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FRENCH 203: GRAMMAR & CONVERSATION: A Faculty-Led Inquiry into Reflective & Scholarly Teaching Benchmark Portfolio

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FRENCH 203: GRAMMAR & CONVERSATION

A Faculty-Led Inquiry into Reflective & Scholarly Teaching Benchmark Portfolio

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Abstract

The following Benchmark Portfolio is the product of a full reassessment of FRENCH 203: CONVERSATION & GRAMMAR, an intermediate-level grammar course that serves as a prerequisite for students pursuing a major or a minor in French at UNL. Previously, French 203 had been a review course that covered the essential grammar structures discussed in 101, 102, 201 and 202 and invited students to practice these structures orally with peers in class. This new iteration of the course, however, seeks to broaden the reach of student comprehension of French as a functional tool of communication by requiring students to understand and explain why the French language behaves as it does. In rebuilding French 203, I have sought to clear obstacles that stand in the way of student progress with the language and increase student confidence in their ability to recognize and explain the differences between the functions of French and English. In doing so, this new version of French 203 should help students to move away from relying on working memory and develop the beginnings of procedural memory. In this benchmark portfolio, I discuss the teaching methods employed in this first implementation of the new version of French 203, enumerate and analyze the intellectual work involved in rethinking a foundational course in the French curricular sequence, and employ qualitative and quantitative analyses of the assignments and assessments completed by students in French 203.

Keywords: French language, language function, verb tense, qualitative data, quantitative data.

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I. Objectives of Benchmark Course Portfolio

The following course portfolio presents a complete overhaul of the course FRENCH 203: CONVERSATION & GRAMMAR. My intention has been to think through the course objectives, assignments, and assessments, so that I can analyze the effects of including opportunities for student-led explanations on overall learning. I plan repeat this process with our other prerequisite course for the French major, FRENCH 204: COMPOSITION & GRAMMAR. As I will detail below, the French Section is changing the way that we implement our required course sequence (101, 102, 201, and 202), so I will be working closely with our Language Coordinator in French, Catherine Johnson, as I move through this process to make sure that our students are well prepared to move from language learning to language implementation in our literature and culture courses at the 300- and 400-levels.

II. Description of the Course

a. Course Goals

This is the course where students begin to move from working memory (that is, the intellectual processes of finding the correct grammatical structures) to procedural memory (where they no longer need to actively think of the steps in finding the correct grammatical structures). As such, I would like this course to thoroughly define the function of different parts of the French language, invite students to demonstrate their understanding of these functions by explaining them in their own words to a peer, and practice using these parts of language on a daily basis to encourage movement from working memory to procedural memory by the end of the semester.

Upon completion of French 203, I would like students to understand *how* the French language functions—specifically how it works when being used to communicate about the present, the past, and the future. Because most language students have not spent time thinking about this since elementary, middle, or high school, it can be very difficult for them to “think in French” (as opposed to constantly attempting to translate from English to French). Although the leap from “thinking in English” to “thinking in French” is beyond the scope of any one college course, French 203 students should be able to shift the way that they conceive of their task as French speakers, moving from word-to-word translation to function-to-function translation. Many students believe that there is something called “the past tense” for example. There is such a concept as the past, of course, but there are several past tenses, and different tenses are appropriate in different contexts (the same applies to “the present” and “the future”). Students should be able to distinguish between tenses in both French and in English so that they can intuitively decide when to use which one—in French, but also in English. These goals are clearly delineated for students on page one of the course syllabus (see: Appendix I. Course Syllabus), and are repeated to them at the beginning of each sub-unit, before each exam, and before they prepare their unit presentations.

b. Learning Outcomes

On a broader level, I would like students to experience a shift in the way that they understand French as a subject of study. From my teaching experience, I have observed that many students come to college with three or four years of French, and while they have some familiarity with the preterite or the imperfect, their understanding of why the preterite is used in some cases and the imperfect is used in others is generally based on a list of rules that don’t necessarily make much sense to them outside the context of a French exam. I would like students to be able to recognize the same phenomena as they exist in English and be cognizant of the instances in which they make

these same choices—between the preterite and the imperfect, for but one example—when using English in conversation, in emails, in college essays, and in everyday life.

