

**FL 516: TEACHING FRANCOPHONE CULTURES**

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Students will develop a portfolio of teaching exercises and activities that bring the Francophone world (from Europe to Africa to North America) alive for students while maintaining a consistent methodological approach to language teaching. Students will consider different pedagogical approaches and formulate their own approach to the teaching of French and its cultures.

**Course objectives:** During the course, you will formulate and refine your own approach to the teaching of culture; create a portfolio of culturally relevant teaching materials; learn how to make authentic teaching materials for future use. There are three parallel ideas that we will revisit throughout the course:

- 1) the social and geographical meanings of “Francophone cultures”
- 2) big-c Culture versus little-c culture
- 3) the use of authentic materials in a pedagogically sound format

**Materials/links:**

- COERLL Foreign Language Teaching Methods: Culture — <https://coerll.utexas.edu/methods/modules/culture/>
- *Français Interactif* (for examples) — <http://www.laits.utexas.edu/fi/home>
- Other readings and resources will be provided by the instructor.
- If you are currently a foreign language teacher, I ask that you **bring a copy of representative materials from your current textbook**, e.g. photocopies or scans of a single chapter. This will be a useful tool for contrasting approaches to teaching culture.

**Suggestions for further reading about little-c culture and cultural pragmatics:**

- Barlow, J., and J-B. Nadeau. 2017. *The Bonjour Effect: The Secret Codes of French Conversation Revealed*. St. Martin's Griffin.
- Nadeau, J-B., and J. Barlow. 2003. *Sixty Million Frenchmen Can't Be Wrong*. Sourcebooks.
- Robb, G. 2007. *The Discovery of France: A Historical Geography*. W. W. Norton & Company.

**Additional resources about Francophone [C|c]ulture(s):**

- Boudraa, N., and C. Accilien. 2013. *Francophone Cultures through Film*. Focus.
- <https://www.conte-moi.net/>

**Course Policies:** Missed work cannot be made up. It is assumed that you will attend class and participate actively. Students are expected to prepare all assignments and complete all readings before coming to class. Given the nature of the Summer Language Institute and brevity of the course, any absence will result in a major loss of course content and will negatively impact your participation and attendance grade. **Most readings and resources will be in English, with course discussion in French and English.**

**Grade:**

Final portfolio	15%
Homework (activities and brainstorming)	60%
Homework (reflections)	15%
Attendance/Participation	10%

**Grade breakdown:**

100-94	A	93-90	A-	89-87	B+	86-84	B	83-80	B-
79-77	C+	76-70	C	69-60	D	< 60	F		

**Academic misconduct:** Academic misconduct is the receipt or transmission of unauthorized aid on assignments or exams, plagiarism, unauthorized use of exam materials, or other forms of cheating or dishonesty in academic matters.

**Homework.** There are three types of homework assignment:

**“brainstorm about ...”:** Before every class, you will brainstorm ideas for authentic cultural texts (music, film, literature, journalism, etc.) that you could bring into the classroom. These assignments are organized by geography and other themes relating to Francophone culture, and they are meant to loosely mirror the content in the Francophone Cultures class. You should usually be able to come up with at least ~4-5 possible texts. It’s just a matter of listing them — no need to provide the texts themselves. These assignments will be handed in, and should also be on hand for discussion during class.

**Reflections:** Three assignments will ask you to reflect on your classroom experience and practice. (~1 page)

Reflection 1: In your previous experience as a teacher (or learner), what cultural content has been emphasized in language courses? Did you think this was effective? Sufficient?

Reflection 2: Which regions of the Francophone world do you think are typically studied less in the classroom? What are some possible reasons for this?

Reflection 3: Ideally, how will you structure your own approach to teaching Francophone culture in the future? Speak to the content you will emphasize, and the way you will integrate it pedagogically.

**Content-based activities:** Five assignments require that you create a full-fledged activity that relates a particular grammar point to an authentic cultural text of your selection. Assume that you’re writing for students at the level you’re most likely to teach. The texts should relate to

topics we're covering that day, that we have recently covered, or that have come up in the *Le monde francophone* course. Possibilities might include the following:

- a fill-in-the-blank paragraph relating to a written text
- a fact-finding assignment using online materials
- a song with pre- and post-listening questions
- a worksheet for a French-language film
- other exercises of your choice — be creative!

**Final portfolio:** On the last day, you will hand in a final portfolio, which should include **all of your previous brainstorms, activities and reflections**. You are encouraged to revise the previous work if necessary, and to share your portfolio with your classmates if you'd like.

Hang onto this portfolio so that you can draw from it in the future!

Week 1	Reading	brainstorm about ...	HW assignment
June 25	<a href="https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf">https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf</a>	Paris	Reflection 1
June 27	Intro and Lesson 1, <a href="https://coerll.utexas.edu/methods/modules/culture/">https://coerll.utexas.edu/methods/modules/culture/</a>	France	Activity 1: Question words
June 29	Gilmore (2007)	North Africa	Activity 2: Personal descriptions

Week 2	Reading	brainstorm about ...	HW
July 2	Curtain & Dahlberg (2004), Ch. 14	Sub-Saharan Africa: Sénégal, DRC	Reflection 2
July 4	Lesson 2, <a href="https://coerll.utexas.edu/methods/modules/culture/02/">https://coerll.utexas.edu/methods/modules/culture/02/</a>	Guadeloupe	Activity 3: Quantities
July 6	Lee & VanPatten (2003), p. 228-243	Post-colonial experience in France	Activity 4: Past narration

<b>Week 3</b>	<b>Reading</b>	<b>brainstorm about ...</b>	<b>HW</b>
<b>July 9</b>	Lesson 3, <a href="https://coerll.utexas.edu/methods/modules/culture/03/">https://coerll.utexas.edu/methods/modules/culture/03/</a>	Québec	Activity 5: comparison
<b>July 11</b>	Lesson 4 and Conclusion, <a href="https://coerll.utexas.edu/methods/modules/culture/04/">https://coerll.utexas.edu/methods/modules/culture/04/</a>	Louisiana	Reflection 3
<b>July 13</b>		Belgium, Switzerland, Luxembourg, Corsica ...	<b>Final portfolio due</b>