



CIEE Rennes, France

Course title:	Teaching English as Foreign Language, Level II
Course code:	ESLT 3402 RENS
Programs offering course:	Rennes Modified St. Olaf College, Liberal Arts
Language of instruction:	French
U.S. semester credits:	2
Contact hours:	30
Term:	Fall 2020

Course Description

Learning Objectives

By completing this course, students will:

The course and the assistantship are a great opportunity for all students who wish to acquire both a rich professional and intercultural experience.

The English teaching assistantship may help those who wish to become teachers to either confirm or to question this professional choice. The placement and the course will offer a methodological, cultural, and educational approach to better help students understand the classes that they will be responsible for.

Students will have the pleasure of transmitting their own knowledge to their pupils, which will be useful to the latter both in their leisure activities as well as in their future careers, particularly as English is not only an extremely rich language, but it is also essential for communication and cultural and professional exchanges in the world today.

As an assistant, students will participate directly in the classroom and will be a key motivational element in encouraging their pupils to communicate more. In the classroom, students will concentrate mainly on helping their pupils to improve their oral expression and communication skills in English. Motivating pupils to participate in class discussions will be one of the many challenges students will face.

The course will be divided into two distinct parts:

- First, students will take a brief look at the French educational system, its structures and cultural characteristics. The courses that follow will be essentially theoretical and based mainly on diverse learning methods and in particular on that of Prof. Constance Knop "Overview, Prime, Drill and Check", which refers to the four specific steps used to organize and structure a communicative language lesson. Methodology is important and students will learn how to define educational objectives, how to prepare a course, how to manage potential problems related to discipline, how to understand any cultural differences they may encounter, and how to use their native language as often as possible in the classroom.
- The second and main part of the course will be more practical with discussions about the students' own teaching experiences (what worked well, what failed, and any difficulties encountered). Thus, much of the work in the pedagogy class will revolve around defining and sharing the many problems and difficulties in the classroom and to work together to find solutions to improve students' teaching methods.



The objectives of this course are therefore to improve the students' knowledge of teaching methods, but also to offer students an initiation to both cultural and idiomatic aspects. Through this course, students will need to constantly question their own work and to think about the teaching methods that will best help their pupils to progress, while at the same time working to become better teachers.

Course Prerequisites

There is no prerequisite to attend this course or participate in a teaching assistant-ship. However, it is important to point out that students should enjoy contact with children and be willing to share their language and culture with dynamism and enthusiasm. Students will need to be serious about preparing their lessons as well as attending the pedagogy course. Indeed, presence is compulsory for the entire pedagogy course and the teaching assistant-ship even for students who are taking the Teaching Practicum as an audit. Homework should be handed in on time to avoid a potential lowering of grade.

Methods of Instruction

The course will be both practical and theoretical in methodology. The idea is to respond to the students' urgent needs as Teaching Assistants and to help them develop theoretical knowledge on teaching English as a foreign language.

The pedagogy class is a participatory class: the students have to be proactive, reflect upon their experiences and question themselves on their teaching practices in order to achieve the objectives of the class.

Students will work around the "Student-Teacher Start-up Guide": a 22-page reference of all the areas that should be covered in the pedagogy class. It explains to students how the semester should progress both in pedagogy class and in their student teaching class. It gives a description of the French school system, cultural differences and practices, and an overview of the various pedagogical concepts and approaches used in foreign language teaching. It also explains how to manage a classroom and how to self-evaluate one's own practice.

Students will also have the opportunity to meet a guest lecturer: an American assistant who is willing to share his/her experiences with the class.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Assessment and Final Grade

1.	Lessons Planning	30%
2.	Classroom Observation 1	10%
3.	Classroom Observation 2	10%
4.	Video-debriefing	10%
5.	Final Take Home Exam	20%
6.	Class Participation	20%
	TOTAL	100%

Course Requirements

Lessons Planning

Another important part of the final grade is the notebook in which each student will be required to record their weekly preparations/lessons planning. The notebook is to be organized as follows:

- A cover page with the student's name, surname, the school level that he/she is assisting in (primary school);
- A second page with "class information" on which each student will indicate the name and address of the school they are assistant teaching in, the class they are in charge of, the level of the class (eg. : CE2, CM1), the day and the time that the class meets, the number of pupils in the class and the advisory teacher's name (with his/her e-mail address and phone number);
- The notebook will be then divided into two distinct parts for every lesson planned. A "preparation" section where the student will describe the lesson plan explaining the educational objectives and the different stages for each course. A second part called "reflections" in which the student will comment on each lesson giving his/her own impressions about what worked well or not so well and the reasons why it succeeded or failed as compared to their initial plans.

