
**French 301: Teaching French at Berkeley
French 1 In-service Training**

**This course qualifies for the GSI Teaching and Resource Center's Certificate of Teaching and Learning in Higher Education.
It is open to GSIs teaching other foreign languages.**

Fall 2018

(Subject to change based on class needs)

Instructor: Seda Chavdarian/sedac@berkeley.edu
Time and Place: Fridays 2-4, 4226 Dwinelle
Office Hours: MTh 10-11, and by appt. 4311 Dwinelle
Pilot Class: M-F 9-10 in 254 Dwinelle

"One thinks differently in every language, (...) our thinking is modified and newly tinged through the learning of each foreign language, and polyglotism is, apart from its immediate advantages, a direct means of educating the mind by correcting and perfecting our perceptions through the emerging diversity and refinements of concepts. At the same time, polyglotism increases the flexibility of thinking since, through the learning of many languages, the concept increasingly separates itself from the word."

Schopenhauer

Description:

The goal of our meetings is to provide participants with (1) an understanding of the teaching methods used in the first-year French program at UC Berkeley, (2) a forum for discussing teaching-related questions and problems, (3) practical experience in creating and adapting materials for instruction, and (4) an opportunity to reflect on the techniques implemented in the demonstration class, and (5) experience in analyzing one's own and others' teaching. This is a "hands on" practicum that will link the theory of our first-year French language program to its in-class practice. This course is also open to GSIs teaching other foreign languages and whose departments do not offer a pedagogy program. Specific topics to be addressed in 301 include:

- Theory and Practicum
- Course material preparation: syllabus, grading, Student Learning Outcomes (SLOs)
- How students learn-research by UCB faculty in other fields such as Integrative Biology, Psychology, Education, Anthropology, Geography
- Techniques for presenting grammar and vocabulary
- Managing classroom interaction
- How to deal with student errors: giving appropriate feedback—and recognizing when corrective feedback is not appropriate
- Time management (in and outside of the classroom)
- How to use situations, graphics, etc. to contextualize grammar instruction
- How to manage group and pair activities/discussions effectively

- How to implement learning activities that go beyond manipulation of language structures
- Creating transitions in activities
- How to use media effectively

A key component of the French GSI training program is the observation of the French 1 demonstration class. By seeing how an experienced instructor organizes the classroom, reviews old material, presents new material, uses the blackboard or audio-visual resources, engages students in a variety of communicative activities, and allocates time for all of the above, you will avoid spending large amounts of time preparing for your classes. Rather, you can incorporate what you observe in the demonstration class directly into your own daily lesson plans, complete with specific examples designed to illustrate the points you will make in the lesson. This regular observation experience will give you the knowledge and self-assurance that are essential for leading your own class.

In the demonstration class you will learn how to explain the vocabulary and structures of French in ways that are comprehensible to beginners (not always an easy task!). You will see what kinds of questions Berkeley students commonly ask and hear how an experienced teacher answers those questions. By attending the demonstration class, you will therefore significantly augment your pedagogical experience, preparing yourself for a range of eventualities in your current and future teaching.

Attending the demonstration class also gives you a regular opportunity to take a detached, observational stance in a language classroom. By observing the demonstration teacher's practices and students' behavior, you can reflect on why certain practices seemed to "work" better than others. This type of reflection is an important aspect of developing skill in teaching, but it is difficult to accomplish while teaching one's own class. The demonstration class will provide us with a common, shared experience to discuss in our weekly meetings. Rather than discuss hypothetical situations, we can focus on specific examples and events, therefore using our time most effectively.

You should go to the demonstration class prepared to take notes, and to use the observation as preparation for your own class. You should also jot down any questions you have (e.g., "Why is structure X taught like that?") which can be raised during the weekly pedagogical meeting. Attendance at the "pilot class" will be daily in the first half of the semester and only on designated days subsequently.

Required reading:

Lightbown, P. and Spada, N. How Languages are Learned, Second Edition. Oxford University Press (any edition is fine, please buy the most reasonably priced you can find).

French Department GSI Manual

Teaching Guide for Graduate Student Instructors—GSI Teaching and Resource Center

www.gsi.berkeley.edu

How Students Learn Lecture Series

L2 Journal

Supplementary course material distributed during the semester.

