



IN 395 TEACHING INTERNSHIP

IES Abroad Nantes

DESCRIPTION:

This course is a complement and aid to the student's internship as an assistant to an English teacher in a primary or secondary school in Nantes. The weekly seminar leverages practical experience to help students understand the local context of National Education in France, prepares them for professional integration in the placement, and helps them with the theoretical and experiential aspects of teaching in a foreign language. With a focus on skill-building in critical thinking, teamwork, cultural intelligence, and cross-cultural communication, interns will learn to situate their experience within a broader context of evolving economic, political, and social issues.

CREDITS: 4 credits

CONTACT HOURS: 30 hours

LANGUAGE OF INSTRUCTION: French

INSTRUCTOR: Madame Grenon

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The seminar will provide a robust learning environment with active discussions and reflections on internship experiences, seminar topics, and assigned tasks and readings. Every class session will engage students in discussing their evolving internship experiences, observations, questions related to living and working in the host location, and the challenges they encounter. Interns will be expected to actively exchange ideas, viewpoints, and insights as the semester progresses, and to contribute topics of interest about which they are curious or would like to deepen their knowledge.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Assessment by the placement school - 50%
- Introductory PowerPoint presentation - 5%
- Class journal/report - 10%
- Field trip reports - 10%
- Term paper - 20%
- Class participation - 5%

Placement Assessment

The student will be assessed by the host institution and internship tutor, according to a rubric that includes the following criteria: dependability, punctuality, pedagogical results, leadership skills, communication, and an overall assessment (including soft skills such as enthusiasm and approach to work, critical thinking, intercultural understanding, and receptivity to feedback). In addition to the seminar contact hours, students spend 96-144 hours throughout the semester at their internship placement site and engage in careful and detailed preparation for the course (4-6 hours at the placement plus 4-6 hours of outside preparation each week.) Completing hours at the placement is necessary to earn a passing grade. Assessed by placement tutor. The seminar instructor is in regular and close contact with the placement tutor throughout the semester.

Introductory PowerPoint Presentation

Students will be asked to prepare and present a PowerPoint presentation that will serve as a pedagogical exercise preparing them for their first intervention in their placement. Students will be assessed on the quality and creativity of the presentation, the pedagogical potentiality of the content, and the quality of delivery and the capacity to answer peer questions. Assessed by seminar instructor

Class Journal/Report

Students will keep a weekly journal of their activities conducted in class and how they worked with their students, based on a template used by professional teachers. They will be assessed on the regularity of their entries, self-reflection on the activities, and their pertinence and success. Create a lesson plan report for each class:

- Explain why you chose certain materials
- Include the materials
- Record the objectives, the methods to achieve them and the questions or exercises planned.
- Clearly describe the successes, failures, points to be modified, points to be improved, i.e. "assess the class session" to improve the next class session.
- Know what knowledge is required for each grade level and analyze the success or failure of a class session with the group and after each class session in the lesson plan report.

This is assessed by the seminar instructor

Field Trip Reports

Students will produce short written papers (250 words) based on two course-related trips:

- Etablissement Scolaire Le Loquidy or other: students will be asked to report on the specificities of the establishment's structure and organization, the learning environment, etc.
- Etablissement Scolaire La Madeleine or other: students will report on the pedagogical practices observed in class. The teacher-student relationship and the dynamics of the learning environment, the successes and/or challenges of the pedagogical sequence presented, etc.

Each of the papers count for 5% of the grade.

Assessed by seminar instructor

Term Paper

Consists of a 1500-word (plus bibliography) research and analysis on a topic from a list determined by the professor. Students may choose from a wide variety of possible subjects provided at the beginning of the seminar. Possible topics include (but are not limited to): different teaching methods, or on the use of technology, or on developments in topics such as discipline, rhetoric, the teacher-student relationship, the influence of the family environment, or a comparison between the American system and the French system with respect to one of these topics. The paper is due at the final class session. Assessed by seminar instructor

Participation

Active participation in the weekly seminar is essential to foster a dynamic and productive environment encouraging growth and development. Students are expected to participate in class discussions and to share personal observations and experiences related to their internships and life in the host location. Their contributions should reflect their preparation for and engagement with course content. A rubric for participation will be posted on Moodle. Assessed by seminar instructor.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Define general and specific learning objectives for students in a classroom setting;
- Design and implement activities that will achieve the learning objectives as well as articulate methods of effectively assessing student learning;
- Identify and analyze general aspects of the French education system from both the institutional/structural level and the societal/group level;
- Evaluate their workplace performance, including their ability to adapt to, integrate into, and navigate a French-speaking professional setting;
- Identify and present, in both writing and speaking, the context of their teaching internships and the contributions they made there.