The notebook will be checked weekly throughout the semester, so it is important for students to keep it up to date while being as thorough as possible in their description, and to write with a pen, as well as making a serious effort in the areas of grammar and syntax.

Classroom Observation 1

Classroom Observation 2

An evaluation of each student teaching will be done twice during the semester (the first toward the middle of the semester and the second toward the end). Students will be informed of the evaluation dates beforehand. The main criteria for evaluation are:

- The quality of lesson preparation;
- The ability to manage the class;
- Noticeable development and improvement in the student's teaching methods and style (taking into account other course participation and observation evaluations).

Video-debriefing

The aim of this pedagogical tool is to give the students the opportunity to watch themselves on video, do a self-evaluation, receive instructor feedback, and help them become more aware of their lesson planning and teaching styles.

Final Take Home Exam

Finally, at the end of the semester each student will be asked to write an "essay" on a specific subject related to the teaching experience.

Class Participation

Students will be evaluated throughout the semester (continuous assessment). Evaluation will be based on attendance and active participation in discussions and debates, the thoroughness and the organization of the notebook used to prepare weekly lessons, on two observations of each student's teaching in the classroom, a video debriefing, and on a final essay that each student will be required to write.

As mentioned above, active participation is essential for the pedagogy course (participation in debates and discussions, questions, etc.).



Attendance

Weekly Schedule

Week 1

Class Orientation Week (2h): Introduction to the Teaching Practicum

- Explanation of the course as well as an introduction to the French educational system and comparison with the American one.

Week 2

Class First Internship Organization

- Presentation of the syllabus
- Vocabulary exercise
- *Homework*: *Chagrin d'école* by D. Pennac and prepare answers to second internship organization questions

Week 3

Class Second Internship Organization

- Viewing of internship short clip
- Preparation for English Class observation – Worksheets
- Simulation: What to show on the first day in the classroom?
- *Homework*: Read the Student Teacher Start-up Guide, reflection regarding course objectives and write a draft of the first contact with your advisory teacher

Week 4

Class Lesson Planning (Part 1)

- How to contact your advisory teacher
- How to introduce yourself to the class
- How to use the pedagogical notebook
- *Homework*: Important theoretical concepts study (teaching and pedagogical vocabulary) and observation worksheet readings

Week 5

Class Use of Pedagogical Resources

- Discussion of class observations (Part 1)
- Brainstorming: class rituals
- Discussion of lesson plan examples
- *Homework*: Concepts study (By Constance K. Knop) and CECRL document

Week 6

Class Lesson Planning (Part 2)

- Group work by level on a detailed class activity
- Brainstorming : discipline
- *Homework*: Finish lesson plan

Week 7

Class Class Activity Presentations: Observations, Constructive Criticism, Evaluation

- *Homework:* Prepare questions for TAPIF assistant

Week 8

Class Class Activity Presentations (continued)

- Mid-semester class discussion on the overall internship experiences.
- Share successes & struggles and find solutions.

Week 9

Class TAPIF Assistant Presentation

- Discussion of successes and struggles (continued)

Week 10

Class Pair Work: Presentation Themes and Lesson Plans

Week 11

Class The Video Debriefing

- Goals/objectives/self-evaluation challenges
- Class work: analysis of a video extract

Week 12

Class Activity Presentations

- *Homework:* Analysis of achievements and difficulties for Group 1

Week 13

Class Activity Presentations (continued)

- *Homework:* Analysis of achievements and difficulties for Group 2

Week 14

Class Assessment of the Experiences

- *Essay:* preparation for writing

Course Materials**Readings**

CIEE Rennes. *Student-Teacher Start-up Guide.*



K. Knop, Constance. *Foreign Language Annals*.(pages 91-94) : “Overview, Prime, Drill, Check” : An approach to Guiding Student-Teachers in Lesson Planning. ACTFL, 1992.

Online Resources

K. Knop, Constance. *Increasing Use of the Target Language in Classroom Interaction*.
http://www.oomroom.ca/resources/knop_article.PDF

CIEP. *Cadre Européen Commun de Référence pour les Langues*. 2001.

<http://il.univ-poitiers.fr/aloefrance/IMG/pdf/CECRL.pdf>