CIEE Dakar, Senegal

Course title: Advanced French - Development Studies
Course code: FREN 3001 SNDS
Programs offering course: Development Studies
Language of instruction: French
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description

One of the best ways to integrate into a new culture is through language because the ability to communicate effectively with the host community is an essential skill for any student. That's why the program puts a special emphasis on the learning of French as an important part in skills acquisition. In this course, students will learn some French related to Development and the learning will take place at CIEE center and sometimes in the community. The program includes two sessions per week spread along the semester. The methodology is primarily based on teamwork. Therefore, students are encouraged to demonstrate motivation, patience, and flexibility to ensure an effective learning environment. To improve this environment and meet its educational objectives, the teacher will conduct regular evaluations on the knowledge acquired by students as well as on applied teaching methodologies.

Learning Objectives

By completing this course, students will:

Train learners in French Advanced level 2 by reviewing and practicing tenses in general, advanced grammar structures such as indirect speech, conditional clauses, comparison etc. and enabling them through complex situations and discussions to demonstrate skills to describe, narrate, emit hypothesis, etc. and develop in detail a critical argument.

Integrate the technical vocabulary related to “development” through topics such as Public Health, Environment, Economy and Development, Governance and Democracy, Urban landscapes etc.

Course Prerequisites

Students in this course must have a very solid basis in French (both for writing and speaking). There will be written assignments, presentations and in-depth discussions on various topics as well as on topics related to “development”. So a correct and intelligible expression is essential.

Methods of Instruction

The French Advanced level 2 provides learners with the knowledge and skills needed to communicate in French based on their interests including topics related to “development”.

The curriculum designed for the semester is a model of lessons oriented on the acquisition of knowledge and skills that enable students to meet their practical and professional needs.

To meet learners’ needs, the teacher will use a variety of teaching techniques such as repetition, role-plays, participatory approaches, discussions, presentations, films, etc.
Formal classes at the center and informal ones in the community will be organized to meet learners' learning styles. TDA (Trainee Directed Activities) are also provided to allow learners to collect information out of the class. This exercise will enable them to improve their language skills but also to conduct technical activities on topics related to “development”.

**Assessment and Final Grade**

1. Presentation 20%
2. Knowledge of the Language 20%
3. Written Assignments 20%
4. Final Exam (LPI) 20%
5. Class Participation 20%

TOTAL 100%

**Course Requirements**

**Presentation**

Students will be asked to do a 10 to 15 minutes’ presentation on topics related to the Development Studies program such as Public Health, Environment and Development, Democracy and Governance, Education, Economy and Development, Urban Landscapes etc.

The objective of these presentations followed by in class discussions is to allow students to acquire the technical vocabulary related to theme of Development.

**Knowledge of the Language**

There will be a written test on grammar, conjugation etc. to assess students’ mastery of advanced grammatical rules, tenses covered in class.

To assess students’ oral and written skills, there will be:

- A written report: Students will be asked to submit a detailed written report of 3 to 5 pages on their rural visits (evaluation will focus on the quality of writing: use of correct grammar structures, proper verb conjugation, coherence of ideas etc.)
- One oral interview (Week 16). 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 four levels at CIEE (Beginning 1 & 2, Intermediate 1 & Intermediate 2, Advanced 1 & Advanced 2).

**Written Assignments**

**Final Exam (LPI)**

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 four levels at CIEE (Beginning 1 & 2, Intermediate 1 & Intermediate 2, Advanced 1 & Advanced2).

**Class Participation**

A daily observation form that will daily assess student’s participation, punctuality, attitude, seriousness on assignments etc. (at the end of every week, the teacher meets individually with learners and gives them feedback / suggestions based on the form).

**Weekly Schedule**

**Week 1**

**Class**

**Session 1**

Language placements tests

The teacher interviews each student before classes start to have an idea on students’ oral production/level in French using the method of evaluation called LPI (Language proficiency Interview)

Presentation of the syllabus

Students’ expectations

**Session 2**

Revision of tenses (present, past, future etc.)

Getting to know each other (presentation of students using USA map

Prepositions with geographical names

Written & oral exercises to practice different tenses & prepositions with geographical names

**Assignment: write a letter to a friend (1 page) + presentation in class**

**Week 2**

**Class**

**Session 1**

Conditional Present & Past

Different uses of conditional present & past conditional
clauses with “SI”
written & oral exercises of practice /Questions and answers using conditional (present/past)

Assignment: students create situations + discussion

Session 2
Reading analysis

Reading: Culture et développement : l’entreprise, au péril de la culture ?” an excerpt from MFI l’expérience d’un chef d’entreprise face aux blocages d’ordre culturel par Marcel Zadi Kessy

http://www1.rfi.fr/fichiers/MFI/EconomieDeveloppement/liste.asp

Week 3
Class Week 3

Session 1
Subjunctive present & past
Different uses of the subjunctive present & past + written exercises
Assignment: questionnaire related to themes of Development (Public Health, Environment, Development Economics, Democracy and Governance, Education etc.) followed by presentations
Presentations starting on week 6

Session 2
Film screening: «La petite vendeuse de soleil » + discussion on the film

Written assignment on rural visits (3 to 5 pages/ written report due on week 5)

Week 4
Class Week 4
RURAL VISITS

Week 5
Class Week 5

Session 1
Rural visits debriefing + discussions

Session 2

Relative Pronouns

(qui – que; ce qui - ce que ; dont - ce dont)

Uses and exercises of practice

Written report on rural visits submission paper

Week 6

Class

Week 6

Session 1

Presentation + discussions

Theme: Public Health


Session 2

Presentation + discussions

Theme: Environment and development

Week 7

Class

Week 7

Session 1

Comparative and Superlative

Written/oral exercises

Questions using comparative & superlative + discussions

Session 2

Reading analysis

"A l’aube du matin était le crépuscule" (an excerpt from Anthologie de la Nouvelle Sénégalaise”)

Discussion on themes developed in the reading

Week 8
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<th>Class</th>
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<td>Session 1</td>
<td>Presentation + discussions</td>
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<td>Theme: Democracy and Governance</td>
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<td>Session 2</td>
<td>Presentation + discussions</td>
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<td>Theme: Development Economics</td>
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<td>Session 1</td>
<td>Mid-semester break debriefing</td>
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<td>*Informal conversations on Fall break</td>
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<td>Session 2</td>
<td>Field trip to Léopold Sédar Senghor museum</td>
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<td>Session 1</td>
<td>African proverbs + Idiomatic phrases</td>
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<td>Cultural explanation + discussion</td>
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<td>Session 2</td>
<td>Tea session</td>
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<td>Informal conversation with Senegalese guest students (Themes of students' choice)</td>
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<td>Theme: Education</td>
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<td>Session 2</td>
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Film screening: “La Pirogue”

Discussion on the film

**Week 12**

Class: Week 12

Session 1: Students specific problems & needs

Session 2: Students specific problems & needs

**Week 13**

Class: Week 13

Session 1: General revision on points covered in class

Session 2: Trip to Nice cream: Students share their experiences in Senegal

**Week 14**

Class: FINAL EXAM

Oral exam: Language Proficiency Interviews

**Course Materials**

**Readings**


“Culture et développement: l’entreprise, au péril de la culture?” an excerpt from MFI l’expérience d’un chef d’entreprise face aux blocages d’ordre culturel par Marcel Zadi Kessy

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