c. Context

I chose this course in particular because of its placement in our course sequence. As mentioned above, FRENCH 203: CONVERSATION & GRAMMAR and FRENCH 204: COMPOSITION & GRAMMAR serve as prerequisites for our major and minor. As such, they represent a key moment in the undergraduate sequence where students pass from being introduced to grammatical structures to fine-tuning their spoken and written French. Because so few students seem to grasp the reasons why the French language functions as it does, it can be very challenging for them to begin moving from working memory to procedural memory. This shift is essential if students are going to be able to learn the more intricate details of the French language as they move to the 300- and 400-levels. The aspect of the course that I would like to highlight in the course portfolio is its emphasis on language function rather than language formation. The problems I've faced in previous iterations of French 203 were, for the most part, caused by a lack of student comprehension of how language functions. Therefore, this course portfolio is less of a fine-tuning exercise and more of an overhaul of French 203.

d. Enrollment & Demographics

Prior to the COVID-19 pandemic, French 203 and French 204 were rather full classes. In fact, in 2019, the French Section of the Department of Modern Languages and Literatures had opened up second sections of each course to accommodate the increasing number of students beginning their undergraduate careers with a higher amount of foreign language classroom experience. Since the fall of 2020, however, our enrollment numbers dropped and have yet to see much of a significant

rebound. This semester (Spring, 2023), I had a total of thirteen students—five freshmen, six, sophomores, and two juniors. Of these thirteen students, two began the semester as French majors and eight began the semester as French minors. By the end of the Spring 2023 semester, four of the eight French minors have converted to the French major track, bringing the total of French majors in this class to six out of thirteen.

e. Curricular Placement within the Department and the University

French 203 is an intermediate-level grammar course that is meant to serve as one half of a bridge sequence between the basic language courses that are required for most UNL students and the courses necessary for the major or minor in French. Many students in French 203 are sophomores, although there are some freshmen who test into this course, as well as a few juniors and seniors who either decided to minor in French later in their undergraduate careers or are filling up needed credit hours before graduation with a course that interests them. In general, this course reviews essential grammar structures and invites students to practice these structures orally with peers in class. It builds on previous grammar courses because it reviews material covered in 101, 102, 201 and 202, but it also lays the foundation for future French courses because it requires that they be able to understand why language acts the way that it does instead of merely memorizing a set list of grammar rules. Because one of the stated learning outcomes for the French major is to achieve an intermediate-upper level of proficiency in speaking, listening, writing, and reading, this course is meant to strengthen student proficiency in speaking and listening, and to some degree, reading and writing (although these two language skills are more the focus of French 204). With a strong understanding of how language functions across time, student writing and speaking skills are strengthened both in the context of their French studies and in the context of their academic, professional, and personal communication.

III. Teaching Methods, Course Materials, Course Activities

a. Teaching Methods

In general, I schedule my class time with students in a way that is fairly consistent throughout the semester. I find that when students have a reasonable expectation of what class time will look like each day, they are better equipped to come to class prepared to actively engage with the material with their classmates. I begin each class with a “pour commencer” (*to begin*) discussion question of the day that invites students to use the target verb tense to cover a rather wide array of topics from one class to the next. I tend to make these questions rather personal (albeit not so personal as to ask students to reveal uncomfortable information about themselves). One of my course goals is for students to “be able to use the grammar structures learned in previous classes to speak with group members on a daily basis,” and opening up the class with a 10-minute window for interpersonal communication in the target language gives them plenty of opportunities to practice the grammar structures (in the case of French 203, specifically verb tenses) that they have been working on. Over the course of the semester, as we discuss and review more and more verb tenses, these “pour commencer” questions invite students to include an ever-wider array of verb tenses in their peer discussions, which helps mimic the way people tend to use language to communicate in real-life situations.