Grading:

Please note: this is a seminar. You are expected to read in advance, attend regularly, and come prepared to engage in active discussion.

Grading is Satisfactory/Unsatisfactory (S/U) only; 4 units awarded toward overall study list. Completion of 80% of course work (B-) is required for an S grade. Grade breakdown is as follows:

- 30% Term project: Observation/transcription/presentation (see p.3)
- 15% "Pilot" class attendance for GSIs in French; GSIs from other departments, please see me.
- 25% Mini-presentations: self-observation, second-semester class visit, and mini-teaching effectiveness reports (see pp. 2-3)
- 30% Class attendance and active participation; includes discussion of pilot and teaching journal topics

Assignments: besides the reading, you will have three mini-presentations and one end-semester project as follows:

Mini-presentations:

I. Self-observation and analysis-audio recording of your class-oral report: By the first week of October, you should audio-record your own class to observe your teaching and language behavior to discover if your *perception* of what you think you are doing corresponds to what *actually* happens in the classroom. This is a great tool to “step back” and self-evaluate.

Instructions:

- Choose a teacher-centered activity that includes frequent student participation.
- Audio-record 20 minutes of this activity. (If you wish, you can record an entire class session and choose a twenty-minute segment.)
- Observation: listen to the recording and comment on the following: general feedback and error correction: what method of correction did you use? How often? What errors did you correct and what errors did you choose not to correct and why? What was the student’s reaction? What was the overall ambiance of the class?
- Analysis: what did you learn from this experience? Were there any surprises? Did you discover anything about yourself, your students or your teaching of which you were unaware? Please share your thoughts with your colleagues.

II. Mini-Teaching Effectiveness Assignment: Beginning mid-October and ongoing, each GSI will do a mini five-minute presentation describing a teaching problem or issue the GSI has encountered in class, the solution the GSI devised to address the problem, and the effectiveness of the solution (guidelines based on GSI Teaching and Resource Center’s TEA Award-please see website www.gsi.berkeley.edu).

III. Second-semester class visit and report: toward the end of the semester, you will be asked to visit a French 2 (second semester course for GSIs in other languages) and give a brief account of your visit.

Term Project:

IV. Observation/transcription/presentation: By the ninth week of classes you should do a focused observation (including a tape recording) of a fellow GSI's French/language class. Choose one brief section of your tape to transcribe—an event that you find particularly interesting or problematic—and transcribe this section in detail (length will of course depend on the event, but 2 pages should be the absolute maximum for the transcription). You should analyze your transcription in terms of characteristics of interaction (teacher-student; student-student), language forms, and/or language use. Prepare a presentation for the weeks 12 and 13 (November 19 and 26).

Instructions: presentation of transcripts and analysis. The oral presentation should be about 10 minutes with five minutes left for discussion. Please hand in a written copy for our records. Your analysis should include the following:

- What was the objective of the lesson?
- Did the instructor accomplish the initial goal?
- What method or teaching style was used?
- How were errors corrected?
- Interaction between instructor/student and student/student?
- How would you describe the ambiance of the class?
- What did you gain from this visit?
- What recommendations would you have for the instructor?

Questions to ask yourself every day and/or each week about your teaching.

- What worked well in this class and why?
- What didn't work well and why?
- Where did students seem to have difficulties? How can I remedy this tomorrow?
- Were there any noticeable points where the students seemed very engaged?
- What should I change in tomorrow's lesson and/or the next time I teach it?

SYLLABUS-subject to change based on class needs.

Please note: Guest lecturer schedule may change based on their availability. Changes will be made accordingly.

The 301 meetings will begin during the first full week of instruction. First meeting will be on Friday, August 31.

Due to the department reception, on Friday, August 24, I will have an informal "drop-in" session in my office from 1-3 so I can speak with each of you individually. Please drop by for a brief chat.

Instruction begins Friday, 8/31

1. **GSIs in French:** Lower-division and course-specific meetings on Tuesday, August 21. General Lower Division meeting at 10:00 in the French Library followed at 11:00 by French 1 meeting in B-21 Dwinelle. Bring all "Beginning Semester" material to the meeting. Follow the pilot until our first 301 meeting.
2. **Non-French GSIs:** Please come see me if you have any questions prior to our first 301 class meeting.