ATTENDANCE POLICY:

Attendance at all courses is compulsory. Absences may be excused for valid and documented reasons only. In case of absence, students are expected to and responsible for:

- a-Notifying the IES staff and faculty within 24 hours
- b-Catching up on missed work/assignments
- c-Providing written justification (e.g.: medical certificate)

It is IMPERATIVE that all three conditions listed above are met for any absence to be excused.

NB: Absences due to travel or visits to/from friends or family members will not be excused.

Absences for illness or health reasons (including mental health) without medical justification are tolerated at a maximum of 2 days per semester. You still need to fulfil the above-mentioned obligations a- and b-.

Each unexcused absence will lead to a reduction of your final grade of - 0.5 /20 (e.g.: 14.5 A- will be reduced to 14 B) and may also lead to a lower grade for participation. Seven absences in a course will result in an "F" for that course.

Any examination, test, presentation, research paper or any other assignment not completed in time will be marked F (0/20). Students who are 15 minutes or more late to an exam (Mid-Term or Final) will not be allowed to take the exam and will be marked F (0/20).

Attendance on field studies is compulsory. In the event that these outings take place at a different time from the class, you will be notified in advance and will be expected to attend the outing.

Faculty have the authority to mark "absent" any student who:

- Arrives 15 minutes or more late
- Leaves the class before it is finished

Multiple and repeated unjustified absences may lead to further disciplinary action and will be subject to an academic review.

CONTENT:

Week	Content	Assignments
Week 1	Practical approach: • What does an internship in a French collège or lycée entail? • Discussions on respective expectations • Why do an internship in France? • Pedagogical criteria, interpersonal skills, creativity, patience, transmission... Explanation of the agreements to be completed and signed by IES and the establishments	• Use various materials to introduce yourself (a map of the USA, a picture of your university or high school), and practice in order to be comfortable when you first meet the students. • Explain why you decided to come to France and why you are doing this internship.

Week	Content	Assignments
Week 2	Instructions for the first visit How to adapt to a school: internal rules, authority, discipline, educational project, specificities: languages, arts, sports, etc. Discussion: general theory and philosophy of education	- Reading your school brochure or magazine - Creation of a power-point presentation to be used as a teaching exercise in front of the group, then in the school - Presentation of the power-point to the group, with emphasis on transmission: posture, clarity of voice, tone, and any questions to clarify and ensure understanding. - Draft a letter to the head of school and the referent teacher requesting placement. Readings: - Rousseau et l'éducation, Philosophie magazine #80, p.79 - Qu'est ce qu'une bonne éducation, Dossier France Culture 2013 - Les enfants et l'enseignement des langues étrangères, Charmian O'Neil (Hatier)
Week 3	Panorama of the French education system - Nursery, primary, and elementary schools - Middle school, high school - Higher education - General, technological, and vocational education - Characteristics of private schools, private schools under contract, public schools - Secularism	- Draw up a table showing the different stages of schooling in France - Guided tour of a secondary school in Nantes and report on what we learned (structure, buildings, management, environment, etc....). Le Loquidy. Readings: - Le système éducatif français, Ministère Education Nationale - https://www.youtube.com/watch?v=AxdVE99617U - Intercommunalités de France https://francetvinfo.fr – un comparatif des système éducatifs en Finlande, en France et en Allemagne - Eduveille – https://eduveille.hypotheses.org - Forces et faiblesses du système éducatif français

Week	Content	Assignments
Session 4	Building a course (didactics) • Different sequences • Define cultural, grammatical, phonological, and lexical objectives • The four language activities: EO, EE, CO, CE • Create the evaluation grid Final task: interaction Discussion on current events and context of French education system (based on readings)	Working in pairs: • Choose a theme to use as a support • Review the various stages involved in creating a course and the objectives to be achieved • Overall presentation to the group and discussion Hand in report on last week's visit Readings: • Behind the so-called "school war", the true balance between public and private schools by Agnès Verdier-Molinié (Le Figaro 18.01.24) • Gabriel Attal wants to lift the "taboo" on repetition by Johan Bescond (Le Figaro 2023) • From CP to lycée, is the reform effective? (Actus sept.2019) • Mrs Recht's classroom – construire une séquence http://mrsrecht.com
Week 5	Building a course (didactics continued) • Different sequences • Define cultural, grammatical, phonological, and lexical objectives • The four language activities: EO, EE, CO, CE • Confronting different pedagogical methods • Discussing early career challenges and successes	Guest speaker: secondary school professor • Prepare questions for the speaker
Week 6	Putting the prepared course into practice, in a Nantes secondary school, under the watchful eye of a secondary school English teacher Relationship objective: teacher-student	• <u>Field study</u> in a middle school. La Madeleine or other • Observing the class for a few minutes • Teacher-guided simulation