After the 10-minute student discussion session, we will then move on to a review of material learned in previous classes and a discussion, if applicable, of a new verb tense. I use what I call a “step-based approach” when teaching the formation of verb tenses, which I have found to be very helpful for students who are prone to feeling overwhelmed by the sheer quantity of information that is involved with language learning. One example of this approach can be seen in the way that I present compound verb tenses to students—the passé composé (the preterite), the plus-que-parfait

(the pluperfect), the future antérieur (the future perfect), the conditionnel passé (the past conditional), and the subjonctif passé (the past subjunctive). The verb tense that students are the most familiar with from their work in the high school French classroom tends to be the passé composé (the preterite), so I introduce the *concept* of the compound verb tense by showing them that they have, in fact, already been practicing compound verb tenses for a long time. From day one of class work on the preterite, I outline the following steps:

1. Choose the auxiliary verb (avoir / être).
2. Conjugate the auxiliary verb in the present tense.
3. Add the past participle.

I then go on to highlight step two—conjugating the auxiliary verb—and let them know that, as we move forward with new compound tenses, we will only be adjusting the verb tense in which we conjugate this verb. Once they have mastered steps one and three, they'll be set.

Because I intend for French 203 to focus more on the *function* of language instead of simply the formation thereof, I insist that students understand what the choice of auxiliary verb in step one tells us about the way that the primary verb is functioning in the sentence. I set aside a large chunk of class time to explain the difference between transitive verbs (verbs that take a direct object, whose action is done to something else) and intransitive verbs (verbs that do not take a direct object, whose action is not done to anything else in particular). I write several examples on the board and ask them “is this action done to something else?” If the answer is yes, then we'll choose “avoir” as our auxiliary verb. If, however, the answer is no (which is less common, but will come up!), we'll choose “être.”

For example, I might write:

Lire (Can I read something?) yes, a book, a magazine = avoir

Manger (Can I eat something?) yes, pizza, sandwiches, Ramen noodles = avoir

Parler (Can I speak something?) yes, French, English, Spanish, Japanese = avoir

Acheter (Can I buy something?) yes, textbooks = avoir

Courir (Can I run something?) yes, a mile, a marathon, a touchdown = avoir

Arriver (Can I arrive something?) no = être

Venir (Can I go come something?) [PAUSE] no = être

I'll then introduce a verb that might take avoir in some cases, but être in others such as "sortir".

Je suis sorti avec mes amis. I went out with my friends. This action isn't done to anything else, so I used

"être." I'll have students note the difference with this same verb being used transitively: *J'ai sorti mon*

portable. I took my phone out. This action was done to my phone, so I used "avoir."

I revisit the concept of transitive and intransitive verbs each time we use compound tenses throughout the semester (which, since this semester will be focused on the function of language in time, will be quite often). For example, when forming the pluperfect, step 2 will involve conjugating the auxiliary verb in the imperfect (now, it's just a question of reminding the students of how to conjugate être and avoir in the imperfect); when forming the future anterior, step 2 will involve conjugating the auxiliary verb in the future (question of reminding students the conjugation of the auxiliary verb in the future); when forming the past conditional, step 2 will involve conjugating the auxiliary verb in the conditional; when forming the past subjunctive, step 2 will involve conjugating the auxiliary verb in the subjunctive.

As their next exam approaches, students are able to study the one small change (the conjugation of the auxiliary verb) at a time and avoid becoming overwhelmed by trying to study, as my students say, "all of the French" at once. They are able to see the different moving parts involved in the language system and understand how they function. Students are able to compare different sets of grammar structures (for example, they can see that all compound verb tenses follow the same steps) and contrast them as well (for example, they know that the preterite refers to a

completed past action, whereas the future perfect refers to something that will have happened in the future).

