

## CIEE DAKAR, SENEGAL

<b>Course name:</b>	Intermediate French I
<b>Course number:</b>	FREN 2001 SGSM
<b>Programs offering course:</b>	Language and Culture
<b>Language of instruction:</b>	French
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2017
<b>Course meeting times:</b>	Mondays –Wednesdays 14h30 – 15h45
<b>Course meeting place:</b>	Jangàt
<b>Professor:</b>	Ephrem sambou
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<b>Office hours:</b>	Sur rendez-vous

### Course Description

This French course is intended for intermediate students. It will particularly focus on comprehension and speaking. It is designed to enable students to communicate a little quickly in a simple and appropriate way with locals in home stay families as well as in other various situations. The study of various speeches equips the student to be able to learn about Senegalese realities, express feelings, opinions, etc.

### Learning Objectives

#### Pragmatic objectives

Three macro - functional acts will be covered:

- Talking about events
- Describe, characterize (objects, people, country)
- Explain, argue.

Other interactive or friendly speeches could be considered, if necessary such as : to propose, accept, reject, advice ....

By the end of this semester, students should be able to use appropriately, concomitant linguistic elements such as past tenses, personal pronouns, subjunctive and conditional modes, connectors, reported speech...

### Course Prerequisites

Before starting the course, it would be better if students have a minimum of communicative competence: express a simple speech, interact, get to know each other, talk about their preferences, introduce themselves, practice simple requests, know how to use the indicative of common verbs (prendre, **venir, aller, pouvoir, vouloir, faire, avoir, etre** etc.), the simple negation with “**ne .....pas**” and know how to ask questions

## **Methods of Instruction**

The approach is highly centered on students' needs, profile, motivations, and personality. This is why the proposed program is indicative. Indeed, some elements may be added or subtracted according to their urgency or relevancy. Students will be constantly encouraged to participate and will be, all the time, put in dynamic working situations whatever the activity is: comprehension, expression or grammar.

The pedagogy will be guided by a heuristic approach that could make students more independent in their learning. This pedagogy is essentially that of discovery. Students have to speak. They will interact and talk as much as possible. Obviously, given the time allocated to the course, the teacher will try to balance "teaching" and "learning".

## **Didactic supports**

The didactic supports are made of authentic dialogues, contents in ELF methods, different types of texts, images, short films, photos, grammar tables etc.

## **Assessment and Final Grade**

The evaluation considers 3 parameters:

- Participation: 20%
- Formative assessment: 40%
- Final exam: 40%

## **Course Requirements**

### **Participation**

The participation 's evaluation includes the students' attendance, his/her involvement in team work and group dynamics, his/her active interventions in class, his/her collaboration with others in group research and especially his/her contribution in concrete tasks to do through the action-oriented approach: Example of a task: Develop a questionnaire on reading and submit it to CIEE students. Students will formulate questions by considering the following parameters :what, when, where, how much, how, why ... They will also submit the questionnaire to their classmates and strip the results to draw conclusions

**Formative assessment** includes:

- Tests on the knowledge of French (in class)
- Assignments (reinforcement exercises)
- oral activities
- creative written work
- role play

**The final evaluation** will be exclusively done in class .

- Written expression
- Expression and oral comprehension
- Knowledge of French

the productions are scored based on the following criteria: appropriateness of answers, quality of presentation, pronunciation / articulation, grammar / spelling, vocabulary, consistency...

## Weekly Schedule

<u>Semaine</u>	<u>Matière &amp; Activité</u>
1 <sup>ère</sup> Semaine	Prise de contact, Présentation des objectifs, de la démarche et des évaluations etc. Recensement des attentes des étudiants
2 <sup>ème</sup> Semaine	Faire connaissance (cartographie des USA) /expressions de lieu + pratique
	le présent de l'indicatif + exercices d'application <u>Activités pratiques</u> : Micro au présent Image et création <u>Devoir</u> : Exercice de renforcement (mettre la forme correcte du verbe) Lettre à un ami Traduction
3 <sup>ème</sup> Semaine	Etude du passé composé et des expressions de temps
	<u>Activités pratiques</u> Exercice de changement de temps, de personne, et de forme Micro au passé composé <u>Devoir</u> : Première semaine dans la famille d'accueil Premier choc culturel Le voyage le plus intéressant etc.
4 <sup>ème</sup> Semaine	<b>VISITES RURALES</b>
5 <sup>ème</sup> Semaine	Etude de l'Imparfait et des expressions de temps
	Activités pratiques Questions –réponses à l'imparfait Paragraphe à l'imparfait (souvenirs d'enfance)
6 <sup>ème</sup> Semaine	Compte rendu détaillé des visites rurales
7 <sup>ème</sup> Semaine	<b>Évaluation orale</b> Activité d'expression : article de journal Compréhension et expression orale
8 <sup>ème</sup> Semaine	L'expression du futur : futur proche et futur simple
	<u>Activités pratiques</u> Questions –réponses au futur Jeu du voyant Futurologie : le monde dans 10 ans Projets d'avenir
9 <sup>ème</sup> Semaine	Compte rendu détaillé des vacances
	L'argumentation, exprimer sa pensée Activité pratique : Pour ou contre <b>NB : Remise compte rendu écrit des visites rurales (Production écrite)</b>
10 <sup>ème</sup> Semaine	<b>VACANCES</b>
11 <sup>ème</sup> Semaine	Le subjonctif et ses emplois Exercices d'application
	<b>Évaluation : Connaissance de la langue</b>
12 <sup>ème</sup> Semaine	Le conditionnel présent et ses emplois Les clauses avec SI Exercices d'application
	<u>Activités pratiques</u> Micro au conditionnel Exploitation de situations
13 <sup>ème</sup> Semaine	L'expression de la cause, de la conséquence, du but, de la comparaison, de la concession et de l'addition etc. ;
	Sortie
14 <sup>ème</sup> Semaine	Problèmes et besoins spécifiques des étudiants
	Révision générale
15 <sup>ème</sup> Semaine	<b>Examen : Expression orale</b>
	<b>Examen : Production écrite</b>
16 <sup>ème</sup> Semaine	<b>Examen : Grammaire</b>