IN 395 TEACHING INTERNSHIP
IES Abroad Nantes

DESCRIPTION:
The course is a complement and an aid to the student’s internship as an assistant to an English teacher in a primary or secondary school in Nantes.

CREDITS: 3 credits

CONTACT HOURS: 30 hours + 80 clock hours at internship site

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: Students must have a personal interest in teaching

ADDITIONAL COST: None

METHOD OF PRESENTATION:
Presentation, Analysis, Discussion, Practical Approach

REQUIRED WORK AND FORM OF ASSESSMENT:
- Regular attendance at internship site in a French school, 4-6 hours per week
- Preparation of the student activities
- Preparation of a report to be presented in class to the teacher and the other students, to describe your experience as assistants in a school (for example: expectations, difficulties and achievements, techniques used, importance of psychological factors in teacher-student relations, other insights) and to draw conclusions.
- Group presentation (two or three people) of a document given by the teacher
- Paper on teaching, to be turned in on a specific date to receive credit for the entire course and the internship
- Mandatory observation sessions, scheduled by the teacher (outside class hours and during class); plan for 1 session outside class hours
- Internship grade from the school (including attendance) - 50%
- Presentation of a document and participation in the analysis of pedagogical practices (50%) + homework assignment (50%) - 45%
- Attendance and participation - 5%

Assessment by the School
The student will be assessed according to the following criteria: dependability, punctuality, pedagogical results, leadership skills, and an overall assessment.

Presentation and Analysis
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.

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.

Homework
A research report on 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.

**Attendance and Participation**

Attendance at all classes and participation in oral and group work. Weekly summary of a text related to teaching (see assignment) to be turned in to the teacher.

Instructions for group work:

- Each student should read the entire text and identify the main ideas, points of interest and vocabulary.
- The students then meet to develop an outline and divide the oral presentation among themselves: you can use PowerPoint or the board.
- Please send me the presentation at least 2 days before the class for review and comments.
- Objective of the presentation: to present your topic clearly and concisely to other students and lead a discussion.
  - Write important/interesting vocabulary on the board
  - Express yourself clearly and look directly at the audience
  - Move about naturally, just as you do in class
- Initiate a discussion on the points that you feel are most important and write them on the board.

Instructions for summaries:

- Read the text(s) carefully and write unfamiliar vocabulary at the top of the page
- Write approximately 15 lines highlighting the main points of the text and conclude with what intrigued you most.
- Use a word processor wherever possible.

**LEARNING OUTCOMES:**

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

- Define general and specific learning objectives for your students
- Design and implement activities that will achieve the learning objectives
- Assess student learning
- Understand the French education system
- Be able to apply the skills acquired during the internship in a professional context
- Be able to adapt quickly to the school environment and the level of the students

**ATTENDANCE POLICY:**

The courses offered by IES Abroad are designed to take advantage of the teacher’s unique collaboration, primarily in a lecture/discussion format. After making your final class selection, classroom attendance is mandatory. Absences can be excused only for valid reasons. It is the students’ responsibility to provide documentation to justify these absences, for example a medical certificate. Absences due to travel or visits by friends or family members are not excused.

Unexcused absences will impact your final grade in the course: each unexcused absence will lead to a half letter reduction in the final grade (e.g.: B+ will be reduced to B, A to A-) and may also lead to a lower participation grade. Seven absences in a course will result in an "F" for that course. Any examinations, tests, presentations, research work or other exercises not completed because of an absence may be rescheduled only in the event of a duly justified medical or family emergency.