Although the above illustrates just one example of the type of lecture that forms the second time block in my daily classroom, it is fairly representative of the teaching methods I use throughout the semester. Each class (time permitting), we will wrap up with a “pour finir” (*to finish*) question that will invite the students to again spend 10-minutes or so chatting with their group members and practicing the material we have just discussed. In previous semesters, the question looked like the “pour commencer” type of questions, but this semester I will try something new: I will provide students with an opportunity to collaborate on an explanation of the material that we have just discussed, in English, that will help them put the function and formation of the verb tense down in their own words. I’ll be assessing student progress on the aforementioned course objective (“Students will be able to use the grammar structures learned in this class and in previous French classes to speak with group members on a daily basis”) by popping into these conversations daily, although I do not plan to have a set gradebook column for this type of activity. I prefer to have this be less formal because I want them to have the opportunity to tailor their “in your own words” explanations without being anxious as to whether or not I’ll approve of them as they are being formulated. At the end of each of the three units (present/past/future), I will have one day set aside for students in each group to come up with an outline of their personalized explanations which they will present to the class.

b. Course Materials

In this course I am re-using the textbook that current students of 201, 202 and 210 have just used, but this book is being phased-out in AY 2023-2024 and will be replaced with a different textbook beginning in the fall semester of 2024. It is an intermediate-level textbook that covers a vast amount

of material, so I will not be following the book's structure chapter-by-chapter. I am instead using chapters and sections that correspond to the unit structures I have set up for this course. Because I plan to make similar changes to French 204 over the summer of 2023, I will be using this textbook in that course as well. In this new version of French 203, I have created online daily homework activities, as mentioned above, that come from this textbook, along with handouts of the step-based lessons I present in class that they can keep track of in a binder as study materials for exams in this course—and, hopefully, for their future French coursework as well. As students progress through the semester, they will have compiled a list of their own explanations of the function of the various verb tenses discussed, so they will also finish the course with a packet of these explanations that they can reference in the future as well. Finally, I have chosen to use a podcast, entitled [*History of English*](#), that is primarily focused on the history of the English language, although a few episodes have excellent explainers on why English and French verb tenses are so similar and why they differ in certain contexts. I am using this podcast in particular to supplement class discussions about the formation and function of language in different tenses.

c. Course Activities

Students will have very brief daily online homework activities to ensure that they: a) have time for written practice with the verb tense currently being covered during class time, and b) remain engaged with the language content outside of class time. These will be very low-stakes assignments. I have created a total of 35 homework exercises that are assigned over the course of the semester, averaging 1 to 3 assignments per class day. However, neglecting to do these will result in a reduction of their final grade by 20%. The online activities will be set up so that students can complete them as many times as necessary for them to get 100% of the answers correct. French homework, to my mind, is not meant to resemble a take-home quiz. Rather, daily homework is there to provide

students the opportunity to practice new skills—and make mistakes—without fear of reducing their grade. While this may sound a bit too generous to some readers, there are both plenty of other graded assessments in this course and plenty of students who choose not to complete these assignments, so in the end, the students get out of this generosity what they put in.

Each unit will also involve one or more student compositions in which they answer a question that elicits a two-page, double-spaced response in the target verb tense (or verb tenses, as the case will be once we move past the first few weeks of class). These compositions, along with student corrections, will make up 15% of the final grade (10% for the original, 5% for the corrected copy), so they are a bit higher stakes. Each unit will have an exam that will cover a) the formation of the verb tenses from that unit, b) the function of the verb tenses from that unit (i.e., in which contexts one should use each verb tense and why), and c) a short answer section in which the student will use the verb tenses covered up to that point in the semester. There will be 4 exams which will make up a total of 15% of their final grade (5% per exam) and a final comprehensive exam worth 10% of their final grade. Daily attendance and participation will total 20% of the final grade. Finally, as stated above, students will present their own explanations of verb tense functions at the end of each unit—3 total presentations worth 10% of their final grade.

