

APPENDIX B

COURSE DESCRIPTIONS

French 6011: Théorie générale de la langue française: Dr. Magessa O'Reilly

Réflexion théorique sur la langue française. Analyse de la phrase en constituants immédiats, soit l'analyse des énoncés français basée sur l'état actuel des connaissances en science linguistique. Cela comprendra une conscientisation des approximations et erreurs de la grammaire traditionnelle (système verbal, déterminants, etc.) et des controverses en grammaire (statut du conditionnel, divergences d'analyse, etc.). L'analyse se fera à partir de phrases puisées dans un texte d'illustrations (essai, roman ou anthologie à déterminer) et sera suivie de la production de phrases originales par les étudiants et de leur analyse. La linguistique de l'énonciation sera présentée et les marques de l'énonciation dans la phrase française seront analysées.

Les séances seront rythmées par la discussion, des périodes de travail individuel et de travail en groupes.

À la fin du cours, les étudiants auront atteint (ou seront en voie d'atteindre) les objectifs suivants :

- perfectionnement des connaissances grammaticales par l'analyse de la phrase en constituants immédiats
- maîtrise des procédés et du lexique de l'analyse logique par la production et l'analyse de phrases illustratives
- acquisition, par la réflexion et la discussion en classe, d'une conceptualisation abstraite de la phrase française leur permettant de concevoir des analyses de phrase multiples et souples qui tiennent compte autant de la forme que du sens

Manuels de classe :

Roland Euerd, Grammaire descriptive de la langue française, Paris, Nathan, 2002, coll. « Université », 250 p. ISBN 9782091911748 – ou similaire

Un texte d'illustrations (à déterminer : essai savant, roman ou anthologie thématique)

MEMORIAL UNIVERSITY FACULTY OF EDUCATION

2011 GRADUATE SUMMER INSTITUTE FOR FRENCH TEACHERS (SIFT)

The Faculty of Education of Memorial University will offer (subject to enrolment) a SIFT during July 2011 at the St. John's campus. Applicants will be French teachers, principals, assistant principals, program specialists, etc., who have an undergraduate degree with a major in French or have significant experiences in the French language giving a proficiency level of C1 - C2 on the Council of Europe's common reference levels. (See Appendix A)

COURSES

The institute will consist of two graduate-level courses, French 6011 and Education 6934. Completion of this institute does **not** guarantee acceptance, at a future date, to a graduate program in the Faculty of Education or in the Department of French and Spanish. If candidates are subsequently admitted to a graduate program, the applicability of these two courses towards the program will be at the discretion of the head of the appropriate department. (See Appendix B for course descriptions)

PROFESSORS: The French course will be taught by Dr. Magessa O'Reilly of the Department of French and Spanish. The professor for the Education course will be announced at a later date.

ASSISTANT

An assistant will work with the participants in all aspects of the courses: language challenges, research assistance and editing of assignments. This person will be francophone or have near native fluency and will be available on a daily basis to assist the participants.

BURSARIES

Upon successful completion of the institute, participants will be eligible to receive a teacher bursary of \$800. Please check out this website for further information:

http://www.ed.gov.nl.ca/edu/forms/teachers/fr/TeacherBurs_APP_E.pdf

SCHEDULE

The SIFT will begin on July 4th and will end July 29th. A tentative schedule is shown in the following calendar:

July 2011

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|---|
| | | | | 1 |
| 4 FRANÇAIS 6011 9:00 – 1:00 2:00 – 3.30 APA - Assistant | 5 FRANÇAIS 6011 9:00 – 1.00 Assistant – en ligne | 6 FRANÇAIS 6011 9:00 – 1:00 Assistant – sur place | 7 FRANÇAIS 6011 9:00 – 1:00 Assistant – en ligne | 8 FRANÇAIS 6011 9:00 – 1:00 |
| 11 FRANÇAIS 6011 9:00 – 1:00 Assistant – sur place | 12 FRANÇAIS 6011 9:00 – 1:00 Assistant – en ligne | 13 FRANÇAIS 6011 9:00 – 1:00 Assistant – sur place | 14 FRANÇAIS 6011 9:00 – 1:00 Assistant – en ligne | 15 FRANÇAIS 6011 9:00 – 1:00 |
| 18 EDUCATION 6934 9:00 – 1.00 Assistant – sur place | 19 EDUCATION 6934 9:00 – 1.00 Assistant – en ligne | 20 EDUCATION 6934 9:00 – 1.00 Assistant – sur place | 21 EDUCATION 6934 9:00 – 1.00 Assistant – en ligne | 22 EDUCATION 6934 9:00 – 1:00 |
| 25 EDUCATION 6934 9:00 – 1.00 Assistant – sur place | 26 EDUCATION 6934 9:00 – 1.00 Assistant – en ligne | 27 EDUCATION 6934 9:00 – 1:00 Assistant – sur place | 28 EDUCATION 6934 9:00 – 1:00 Assistant – en ligne | 29 EDUCATION 6934 9:00 – 1:00 |

A 20-minute break will be provided after the first 2 hours of class each day.