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| Week 1| **Practical Approach**                                                 | - 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. |
|       | - What is an internship in middle and high school?                     |                                                                                                       |
|       |   - setting up internships                                             |                                                                                                       |
|       |   - instructions for the first visit to the school and distribution of the first contact sheet |                                                                                                       |
|       |   - relationship with the main teacher                                 |                                                                                                       |
|       |   - meeting the students                                               |                                                                                                       |
|       |   - fitting in to the school: its internal rules, its educational project |                                                                                                       |
|       | **General Presentation of the French Educational System**              |                                                                                                       |
|       | - nursery school, elementary or primary school                        |                                                                                                       |
|       | - middle school and high school                                        |                                                                                                       |
|       | - higher education                                                     |                                                                                                       |
|       | **Public Education, Private Education under contract, Private Education**|                                                                                                       |
|       | **Technical, General or Professional Tracks**                          |                                                                                                       |
| Week 2| **Planning a Lesson**                                                 | - Finalize the lesson plan developed with the other students and tailor it to the teachers' requirements  
- For the class in week 3, summarize "Ecole, savoirs et relations dans la classe" Bernard Rey p 10 to 22  
- The presentations in groups of 3 will be given in week 5: Les jeux de pouvoir dans la classe, Yves Guégan p 13 to 37(3) and L’influence par le don P 39 à 63 (3) |
|       | - Define a general goal and a specific goal that will lead to the general goal. |                                                                                                       |
|       | - Choose teaching materials for this target.                          |                                                                                                       |
|       |   - Work in level groups to apply the above theory                     |                                                                                                       |
|       |   - Assert your authority from the outset                              |                                                                                                       |
|       |   - Practice the presentation based on the work required               |                                                                                                       |
| Week 3| **Group Work (see attached table)**                                   | - For the class in week 4, summarize "Les parades" p 22 to 29  
-                                                                                                         |
<p>|       | - Objectives: discuss the positive and negative points of lessons already completed and share new ideas or new sites. |                                                                                                       |
|       | - Find solutions to difficulties.                                      |                                                                                                       |
|       | - Organization: 40 minutes with the teacher and 20 minutes on your own. |                                                                                                       |
|       | - Put together the report                                              |                                                                                                       |</p>
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| Week 4 | **Field Study: Observation of 2 classes in a middle school and high school**  
- What is involved in learning a foreign language? Comprehension and speaking skills, psychological difficulties, lack of confidence | - Complete the form and write a summary of this observation for the next class. |
| Week 5 |  
- Oral presentation and discussion of the passages read.  
- review of the 3 summaries and discussion  
- Introduction to neuro-linguistic programming (NLP) via a PowerPoint |  
- For week 7 summarize: “Relations dans la classe et psychologie des individus” p 30 to 40  
- Prepare the presentations in pairs for week 8: Tactiques et Détours p 109 to 114 and p 118 to 120 and Partage du Pouvoir p 147 to 150 and p 142 |
| Week 6 | **Presentation by a teacher who will present his/her vocation, achievements and disappointments during his/her career. Note: this date may be modified** |  
- For week 8, summarize the presentation  
- For week 10 prepare a presentation in groups of 3 on “la conduite de la classe” p 74 to 96 |
| Week 7 |  
- Oral presentation in groups  
- Analysis of the presentation in week 7  
- 30 minutes of individual presentations of the lesson plan reports. |  
- For week 9, summarize "groupe et phénomène de groupe" p 40 to 51 |
| Week 8 |  
- Discussion about the summaries turned in on weeks 7 and 9  
- NLP continued  
- 30 minutes of individual presentations of the lesson plan reports |  
- For week 10, summarize "facteurs sociologiques et codes" p 53 to 61 |
| Week 9 |  
- Oral presentation in groups  
- review of the passages summarized for week 9  
- 30 minutes of individual presentations of the lesson plan reports |  
- For week 11 summarize "habitudes de pensées" p 61 to 73 |
| Week 10 | **Course-related trip to an “olden days” classroom or PowerPoint about the evolution of teaching in France** |  
- For week 14: research on educational rankings in France and for the Fields Medal and Nobel Prizes. |
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<td>Week 11</td>
<td>• Review of the summaries turned in on weeks 10 and 11</td>
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<td>• NLP conclusion</td>
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<td>• Video: discussion on the reaction of the young teacher in the film &quot;Fracture&quot;.</td>
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<td>Week 12</td>
<td>No Class - Vacation</td>
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<td>Week 13</td>
<td>• The laws on &quot;no religious signs at school&quot;</td>
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<td>• Where French education stands in the rankings.</td>
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<td>Week 14</td>
<td>Video: Conclusion of the Discussion</td>
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**COURSE-RELATED TRIPS:**
- Observation of 2 classes in middle and high school with a form to be filled out

**REQUIRED READINGS:**
The texts will be handed out to students during the first class session.
- Bernard Rey, *Les relations dans la classe au collège et au lycée*, ESF 1999

**RECOMMENDED READINGS:**
For all students:
- Felouzis G., *L'efficacité des enseignants*, PUF
- *Ideas for assistants*
- *Pourvu qu'ils m'écoutent*, CRDP*
- André Antibi, *50 paradoxes de l'enseignement*
- Viret-Lange S. et Robach C., *Cookies, 50 activités ludiques*

For students who are doing an internship in elementary school:
- Kareb Gray, *Primary source book one*, *
- Edouard Bertony, *La grande section d'école maternelle*
- Colin Granger, *Play games with English*, book one*
- Mary Ashworth, *The first step on the longer path*
- Jack Prelutsky, *The pizza the size of the sun*

For students who are doing an internship in middle school and high school:
• Mercier A., Jongler avec les mots en anglais, Ellipses
• Rey Bernard, Les relations dans la classe au collège et au lycée, ESF
• André Antibi, 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)

All the books are available at the IES library
*Books particularly appreciated by students for preparing lessons
** very useful books for speaking practice.