d. Rationale for Teaching Methods

I have chosen to focus student attention on how language behaves in different tenses because I want my students to be able to intuitively know when to use which tense (something that is quite difficult without having spent a decent amount of time in a francophone country—and sometimes even after having spent time abroad). When students can identify what they are trying to communicate and then link those goals to a verb tense, they will be better equipped to leave behind the impulse to constantly ask themselves “What would I say in English?” and move through their choices with

confidence and intuition (as opposed to anxiety and confusion). I expect this method will prove fruitful because in my many years of experience teaching French, I have been able to observe time and again the same frustrations students experience when choosing verb tenses, along with a sense of relief at seeing the simplicity of these choices once they are able to think first about what they are trying to communicate (temporally and more broadly) as opposed to which individual words they want or which grammatical rules they remember from previous French classes. By the end of this class, trying to translate quickly in their heads from English to French should no longer feel like a fruitful method of communication. Instead, I hope to develop an intuition over the course of the semester for linking their communication goals with the French language directly, avoiding the internal translation exercises as much as possible. Of course, there will be instances where a word or two escapes them, but that is completely normal and to be expected. What is not normal, however, is speaking English (word order, Americanized verb tenses, use of prepositions at the end of a sentence, etc.) using French vocabulary and calling that “speaking French.” I believe that by creating a direct link between their ideas and French, students will be better equipped to leave this tendency behind them.

e. Illustration of Changes from Previous Years

Previous iterations of this course focused primarily reviewing materials from the French Section’s required course sequence. As such, some of the more commonly-used grammatical structures were presented in class lectures, leaving students with plenty of class time to employ these structures in a conversational setting. This course also used to focus on idiomatic expressions and short readings on cultural topics, such as the French “apéritif” or the “bise,” which students generally enjoyed. The textbook used last year was different as well—this year, we reused a rather expensive textbook that students had already purchased for their two previous French classes, but it was employed in a

completely different way, focusing less on memorizing the rules set forth therein, and more on being able to explain one's own understanding of said rules, as well as how those rules differ from the ones we have (but do not always follow) in English. The primary departures from previous iterations of French 203 can be described as a two-fold division: one that separates verb tenses from other parts of language, and one that separates the formation of verb tenses from the function thereof.

IV. Analysis of Student Learning

a. Single-Assignment Analysis: Student Presentations

The student presentations analyzed in this section were the equivalent of a capstone project for each unit. The course was separated into three broad units—the present, the past, and the future. For the first two of these, students prepared presentations with a partner, though I decided toward the end of the semester to remove the presentation associated with the last unit, the future, because the information covered in that unit was so limited: by this point at the end of the semester, they had spent a considerable amount of time conceptualizing timelines, so pointing out the differences between the near future and the simple future seemed rather obvious to them and I did not see a need for them to spend time they could otherwise use studying for the final merely repeating what they had already outlined in previous assessments. For each student group, I used a rubric to assess their level of achievement according to the following criteria: clarity of explanation (50% of total grade), level of detail included therein (35% of total grade), and presentation (15% of total grade). Examples of these presentations can be found in Appendices 2-4 of this document.

This group of students consistently demonstrated high achievement levels in the first criteria set (clarity of explanation) and had varying degrees of achievement in the other two (level of detail and presentation). The overall grades they received for the two presentations indicates that when they have the freedom to use their own words to explain how language functions, they are more

than capable of doing so (see Figure i. and Figure ii. below). Their success in these presentations wasn't all that surprising to me, however, because I had already had the opportunity to see them discuss their own explanations of verb function on a near-daily basis in group discussions. It was extremely satisfying—both for me as an instructor and for the students themselves—to see movement from word-to-word translation from English to French into more natural conversations in which they thought not simply of the words that they thought would apply in French, but rather the tools available to them when using French instead of English. Because the reader of this paper might not speak French, I will try to give a few examples to demonstrate this concept below.

