Syllabus

1	**Course title**	Teaching French language as a foreign language
2	**Course number**	2232433
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/corequisites**	
5	**Program title**	Bachelor's Degree in French language and Literature
6	**Program code**	
7	**Awarding institution**	University of Jordan
8	**School**	School of Foreign Languages
9	**Department**	Department of French Language and Literature
10	**Level of course**	Third Year & Fourth Year students
11	**Year of study and semester (s)**	2021/2022, Second Semester
12	**Final Qualification**	BA
13	**Other department (s) involved in teaching the course**	-
14	**Language of Instruction**	English
15	**Teaching methodology**	☑In class　　　Blended　　　Online
16	**Electronic platform(s)**	☑e-learning　Microsoft Teams ☐Skype　　☐Zoom ☐Others…………
17	**Date of production/revision**	February 2022

18 Course Coordinator:

Name:

Office number:

Phone number:

Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course provides students with the main approaches in teaching French as a foreign language, especially the communicative approach. It focuses on the analysis of the text books used in the Jordanian schools where French is taught. The course requirements include an internship in a school, and the grade given for the internship report will be included in the final evaluation.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Develop French language skills and engage effectively in a wide range of communicative tasks and activities in academic and non-academic contexts.

2. Analyze, evaluate, and critique French literary works and texts in relation to genres, historical periods, and criticism approaches used in analyzing literary texts and works.

3. Analyze and discuss general issues in relation to the nature and function of natural human language and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.

4. Discuss general issues concerning nature and function of French language with reference to relevant acquisition principles and implications for teaching and learning.

5. Translate professionally from French into Arabic and vice versa employing translation theories and principles.

6. Show respect of cultural diversity, ethics, and professional behavior and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.

7. Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in French and English literary and linguistic texts.

8. Identify scientific research principles and use higher order thinking skills and critical and creative thinking in analyzing and observing issues related to the knowledge and skills of the French language and literature, and to work within a team.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Use informed decision making to function effectively with students, their families, school administrators, teachers, staff, and other related professional communities.						X					X	X	X								X
2	Use communication skills to work effectively with students, their families, school administrators, teachers, staff, and other related personnel.	X					X					X	X	X								X
3	Use instructional and behavioral management strategies to facilitate a positive learning environment for students.				X		X					X	X	X								X
4	Demonstrate professionalism and ethical practices in the classroom, school, local, and professional communities.	X					X					X	X	X								X
5	Demonstrate knowledge and skills specific to the instruction and support of		X	X	X			X	X				X	X								X

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	FLL students in a variety of settings.																			
6	Demonstrate an ability to effectively facilitate the language development of students based on individual language needs.	X	X									X	X							X
				X	X	X														

- **Teaching methods include**: In class lecturing/meeting.
- **Assessment methods include**: : 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	État de lieu de l'enseignement actuel des langues étrangères	1-6	In class	In-class tasks	Main textbook
	1.2	État de lieu de l'enseignement actuel des langues étrangères	1-6	In class	In-class tasks	Main textbook
				In class		
2	2.1	Rôle de l'apprenant	3,5,6	In class	In-class tasks	Main textbook
	2.2	Rôle de l'enseignant	1,2,4	In class	In-class tasks	Main textbook
				In class		
3	3.1	Le contenu et son organisation	3,5,6	In class	In-class tasks	Main textbook

	3.2	Le contenu et son organisation	3,5,6	In class	In-class tasks + assignment	Main textbook	
				In class			
4	4.1	Calque sur enseignement des langues anciennes	1-6	In class	In-class tasks	Main textbook	
	4.2	Calque sur enseignement des langues anciennes	1-6	In class	In-class tasks	Main textbook	
				In class			
5	5.1	Place de l'intuition dans l'enseignement du vocabulaire et grammaires	3,5,6	In class	In-class tasks	Main textbook	
	5.2	Place de l'intuition dans l'enseignement du vocabulaire et grammaires	3,5,6	In class	In-class tasks	Main textbook	
				In class			
6	6.1	Interaction enseignant – apprenant	3-6	In class	In-class tasks	Main textbook	
	6.2	Interaction enseignant – apprenant	3-6	In class	In-class tasks + quizz	Main textbook	
				In class			
7	7.1	Méthode audiovisuelles	3-6	In class	In-class tasks	Main textbook	
	7.2	Méthode audiovisuelles	3-6	In class	In-class tasks	Main textbook	
				In class			
8	8.1	L'enseignement du vocabulaire	3-6	In class	In-class tasks	Main textbook	

	8.2	L'enseignement du vocabulaire	3-6	In class		
				In class		
9	9.1	Organisation du contenu	3-6	In class	In-class tasks	Main textbook
	9.2	Organisation du contenu	3-6	In class	In-class tasks + assignment	Main textbook
				In class		
10	10.1	Interaction enseignant – apprenant : traitement de l'erreur	2-6	In class	In-class tasks	Main textbook
	10.2	Interaction enseignant – apprenant : traitement de l'erreur	2-6	In class	In-class tasks	Main textbook
				In class		
11	11.1	L'approche communicative – naissance et fondement théorique	1-6	In class	In-class tasks	Main textbook
	11.2	L'approche communicative – naissance et fondement théorique	1-6	In class	In-class tasks	Main textbook
				In class		
12	12.1	L'approche communicative – conception de la langue et sa nature	1-6	In class	In-class tasks	Main textbook

	12.2	L'approche communicative – conception de la langue et sa nature	1-6	In class	In-class tasks + assignment	Main textbook
				In class		
13	13.1	Les 5 phases de l'approche communicative	1-6	In class	In-class tasks	Main textbook
	13.2	Les 5 phases de l'approche communicative	1-6	In class	In-class tasks	Main textbook
				In class		
14	14.1	Rôle de la langue maternelle	3-6	In class	In-class tasks	Main textbook
	14.2	Rôle de la langue maternelle	3-6	In class	In-class tasks + presentation	Main textbook
				In class		
15	15.1	Revision	1-6	In class	Discussion	Main textbook
	15.2	Revision	1-6	In class	Discussion	Main textbook

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments		Le contenu et son organisation Organisation du contenu L'approche communicative –	1-6		
	10			3, 9 and 12	On campus

		conception de la langue et sa nature			
presentation	10	Le rôle de l'enseignant	1-6	14	
Midterm Exam	30	-	1-6	8	On campus
Final Exam	40	Topics from week 7 to week 14	1-6	15	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:
As per the University Regulations.

B- Absences from exams and submitting assignments on time:
As per the University Regulations.

C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:
As per the University Regulations.

E- Grading policy:
As explained above in 23.

F- Available university services that support achievement in the course:
Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Gerard Vigner (2021). *EnseLe FLE en questions: Enseigner le français langue étrangère et seconde* CLE internationale.

Jean-Marc Defays, 2020, *Le FLE en question : igner le français comme langue seconde*. Mardaga

B- Recommended books, materials and media:

27 Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research	Strategy, tools and procedures to deal with the research questions are	Strategy and tools to deal with the research questions are fully explained.	

		questions are not provided.	not detailed enough.	Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Name of Course Coordinator: Najeeb Al-Rabadi   Signature: ------------------ Date: ------------

Head of Curriculum Committee/Department: Mousa Awwad Signature: --------------------------

Head of Department: -- Signature: ----------------------

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: -------------------

Dean: -- Signature: ---

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