL activities: Mixing colors, etc. (in “500 activities for the primary classroom”)

Assessment

- Students’ presentations on 3 different topics: Plurilingualism, Language Learning and Planning your Work
- 4F, 4G, 4I, 5B, 5C, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5P, 5Q, 6C, 6D, 6F, 6G, 6H, 6I, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 6

Activities & Readings

- CLIL - a brief introduction by Joan Alberich
<https://www.youtube.com/watch?v=ulRZWn7-x2Y>
- CLIL: Explained simply - What is CLIL?
<https://www.youtube.com/watch?v=2h33LnlqR1c>
- Six videos demonstrating CLIL used in classes from primary schools: (1,2,3 only)
<https://www.youtube.com/watch?v=dFuCrXRobh0>
- With computers, Students explore/watch and take notes on 3 Explained simply videos:
 - Content
 - Communication
 - Cognitive
 - Culture

Assessment

- Students’ oral feedback on the videos they have watched and the notes they have taken; group discussion followed by teacher-fronted recap

- 4F, 4G, 4I, 5B, 5C, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5P, 5Q, 6C, 6D, 6F, 6G, 6H, 6I, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 7

Activities & Readings

- How to plan a lesson for differentiated instruction using techniques based on drama, movement, and multiple intelligences
- How to develop oral and writing skills using innovating fun activities like games, songs, mimes

Assessment

- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.
- 4E, 4F, 4G, 4H, 4I, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5K, 5M, 5N, 5O, 5P, 5Q, 5R

Unit 8

Activities & Readings

- How to conceive and plan lessons based on a pupil-centered approach
- How to monitor progress (assess) primary school students' performances in modern languages: oral and listening skills
- How to adopt a reflexive pattern on work and progress, how to analyze classroom situations using classroom videos

Assessment

- Students produce lesson plans that include elements of differentiated instruction to meet the needs of all learners and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.
- 4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 9

Activities & Readings

- Consider various activities for the EFL classroom and prepare lesson plans that include:
 - Activities that are fun
 - Memorization activities
 - Communication activities

Assessment

- Students produce lesson plans that include elements of differentiated instruction to meet the needs of all learners and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.
- 4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 10

Activities & Readings

- Create lesson plans and manage the EFL classroom:
 - Organize pupils' activities
 - Create progressions
 - Oral and writing skills
 - Interactive activities

Assessment

- Students produce lesson plans that include elements of differentiated instruction to meet the needs of all learners and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.
- 4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 11

Activities & Readings

- Using story books: the storytelling methodology (1)
- Selecting storybooks
- Developing language-learning skills
- Preparing a lesson plan from a storybook

Assessment

- Roundtable discussion on storytelling in the primary EFL classroom
- 4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 12

Activities & Readings

- Using story books: the storytelling methodology (2)
- Reasons for using storybooks
- Storybooks and the syllabus
- Storybooks as an alternative to the course book

Assessment

- Students produce a lesson plan using the storytelling methodology
- 4F, 4G, 4H, 4I, 4J, 4K, 4L, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H

Unit 13

Activities & Readings

- Conclusions and wrap-up discussion

Assessment

- Oral presentations
- Final exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).