



## 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>	Spring 2018
<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**
  - \*Written assignment:20%
  - \*Connaissance de la langue (grammar, conjugation etc.) :20%
  - \*Expression orale:20%
- **Final exam:** Language Proficiency interviews:20%

## **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 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:

- Tests on the knowledge of French (grammar, conjugation etc.) in class
- Assignments (reinforcement exercises)
- oral activities (presentation ...)
- creative written work
- role play



### Final exam: Language Proficiency Interviews (LPI)

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

**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 activity
Week 1	Contact with students, Presentation of the syllabus etc. Students course expectations
	Getting to know each other (using USA mapping ) / Prepositions with geographical names + exercises\
Week 2	Present tense :Form and use
	<u>Activities</u> : Questions –Answer (using the present tense) <u>Homework</u> written exercises Write a paragraph(letter to a friend)
Week 3	Passé composé : Form and use
	<u>Activities</u> Written and oral activities Questions-answers (using Passe composé) <u>Homework</u> :write a paragraph First week at homestay Cultural choc The most interesting trip etc.
Week 4	<b>RURAL VISITS</b>
Week 5	Rural visits debriefing
	<b>Evaluation 1 : production écrite</b>
Week 6	Imparfait :Form and use
	<u>Activities</u> Questions – answers (using imparfait)

	Write a paragraph on childhood souvenirs
<b>Week 7</b>	Oral activity : discussion on newspapers articles
	Comprehension and oral expression
<b>Week 8</b>	<p>Futur proche and Futur simple</p> <p><b>Activities</b>            Questions –answers using futur proche/futur simple            Futurologie : the world in 10 years            Homework :Talk about one’s project</p>
<b>Week 9</b>	<b>Evaluation 2 : Connaissance de la langue</b>
	<p>Arguments:How to express one’s idea</p> <p>Oral activity : Pour ou contre</p>
<b>Week 10</b>	<b>SPRING BREAK</b>
<b>Week 11</b>	Spring break debriefing
	<p>Subjonctif : Form and uses</p> <p>Activities : Written/oral exercises</p>
<b>Week 12</b>	<p>Conditionnel present :form and uses</p> <p>Clauses with <b>Si</b></p>
	<p><b>Activities</b>            Written and oral activities            Questions-answers (using conditional present and clauses with si)</p>
<b>Week 13</b>	<p>Expression of cause, consequence, purpose, comparison, addition etc.</p> <p>Activities : written/oral exercises</p>
	<b>Evaluation 3 : Expression orale</b>
<b>Week 14</b>	Students specific problems
	Students specific problems
<b>Week 15</b>	General revision
	General revision
<b>Week 16</b>	<b>Final exam: Language Proficiency Interviews(LPI)</b>

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