CLASSROOM: Education Building 4010

APPLICATION AND REGISTRATION PROCEDURES

Interested applicants are asked to complete the enclosed expression of interest form and return it by email to camillas@mun.ca or by facsimile: 709-864-2623. You will then be contacted via email, with further information regarding the application and registration procedures.

Please respond with your expression of interest by **March 25, 2011**. Forms received after this date will be considered as time permits and if spaces are available

If you have any questions regarding the SIFT, please contact Camilla Stoodley:

French Education Liaison Officer

Faculty of Education

Memorial University of Newfoundland

E3064

709-864-6923 camillas@mun.ca

Appendix A

GLOBAL ORAL ASSESSMENT SCALE

| | |
|-----------------|---|
| C2 | <p><i>Conveys finer shades of meaning precisely and naturally.</i></p> <p>Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely. <small>Can produce clear, smoothly-flowing, well-structured descriptions.</small></p> |
| C1 | <p><i>Shows fluent, spontaneous expression in clear, well-structured speech.</i></p> <p>Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language. Can give clear, detailed descriptions of complex subjects. High degree of accuracy; errors are rare.</p> |
| B2 | <p><i>Expresses points of view without noticeable strain.</i></p> <p>Can interact on a wide range of topics and produce stretches of language with a fairly even tempo. Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Does not make errors which cause misunderstanding.</p> |
| B1 | <p><i>Relates comprehensibly the main points he/she wants to make.</i></p> <p>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair may be very evident. Can link discrete, simple elements into a connected, sequence to give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Reasonably accurate use of main repertoire associated with more predictable situations.</p> |
| A2 | <p><i>Relates basic information on, e.g. work, family, free time etc.</i></p> <p>Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.</p> |
| A1 | <p><i>Makes simple statements on personal details and very familiar topics.</i></p> <p>Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions, to articulate less familiar words.</p> |
| Below A1 | Does not reach the standard for A1. |

ORAL ASSESSMENT CRITERIA GRID (CEFR Table 3)

| | RANGE | ACCURACY | FLUENCY | INTERACTION | COHERENCE |
|-----------|--|--|---|---|---|
| C2 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. |
| C1 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers. | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. |
| B2 | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. |
| B1 | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. | Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. |
| A2 | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. | Uses some simple structures correctly, but still systematically makes basic mistakes. | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. | Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord. | Can link groups of words with simple connectors like "and," "but" and "because". |
| A1 | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair. | Can link words or groups of words with very basic linear connectors like "and" or "then". |

WRITTEN ASSESSMENT CRITERIA GRID

| | Overall | Range | Coherence | Accuracy | Description | Argument |
|-----------|--|--|---|---|--|---|
| C2 | Can write clear, highly accurate and smoothly flowing complex texts in an appropriate and effective personal style conveying finer shades of meaning. Can use a logical structure which helps the reader to find significant points. | Shows great flexibility in formulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. | Maintains consistent and highly accurate grammatical control of even the most complex language forms. Errors are rare and concern rarely used forms. | Can write clear, smoothly flowing and fully engaging stories and descriptions of experience in a style appropriate to the genre adopted. | Can produce clear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points. |
| C1 | Can write clear, well-structured and mostly accurate texts of complex subjects. Can underline the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion. | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. The flexibility in style and tone is somewhat limited. | Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices. | Consistently maintains a high degree of grammatical accuracy, occasional errors in grammar, collocations and idiom. | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a mostly assured personal, natural style appropriate to the reader in mind. | Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support point of view with some subsidiary points, reasons and examples. |
| B1 | Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading. | Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. | Can link a series of shorter discrete elements into a connected, linear text. | Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more common situations. Occasionally makes errors that the reader usually can interpret correctly on the basis of the context. | Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. | Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. |
| A2 | Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". Longer texts may contain expressions and show coherence problems which makes the text hard to understand. | Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information mainly in everyday situations. | Can link groups of words with simple connectors like "and", "but" and "because". | Uses simple structures correctly, but still systematically makes basic mistakes. Errors may sometimes cause misunderstandings. | Can write very short, basic descriptions of events, past activities and personal experiences. Can write short simple imaginary biographies and simple poems about people. | |
| A1 | Can write simple isolated phrases and sentences. Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand. | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | Can link words or groups of words with very basic linear connectors like "and" and "then". | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Errors may cause misunderstandings. | Can write simple phrases and sentences about themselves and familiar people, where they live and what they do, etc. | |

Common European Framework of Reference for Languages