



## CIEE Dakar, Senegal

<b>Course name:</b>	Beginning French II
<b>Course number:</b>	FREN 1002 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>	Spring 2018
<b>Course meeting times:</b>	Mondays –Wednesdays: 14h30 – 15h45
<b>Course meeting place:</b>	Jangàt
<b>Professor:</b>	Ephrem Sambou
<b>Contact Information:</b>	Tél : 77 647 06 77 ; Email : <a href="mailto:sambouephrem@gmail.com">sambouephrem@gmail.com</a>
<b>Office address:</b>	Université Cheikh Anta Diop de Dakar
<b>Office hours:</b>	By appointment

### Course Description

The beginning French 2 course will introduce students to the French language. The course will focus on spoken French but will also help students develop reading and writing skills. The curriculum design is a competency-based approach, and the emphasis will be put on basic vocabulary, pronunciation, grammar, comprehension, etc.

We will cover topics necessary for survival in the target language such as how to introduce describe one's own values and express preferences and immediate needs, present basic objects and a limited number of other activities. A greater focus will be placed on revision in order to allow students to consolidate the basics skills they have acquired.

Language practices will involve one-on-one and tutoring sessions as well as structured conversational activities that are integrated in class activities. These sessions will provide students with the ability to communicate in a simple and appropriate way with locals in homestay families as well as in other various.

### Learning Objectives

The objective of this course is to provide a comprehensive, interactive and fun learning experience for students and give them the tools to take responsibility for their own learning in their family and in the community. Students will have greater confidence in practicing the basic skills they have acquired.

### Course Prerequisites

The most important element of learning is student's **ATTITUDE**, which includes a desire to learn, confidence in his/her abilities as a learner, a positive attitude and the belief that a language can be learned in and out of the class.

Students are strongly encouraged to practice French for a better acquisition and comprehension of the lessons that are taught in and outside of the classroom.

### Methods of Instruction



In order to meet students' needs, expectations, and learning style, a variety of teaching techniques will be used. They include repetition, role-plays, outings, simulation stands, drills will be used.

Each lesson will be divided into four parts:

- An overview of the competency (lesson)with defined objectives
- Introduction of new vocabulary /new grammar points
- Guided exercises and dialogues
- Notes on culture as relevant to the competency (lesson)

**Didactic support**

It will consist of dialogues, short texts, images, short films, photos, grammar sheets, etc.

**Assessment and Final Grade**

- Participation and presence : 20%
- Written production (production écrite, reading comprehension etc.) :20%
- Connaissance de la langue (grammar, conjugation etc.) :20%
- Oral expression (presentation, questions/réponses etc.) :20%
- Final exam: Language Proficiency Interviews (LPI) :20%

**Course Requirements**

**1. Participation and effort**

Students are expected to attend every class and come on time, do their homework, and participate actively in class discussions. Absences must be justified and approved by the program director.

**2. Formative evaluation**

Regular assessment of individual language progress is an integral part of this course. Throughout the semester students will be evaluated on the different components of the course and will be given feedback on specific points or problems they encounter.

**Formative assessment** includes:

- Grammar tests
- Oral proficiency activities
- Written production
- Etc.

**3. Final exam: Language Proficiency Interviews (LPI)**

For the final exam students will be asked questions spanning the entire curriculum, and grading will be based on the appropriateness of their responses, the quality of their presentation, pronunciation/articulation, and use of correct grammatical structures.

**NB:** The LPI (Language Proficiency Interview) is an oral interview between the teacher and the student. Students should respond appropriately and in detail to the teacher's questions. This will allow the tester (teacher) to assess the quality and quantity of the student's production/transcript (use of correct grammatical structures, appropriate vocabulary, flow, spontaneity etc.) At the end of the interview, the teacher will assign a language level that corresponds /to the student's production based on the levels at CIEE (Beginning 1, Beginning 2, Intermediate 1, Intermediate 2, Advanced 1 and Advanced 2)

**Weekly Schedule**

Week	Topics and activities
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<b>Week 1</b>	<p>Contact with students , Presentation of the syllabus Students' course expectations</p> <p><b>Revision : Greetings/introducing oneself/Talking about one's family</b> (text) Prepositions with geographical names + Exercices <b>Pratique :</b> Students present themselves Homestay family genealogical tree Homework : Interview</p>
<b>Week 2</b>	<p><b>Daily activities : Etude du présent</b> Linking words, time markers etc. ; Present tense Written and oral exercises</p> <p><b>Practice :</b> Exercices (translation,etc.) Questions –answers (using presentt tense) Write a paragraph(activities of the week end)</p>
<b>Week 3</b>	<p><b>Passé composé :Form and use</b> <b>Activities</b> Written and oral exercises Questions – answers (using Passe composé) <b>Write a paragraph :</b> *first week at homestay *Cultural choc *Last summer *The most interesting trip etc.</p> <p>Interrogation (how to ask a question) + Interrogative words Exercices :Find the question</p>
<b>Week 4</b>	<b>RURAL VISITS</b>
<b>Week 5</b>	<p>Oral activity :Rural visits debriefing</p> <p><b>Evaluation 1 : Production écrite</b></p>
<b>Week 6</b>	<p><b>Imparfait : Form and uses (Text)</b> <b>Activities</b> Questions – answers (using imparfait) Write a paragrah (Childhood souvenirs)</p> <p><b>Film / field trip</b></p>
<b>Week 7</b>	<p><b>At the Market (dialog vendor –client)</b> Vocabulary / structures related to market Direct and indirect object pronouns)</p>

	<p><b>Activities :</b>            Exercices on direct and indirect object pronouns            Simulation stand            Trip to market</p>
<b>Week 8</b>	<p><b>Futur proche and Futur simple</b>            Forms and uses</p> <p><b>Activities</b>            Questions –answers (using Futur proche and futur simple)            Futurologie            Talking about one’s project</p>
<b>Week 9</b>	<p><b>Evaluation 2 : Connaissance de la langue</b></p> <p><b>Relative Pronouns (qui- que - dont)</b>            Exercices</p>
<b>Week 10</b>	<b>SPRING BREAK</b>
<b>Week 11</b>	<p><b>Conditionnel présent (form and uses)</b>  <b>Activities</b>            Exercices            Questions –answers (using conditionnel)            Situations pour to give/get advices</p> <p><b>Homework :(african vocabulary):</b> le griot ; le canari, l’arbre à palabres....</p>
<b>Week 12</b>	<p><b>Environment with impératif</b>            Vocabulary related to one ‘s immediate environment            give /ask directions  <b>Activities :</b>            Exercices with impératif            Mapping of the neighborhood+ students’presentations</p> <p><b>Activities of practice</b></p>
<b>Week 13</b>	<p><b>Comparative - superlative</b>  <b>Activities</b>            Written/oral exercises            Questions- answers (using comparative and superlative)</p> <p><b>Evaluation 3 : Expression orale</b></p>
<b>Week 14</b>	<p>Tea session :students share their experiences in Senegal            Students specific problems</p>
<b>Week 15</b>	General revision



	General revision
Week 16	<b>Final exam : Language Proficiency Interviews(LPI)</b>