As discussed above, over the course of my teaching career I have kept a mental list of the problems my students encounter when trying to produce spoken French. The vast majority of their issues stem from the fact that they are thinking in English, which is completely normal and is something that only disappears with full-immersion French programs or, ideally, via study abroad experiences lasting at least one semester. Generally, students who are thinking in English are doing so one word at a time. But, because English developed so differently than French, many words show up in English that won't appear in an equivalent French sentence, or vice versa. If we look at the sentence “I am eating cake,” students may want to say “Je (I) suis (am) mangeant (eating) gâteau (cake).” The correct sentence in French, however, is “Je mange du gâteau.” The indefinite article “du” (some) is dropped from English, and “I am eating” shows up in French as the basic present tense (“Je mange”). After having spent weeks on defining the present tense in French and highlighting how (and, historically speaking, why) English is so different, as well as explicitly stating on an exam how and why English and French differ, the students are now able to *think in English differently*: they can recognize, for example, that “I am eating” is all one verb group, and that it should be in the basic present tense “Je mange” because, *as they have explained themselves*, any action that touches the present moment will appear as the basic present tense in French. This concept will be

developed further in subsection b. Qualitative Data of this section as I look more closely at some of the student responses in an exam section that appeared on exams 1-4, as well as on the final entitled “*Explications Grammaticales*” (or Grammatical Explanations).

Table i. Grade Distribution of Student Presentations on Present Tenses (Unit 1)

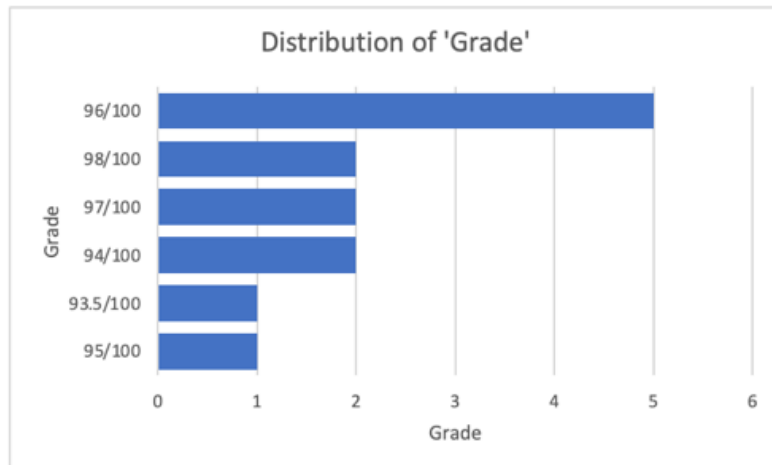
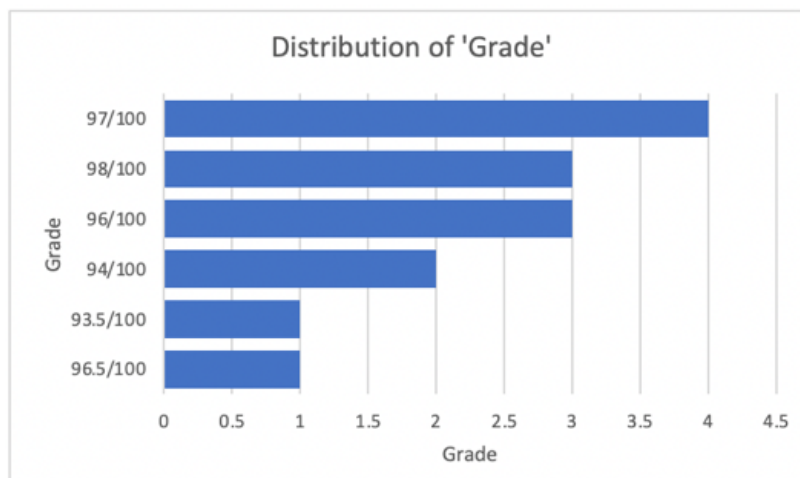