Devoirs (Assignments):

1. Read the French Department GSI Manual-**French GSIs**
2. Read “The Rules of Engagement: Student Civility” and Tomorrow’s Professor “FAQ-Problems for New Teachers” in 301 site on b-courses-**all GSIs**.

Week 1 (8/31)

Introduction: Course objectives and syllabus; Orientation to *Chez nous* and history of language teaching methods; Principles of Communicative language teaching and its relation to other approaches; CN lessons for the week; University and departmental expectations regarding professionalism, faculty and student conduct; classroom civility issues (article), campus resources and student services; b-courses;

How Students Learn-throughout the semester, an overview of interdisciplinary current research on learning in higher education as well as the proceedings of some of the Spring 2011 Working Group on How Students Learn, sponsored by the Graduate Division’s GSI Learning and Resource Center will be shared.

Devoirs:

1. Complete Lightbown & Spada’s checklist of beliefs about language acquisition. Start thinking about acquisition and learning.
2. Teaching Journal: How do you see yourself as a language teacher? What are your apprehensions/goals for this year? You should create a Journal Folder and periodically add your thoughts about teaching to this folder. Eventually, this will be helpful for your Statement of Teaching and Learning Philosophy and Teaching Portfolio.
(Please note: subsequent journal assignments may be modified according to class discussions and needs.)
3. GSI concerns/questions.
4. Pilot observation-for the next week-what are some of the strategies used to instill a sense of community?
5. Read Firth and Wagner’s articles on b-courses

Question for the semester: What is teaching and how does learning happen in a foreign language class? You should come up with an answer by the end of the semester based on your teaching experience in French 1.

Week 2 (9/7)

CN lessons for the week; “Check in”; new business;; GSI Manual; campus resources; professional organizations for teaching modern languages; pilot question; Lightbown & Spada’s checklist. Firth and Wagner; approaches to teaching: group work, participatory discussion.

Devoirs:

1. Lightbown, P. and Spada, N. How Languages are Learned, chapters 1 and 2. Your analysis and question for the class-GSI #1-ch 1; GSI #2-ch2
2. Pilot: What do you notice about my communication with the class? What types of questions am I asking: display or genuine?

3. How are language classes different?

Week 3 (9/14)

CN lessons for the week; “Check in”; new business; “Learning a first language”, “Theoretical approaches to explaining second language learning”; journal. Approaches to teaching: role play, dealing with over/under active students, midterm exam preparation; pilot class observation question; language classes.

Devoirs:

1. Lightbown and Spada, chapters 3 and 4; GSI#3-ch 3; GSI#4-ch 4.
2. Journal "What worked well this week in your class and why?"
3. Print and bring to class the midterm exam review exercises.
4. Pilot class observations: What is done to raise the energy-level in class?
5. Start thinking about your “teaching effectiveness assignment”.

Week 4 (9/21)

CN lessons for the week; “Check in”; new business; “Factors affecting second language learning”, “Learner language”; journal; Approaches to Teaching: independent reading reports; midterm review exercises; pilot observation.

Devoirs:

1. Check oral exam info in b-courses instructors’ site.
2. Spada-chapter 5: read carefully, it is an important chapter. It will give you an idea of what you should be doing with your own transcriptions. Do all charts. Analysis and question-GSI#5
3. Continue to think about acquisition and learning. Is there a difference?
4. Time management: how are you managing your time? Are you balancing teaching and research/seminars?
5. Pilot Observation: what types of errors are your students making and why? Does it match what is discussed in chapter 4?
6. L2 Journal: *New approaches to exploiting film in the foreign language classroom* (Issue 3:2 2011) Mark Kaiser
<http://escholarship.org/uc/item/6568p4f4>

Week 5 (9/28)

CN lessons for the week; “Check in”; Pilot observation; new business; “Observing second language teaching”; Approaches to Teaching: oral exam procedure and grading; using videos in the classroom: how to promote cultural awareness and listening comprehension.

Devoirs:

1. Do Activity “Observing how you respond to student errors” of chapter 5.
2. Audio-tape one class session. Cover what is asked in the activity but also note general characteristics of your teaching. Share your thoughts in class next week.