Week	Content	Assignments
Week 7	Putting the prepared course into practice (continued) Feedback, discussion, and comments on last week's visit Aligning pedagogical objectives, sequence content, delivery, classroom reality Discussion on current events and context of the French education system (based on readings)	Hand in report on last week's visit Resources: - Les 5 domaines et les langues vivantes, espaces pédagogiques - https://pedagogie.ac-strasbourg.fr - Le point du FLE – lepointdufle.net - La classe d'anglais – activités langagières – www.laclassedanglais-beney.fr Readings : - Level groups, a solution to fix middle school? by Aude Bariéty (Le Figaro 01.2022) - Every morning, one pupil in 20 is absent by Philippe Simon (L'absentéisme scolaire, Hachette)
Week 8	Viewing of an educational film: "Mon maître d'école" (My schoolmaster) A study of the career of a schoolteacher through a lifetime devoted to education: - Knowledge, skills, and behavior of a seasoned teacher - Discovering the organization of a CM2 class, pedagogical material, activities, field trips, and excursions - Reflecting about the end of cycle in the French education system, between primary and secondary school Discussion on current events and context of the French education system (based on readings)	Reading and question sheet about the film: - Understanding and assessing material - Relationships: teacher, students - Educational work: memorization, creativity, openness to the world, outdoor outings Readings: - Le harcèlement s'invite en classe by Aude Bariéty (Le Figaro 10.11.2023) - The Montessori Method by Sophie Carquain (Femina Nov.2019) - Children and the dangers of screens by Caroline Beyer and Agnès Leclair (Le Monde 3.12.2023) - Handicap at school: a winning bet by Elizabeth Caillemer (JDD 5.12.2023)

Week	Content	Assignments
Week 9	• Comparison of French and American school systems • Discussion on positive and negative points • Explanation of the logbook and discussion of its contents: date, objectives, analysis, strengths, weaknesses Discussion on current events and context of the French Education system (based on readings)	Interviews with Nantes families about the French school system • Write a paragraph comparing your American high school and the high school where you are doing your internship • Checking in on class journal, written for each lesson, is studied and explained to the whole group. Sharing of practice and faculty feedback Readings: • Correct dress required in high schools by Marie-Estelle Pech (Le Figaro 30.03.2017) • School uniform: how it should be tested by Johan Bescond (OF 12.12.23) • Single uniform at school: tests and misgivings by Yves-Marie Robin (OF 19.01.24)
Week 10	Explanation and checking in on the homework assignment: • Topics, stages, plan, concepts • Homework topics are discussed, and opinions are expressed Discussion on current events and context of the French education system (based on readings)	• Reading previous years' homework assignments • Oral presentations on chosen topics • Debate with a pair, then as a group Reading: • Election candidates discuss education (Le Monde 5.04.2022) • Débat : faut-il remplacer les notes à l'école, by Pierre Merle and Jean-Paul Brighelli (Femme actuelle oct.2021) • Evaluation au CP: les critiques persistent by Fabien Albert (O.F. 01.2023)
Week 11	The teaching profession • A visit from a high school teacher who has chosen this profession and analyze their reasons for it • Engagement, mission, challenges, strengths... • How to become a teacher in France: training, diplomas • Career perspectives	• Questionnaire prepared in advance by students
Week 12	Final exchange: • A look back at the past semester and the reasons that led you to this internship • Half-year report TAPIF explains	• Fill in the questionnaire to find out more about the establishment to which you have been assigned. • Would you like to continue the experience? Term paper is due.

COURSE-RELATED TRIPS:

- Lycée Le Loquidy tour or other
- Pedagogical observation in class at Collège La Madeleine or other

REQUIRED READINGS:

- Eduveille – <https://eduveille.hypotheses.org> - Forces et faiblesses du système éducatif français
- Intercommunalités de France <https://francetvinfo.fr> – un comparatif des systèmes éducatifs en Finlande, en France et en Allemagne
- Le système éducatif français, Ministère Education Nationale - <https://www.youtube.com/watch?v=AxdVE99617U>
- Les enfants et l'enseignement des langues étrangères, Charmian O'Neil (Hatier)
- Mrs Recht's classroom – construire une séquence <http://mrsrecht.com>
- Qu'est-ce qu'une bonne éducation, Dossier France Culture 2013
- Rousseau et l'éducation, Philosophie magazine #80, p.79

The following articles will be used to foster discussion on current events and the context of French education. Articles may change depending on the news. They will be distributed in class or on Moodle for discussion in class.