Table ii. Grade Distribution of Student Presentations on Past Tenses (Unit 1)



b. Qualitative Data: Meeting Course Objectives on Exams

In what follows, I look primarily at the written responses of my students in the final section of each of their exams entitled “Explications Grammaticales.” On these exams, students were invited to explain the function of different French verb tenses, the linguistic differences between sets of verbs, the differences between French and English uses of verb tenses, and—perhaps most importantly—identifications and explanations of the difficulties that English speakers encounter when trying to choose between verb tenses. Unfortunately, I was unable to collect the exams of a few of my students, so exams 1-4 have incomplete data sets for two out of thirteen students (the final exam, however, does show a complete data set).

From exam 1, I have chosen to look at a sampling of student responses to the first question in the Explications Grammaticales section which reads: “What are some of the big differences between the way the present tense is expressed in French and English? What words show up in English, but not in French? Which language relies more on inflections to express the present tense?”

One student wrote:

While the French use more inflections in the present tense to indicate the subject (aka changing the verb endings to match the subject), English speakers only use a form of inflection when it comes to the singular 3rd person. English speakers also like to add words to make the present tense more clear, like “am-ing” if it is in the process of being done and “do” if it is something that you do repeatedly (may not be necessarily doing it often).

Another student said:

The French present tense has one form that uses different verb endings to describe the present (so it is inflectional), whereas English has verb phrases or groups to indicate the same thing (using words like “am” and “do” in addition to the main verb).

Finally, a third student explained:

In French there are different verb phrases and verb agreements to let us know things about the subject (e.g., feminine, masculine). In English we do not conjugate our verbs or make agreement.

This sample set gives fairly straightforward examples of high-pass and mid-pass, and one example of a student who did not show that they achieved the objective. The first student clearly delineates French inflective verbs and English verb phrases and gives examples of each.

Additionally, they add details about where this might show up in English. The second student gave a similar, though less detailed answer. The third student, however, was incorrect in saying that it is French that uses verb phrases—it's actually English that does this. They were also incorrect in stating that it is verb inflections that tell us the gender of the speaker (this shows up in French in adjective and pronoun agreement, but not in verb inflections) and when they said that we do not conjugate our verbs in English (we do, though it might show up in a conjugated form of the verb “to do” or “to be” instead of in the primary verb).

From exam 2, I have chosen to look at a sampling of student responses to the first question in the Explications Grammaticales section which reads: “What is the linguistic difference between the verbs “savoir” (to know) and “connaître” (to know)?”

One student wrote:

Connaître = to know a noun

Savoir = to know anything else (like “que/verbe/si/où...)

Another student said:

Connaître is for objects (people, places, things)

Savoir is for anything else (ideas, etc.)

Finally, a third student explained:

Savoir—to know (a noun)

Connaître—to be familiar with/ to know (not-noun)

Here, we have another sampling of high-pass and mid-pass, and one example in which the student did not meet the course objective. The first student was correct in explaining that the difference between the two French verbs—that both translate as “to know” in English—are different because one (*connaître*) is applied to nouns only, whereas the other (*savoir*) can be used with any other type of word that is not a noun. This student gave more thorough examples, however, than student two, who was correct, although they mixed up “object” (which receives the action of a sentence and can be something other than a noun) and “noun” (people, place, thing). This was not necessarily a substantial error, but one that was worth correcting for discussions about parts of language further down the line. Finally, the third student mixed the two up entirely by stating that *savoir* was used with nouns and *connaître* with anything that is not a noun.

Unfortunately, none of the students mentioned the slight nuances in verb usage here: when talking about small bits of information like the date, a phone number, etc., or with information that one has previously memorized, we can use *either savoir or connaître*. I presume no one mentioned this since I told them that the link between *connaître* and nouns will always be applicable, so in the fall 2023 iteration of this course, I will be sure to emphasize the instances in which either verb could be used.