3. L2 Journal: *Corrective feedback and teacher development* (Issue 1:1 2009) Rod Ellis <http://escholarship.org/uc/item/2504d6w3#>

Week 6 (10/5) *Please note: we will not have class on this day. I will be presenting at the RMMLA conference. Normally, the conference does not interfere with 301 because our seminar has always been on Mondays or Tuesdays. This semester due to the cohort's various scheduling conflicts, we had to move it to Friday. Consequently, we won't be able to hold class. We will combine this week's lesson with the ones for next two weeks. Thank you for your understanding.*

(NOTE: You should start arranging your classroom observation.)

Devoirs: Please disregard.

1. Pilot observation: Has there been any change in the way the instructor communicates with the students? Has there been a shift in the teaching?
2. L2 Journal: *Using interconnected texts to highlight culture in the foreign language classroom* (Issue 5:2 2013) Maya Smith <http://escholarship.org/uc/item/4hj708bg>
3. How Students Learn-watch Prof. Daniela Kaufer's lecture <http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/>

Week 7 (10/12)

CN lessons for the week; "Check in"; new business; "Second language learning in the classroom"; pilot observation; correcting the midterm; L2 Journal

Guest Speaker: Carolyn Swalina, Lead Disability Specialist. Disability Student Services.

Devoirs:

1. GSI concern questions/concerns/time management
2. Lightbown and Spada, chapters 6. Analysis and question-GSI
3. Project presentation dates: Weeks 11 and 12
4. L2 Journal: *Subjectivity and spirituality during study abroad: A case study* (Issue 5:2 2013) Tim Wolcott, Mathew Motyka <http://escholarship.org/uc/item/41g9q6m3>
5. How Students Learn-Jean Lave <http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/>

Week 8 (10/19)

CN lessons for the week; "Check in"; new business; "Popular ideas about language learning: facts and opinions"; literary texts in first-year language classes: a demonstration; how students learn.

Devoirs:

1. Journal: Reflect on your teaching so far and how has it changed since the beginning? Same anxieties? Any evolution? What have been the

challenges and rewards? Have you identified what you are really good at and what works?

2. Lightbown and Spada, chapter 7. Analysis and question-GSI
3. Bring in a literary text to illustrate how literature can be used to teach language skills.
4. Work on your projects.
5. Complete second-semester class visit by week 10.
6. How Students Learn-Arthur Shimamura
<http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/>

Week 9 (10/26)

CN lessons for the week; “Check in”; new business; literary texts; how students learn.

Devoirs:

1. Think about your answer to the question posed in the beginning of the semester:
What is teaching and how does learning happen in a foreign language class?
2. Visit a French 2 (second semester) class- Note differences/similarities. Report findings to class.
3. Finish project presentations.
4. L2 Journal: *Using interconnected texts to highlight culture in the foreign language classroom* (Issue 5:2 2013) Maya Smith
<http://escholarship.org/uc/item/4hj708bg>
5. How Students Learn-Kihlstrom
<http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/>

Week 10 (11/2)

CN lessons for the week; “Check in”; new business; second-semester class visit report; final exam rationale and goal; language testing: issues and principles; how students learn

Devoirs:

1. Projects
2. Best teaching practices-write a brief narrative about your personal best teaching practices this semester. Give at least two principles of good teaching based on your experience this semester. What advice would you have for a GSI teaching French 1 for the first time.
3. Print and bring to class the final exam review exercises.
4. How Students Learn-Martin Covington
<http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/>
5. **Final exam items:** send an electronic copy to the list by noon the day before (please follow directions on the exam memo).

Week 11 (11/9)

Projects Presentations; CN lessons for the week; “Check in”; new business; final exam review, principles of good teaching: handout

Devoirs:

1. Projects
2. How Students Learn-watch Prof. Daniela Kaufer's lecture
<http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/>

Week 12 (11/16)

Finish project presentations. How to use the final exam review exercises; calculating and reporting course grades; the role of professional organizations, pedagogic publications; evaluations.

Devoirs:

1. Revisit your first journal entry, comment.

Week 13 (11/23) *Holiday-no class*

Week 14 (11/30)

End-semester duties; evaluations; wrap up.