- Albert, Fabien. "Évaluation au CP: les critiques persistent." O.F., January 2023.
- Bariéty, Aude. "Le harcèlement s'invite en classe." Le Figaro, November 10, 2023.
- Bariéty, Aude. "Les groupes de niveau, une solution pour réparer le collège?" Le Figaro, January 2022.
- Bescond, Johan. "Gabriel Attal veut lever le 'tabou' du redoublement." Le Figaro, 2023.
- Bescond, Johan. "Uniforme à l'école: comment il devrait être testé." O F, December 12, 2023.
- Beyer, Caroline, and Agnès Leclair. "Enfants et dangers des écrans." Le Monde, December 3, 2023.
- Billon, Annick, and Cécile Bardy. "Écoles hors contrat: un débat." O F, September 2022.
- Caillemer, Elizabeth. "Handicap à l'école: un pari gagnant." JDD, December 5, 2023.
- Carquain, Sophie. "La méthode Montessori." Femina, November 2019.
- "Du CP au lycée, la réforme est-elle efficace?" Actus, September 2019.
- "Échec et maths: le niveau des élèves français." Editorial. Le Monde, November 8, 2023.
- "Les candidats aux élections abordent le thème de l'éducation." Le Monde, April 5, 2022.
- Pech, Marie-Estelle. "Les réseaux de parents d'élèves se multiplient." Le Figaro, March 30, 2017.
- Pech, Marie-Estelle. "Tenues correctes exigées dans les lycées." Le Figaro, March 30, 2017.
- Merle, Pierre, and Jean-Paul Brighelli. "Débat: faut-il remplacer les notes à l'école?" Femme actuelle, October 2021.
- Quenet, Marie. "Le BAC vu par de lycéens étrangers." JDD, June 17, 2018.
- Simon, Philippe. "Chaque matin, un élève sur 20 est absent." In L'absentéisme scolaire, Hachette.
- Tenue unique à l'école : des tests et des réticences par Yves-Marie Robin (OF 19.01.24)
- Tigoé, Yasmine. "École à la maison: pas tous sur un pied d'égalité." O F, April 8, 2020.
- Valotto, Brigitte. "Pour ou contre la fin du redoublement." Femina, May 10, 2022.
- Verdier-Molinie, Agnès. Derrière la prétendue « guerre scolaire », le vrai bilan du public et du privé à l'école. Le Figaro, January 18, 2024.
- Von der Weid, Guillaume. Interdire le portable à l'école ? Vital et impossible. JDD, March 6, 2018.

RECOMMENDED READINGS:

- Antiby, André. 50 paradoxes de l'enseignement. Broché, 2011.
- Dourlens, Suzanne, Annick Davisse, and Jean-Yves Rochex. Pourvu Qu'ils m'Écoutent... » : Discipline et Autorité dans la Classe. CRDP, 2001.
- Felouzis, Georges. L'efficacité des enseignants. Paris: Presses Universitaires de France (PUF).

- "La classe d'anglais – activités langagières." Accessed at www.laclassedanglais-beney.fr.
- "Le point du FLE." Accessed at lepointdufle.net.
- "Les 5 domaines et les langues vivantes, espaces pédagogiques." Accessed at <https://pedagogie.ac-strasbourg.fr>.

Pedagogical resources are available at the IES Abroad Nantes Center Library, in the Education section. For example:

- Mercier A., *Jongler avec les mots en anglais*, Ellipses**
- Rey Bernard, *Les relations dans la classe au collège et au lycée*, ESF
- André Antibé, *La constante macabre*
- *The Standby Book*, Cambridge Handbooks for language teachers**
- *L'anglais en terminale, travailler par thème*
- *L'anglais en classe de seconde, comment faire pour savoir faire*
- Leo Jones, *Speaking and listening activities for upper intermediate students*, Cambridge University Press
- Penny Ur, *Discussions that work*
- *What shall we do with them*, CNDP
- *The A-Z of my school trip to the States* (for middle school)**
- Viret-Lange, S. et C. Robach. *Cookies, 50 activités ludiques pour bien débuter en anglais. Broché, 2004.**

*Books particularly appreciated by students for preparing lessons

** very useful books for oral exercises

INSTRUCTOR BIOGRAPHY:

Madame Grenon has been teaching French at IES Abroad Nantes since September 2009 and the pedagogical internship seminar in 2017. In 2018-19 she won the IES Abroad Instructor of the Year award. She holds a master's degree in American Civilization and taught international culture and civilization from 1999 to 2012. She was a high school teacher responsible for the English department and exchanges with England (London), Wales (Cardiff) and the United States and she managed oral exams for preparatory classes at Lycée La Perverie in Nantes from 2001 to 2012.