Diversifying French Curriculum

Regional Collaboration on Languages and Cultures
Panel on Diversity and Language Learning
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Why this new course?

• Diversification of our program in French
  – Context at Saint Louis University
  – Context at the national level

• Recruiting
• Highlighting Francophone communities
• Promoting French Studies
French with Specific Goals (François sur objectif spécifique-FOS)

• Usually for students with specific professional goals

• Students in this course:
  • Majors and non-majors in political science and international relations
  • Competency level: intermediate high (B2) to advanced (C1)

Our objectives (FOS)

• Develop knowledge of Francophone communities and institutions
• Support interdisciplinarity
• Develop professional and intercultural skills
• Acquire linguistic competencies
Developing such a course...

Advantages

• Opportunity to create a course tailored to students’ needs
• Diversification of the curriculum
• Pragmatic opening towards the Francophone world

Challenges

• Vast field of study
• No textbooks
• Disparity in students’ training
• Outside of our immediate specialization

Resources/References

International Relations:

• Danny, Max, Noëlle Clément-Rondepierre, Louis Dollet, Claude Poulet. Le français des relations internationales. Hachette, 1983. (isbn: 2-01-008473x) Série le français et la profession
Resources/ References

Global Simulation


Structure of the course: syllabus

First part of the course:

- Develop basic knowledge about international relations (key actors, their roles, key historical events…)
- Develop linguistic competencies
- Prepare for global simulation (international conferences)

Second part of the course:

- Preparation of the global simulation project
- Carrying out of international conferences
- Evaluation of competencies and performance
First part: examples of activities

General knowledge:
• Treaty of Rome
• The Universal Declaration of Human Rights
  – Powerpoint
  – Questions about video
  – Sound archives: – Sound archives:
• Homework

Linguistic competencies:
• How to write a letter of protest: analysis and expansion
  – Handout
  – Letters
• How to make an opening speech (international conference):
  – Handout: parts of a formal speech

First part: Professionnal interaction

Visit of the French Ambassador to the US. – Mr. Vimont
• February 24, 2010
• Theme: Franco-American cooperation in the Middle-East
• Each student asked a question/part of official program
• Developed professional questions/ learned diplomatic protocol

Visit of Canadian Consul – M. Brian Herman
• March 25, 2010
• Theme: Globalization, Sovereignty and Human Rights.
Second part: Global Simulation

What is it?
- Role-playing
- Fictitious profiles/identities
- Reconstruction of a given world with rules, habits, and culture.
- Skill acquisition through performing and interacting with peers
- Communicative approach

Why such a project?:
- Student-centered; allows for practical application of various skills and knowledge developed in class throughout the course.
- Fictitious identity enhances participation; enhances risk-taking and creativity; motivates students to become fully active and independent
- Stimulates oral and written production in pedagogical situation similar to professional reality

International Conference Project
adapted and developed from Chantal Cali et al.

Timeframe: about 6 weeks
- One week to develop professional identity; research and preparation (work in group for each country)
- Four weeks dedicated to international conferences (each country organizes/hosts an international conference on a given topic).
- One week to prepare a formal press conference (final project)

Roles:
- For each delegation: 2-3 students represent a selected Francophone country (one DevC, one LDC, two DevC)
- Fictitious identity legitimizes participation in all conferences (expert, Secretary General, President, representative of NGO or IGO with headquarters in that country, etc.)
International conferences

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Country</th>
<th>Delegates</th>
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<td>1</td>
<td>Environment</td>
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<td>3</td>
<td>Terrorism and Arms</td>
<td>Switzerland</td>
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<td>4</td>
<td>Energy and Natural Resources</td>
<td>Canada</td>
<td>1. 2. 3.</td>
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Setting the scene

1) Creating identities and delegations: (submitting a profile for each delegate and each represented country)

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Rideau Hall 1 Sussex Drive
Ottawa, Ontario K1A 0A1
T: 613-993-8200   E: info@gg.ca
Setting the scene— (continuation…)

2) Explaining roles, responsibilities and rules/procedures of international conferences (handouts/examples)
   - rules
   - roles/responsibilities

3) Setting timeframe and outline (week by week / day by day)

4) Evaluating oral and written production during the international conferences
   - Delegate/host country-President
   - Delegate/participant

5) Completing final project—Press Conference (reaction to the international conference the student has organized)

The international conferences: examples of oral and written productions.

Host country in charge of organization:
   - Example of invitation
   - Opening speech

Participating delegations:
   - Switzerland
   - Haiti
Final Project--Press Conference

Assignment: While keeping the fictitious identity you have assumed during the international conference, write and present a declaration to the Press about the international conference you organized. Underscore what happened, how your proposals were received, whether they were welcomed or met with resistance. You may answer questions from journalists or simply read your statement.

Examples:
Video #1- Delegation of Canada
Video #2- Declaration to the press

Students’ reactions

1. What did you like most about the project? Please be specific.

I really enjoyed this project because it expanded my knowledge of international relations and diplomatic procedures. We learned a lot about how the country representatives negotiate with other countries, and the subjects were discussed in a respectful and professional manner. Overall, this project really strengthened my understanding of global politics and international relations.
Reactions --suite

I really loved this class because it complemented my major very well and greatly expanded my knowledge in this domain. It definitely satisfied my thirst for majors which is a good thing since I've sustained majors changing times.

The documents/activities were well chosen (sometimes long), but parallel discussions were...

The general structure was great because it really allowed room for discussion and exchange, especially since a small class.

Reactions of students (transcribed)

• What did you like the most about the project?

Student 1: “I really enjoyed this project because it expanded my knowledge of international relations and diplomatic processes. I learned so much about the country I represented. Not only that, but this project really strengthened my love for my current majors since this project complemented them perfectly.”
Students’ reactions

• “I really loved this class because it complemented my majors very well and greatly expanded my knowledge in this domain. It definitely solidified my choice of majors, which is for sure a good thing since I’ve switched majors countless times.
• The documents/activities were well chosen (sometimes long), but paralleled discussions well.
• The general structure was great because it really allowed room for discussion and dialogue.”

• Questions?
• Comments?
• Suggestions?