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 constituant 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 constitutants 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 conçoivent des analyses de phrase multiples et souples qui tiennent compte autant de la forme que du sens

Manuels de classe :


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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 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

709-864-6922 camillas@mun.ca
## Appendix A

### GLOBAL ORAL ASSESSMENT SCALE

| C2 | Conveys finer shades of meaning precisely and naturally.  
Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely. Can produce clear, smoothly-flowing, well-structured descriptions. |
|---|---|
| C1 | Shows fluent, spontaneous expression in clear, well-structured speech.  
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. |
| B2 | Expresses points of view without noticeable strain.  
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. |
| B1 | Relates comprehensibly the main points he/she wants to make.  
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. |
| A2 | Relates basic information on, e.g. work, family, free time etc.  
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. |
| A1 | Makes simple statements on personal details and very familiar topics.  
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. |</p>
<table>
<thead>
<tr>
<th>RANGE</th>
<th>ACCURACY</th>
<th>FLUENCY</th>
<th>INTERACTION</th>
<th>COHERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>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 collocations.</td>
<td>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</td>
<td>Can express him/herself spontaneously at length with a natural colloquial flow, avoiding backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.</td>
<td>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.</td>
</tr>
<tr>
<td>C1</td>
<td>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 restate what he/she wants to say.</td>
<td>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</td>
<td>Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.</td>
<td>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 skillfully to those of other speakers.</td>
</tr>
<tr>
<td>B2</td>
<td>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 - can use some complex sentence forms to do so.</td>
<td>Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.</td>
<td>Can produce stretches of language with a fairly even tempo, avoiding lengthy hesitations and pauses, even when engaged in complex conversations.</td>
<td>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td>B1</td>
<td>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.</td>
<td>Uses reasonably accurately a repertoire of frequently used &quot;routines&quot; and patterns associated with more predictable situations.</td>
<td>Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</td>
<td>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some &quot;jumpiness&quot; in a long contribution.</td>
</tr>
<tr>
<td>A2</td>
<td>Uses basic sentence patterns with memorised phrases, group of a few words and formulate in order to communicate limited information in simple everyday situations.</td>
<td>Uses some simple structures correctly, but still makes occasional mistakes.</td>
<td>Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</td>
<td>Can link a series of shorter, discrete simple sentences together into a connected, linear sequence of points.</td>
</tr>
<tr>
<td>A1</td>
<td>Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.</td>
<td>Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.</td>
<td>Can manage very short, isolated, mainly pre-packaged utterances, without having to search for expressions or articulate less familiar words and to repair communication.</td>
<td>Can link groups of words with simple connectors like &quot;and,&quot; &quot;but&quot; and &quot;because&quot;.</td>
</tr>
</tbody>
</table>

**ORAL ASSESSMENT CRITERIA GRID (CEFR Table 3)**
<table>
<thead>
<tr>
<th>Common European Framework of Reference for Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Can produce extended, coherent and logical arguments</td>
</tr>
</tbody>
</table>