From exam 3, I have chosen to look at a sampling of student responses to the first question in the Explications Grammaticales section which reads: “What is the linguistic difference between the conditional and the imperfect? Why do English speakers confuse the two so often? What do we *do* with the conditional? What do we *do* with the imperfect? Use the following sentences to demonstrate: 1. When I was a kid, I could eat sixteen bowls of Lucky Charms. 2. If I wanted to come tonight, I would.”

One student wrote:

The conditional is used with a condition whereas the imperfect simply describes the past. The words associated with these are all very similar, such as “would,” “could” or “should,” which confuses English speakers.

When I was a kid I could eat sixteen bowls of Lucky Charms → This is describing a capacity in the past, so this is the imperfect. The word “could” here is used to describe an ability in the past that is different now.

If I wanted to come tonight, I would. Because the first phrase has a condition, “if,” the “would” part is conditional, and is describing the present condition.

Another student said:

The “imparfait” is describing the past, while the “conditionnel” relies on having a condition. It can confuse people sometimes because describing something in the past that happened without a condition isn’t conditional and just imparfait. For example:

When I was a kid I could eat... (imparfait) vs.

If I wanted to come, I would (conditionnel)

Could and would can be signal words that confuse people.

Finally, a third student explained:

“When I was a kid, I could eat 16 bowls of Lucky Charms” uses only imperfect because it’s describing a past action that was done or was able to be done. There is no condition (“if” “would”), so the conditional is not needed. The imperfect describes a past action that was being done (typically used for repeated actions or events that took place over long periods of time. Conditional is used to show what would’ve been done if a previous action had happened.

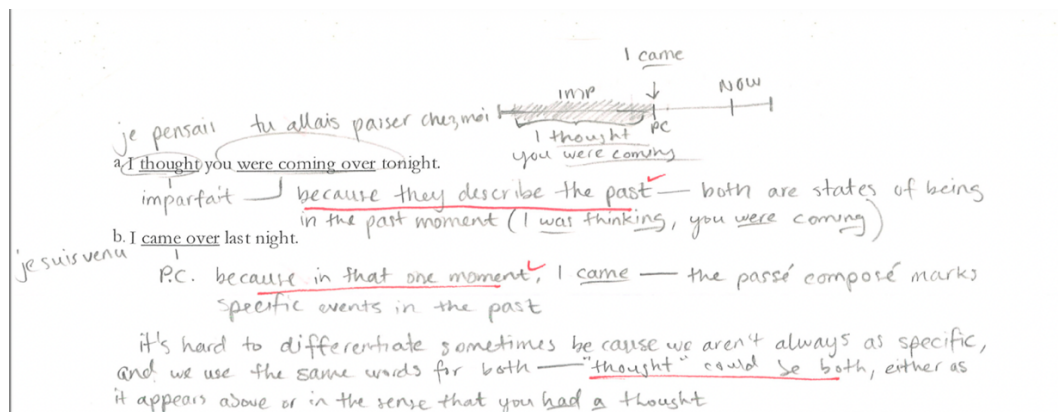
“If I wanted to come tonight, I would have.” This example uses conditional. The word “if” is the condition, while “would have” is the response that uses conditional form since this action is to describe something as have happened had they wanted to come tonight. In English, the conditional is also used, it is the “would have” or condition with a previous action.

Again, each of these three examples show differing levels of student achievement re: the primary course objective. The first student clearly explains the difference between the imperfect and the conditional, and why English speakers get the two mixed up so frequently. They also provided clear explanations using the example sentences from the test. The second student seems to understand the concept but provides far fewer details to support their work. Finally, the third student does not provide a clear explanation and the language used in their response seems, at times, to further muddy the waters.

From exam 4, I have chosen to look at a sampling of student responses to the first question in the Explications Grammaticales section which reads: “What is the difference between the preterite and the imperfect in French? Why do English speakers often have so many difficulties when they try to decide between these two verb tenses? Illustrate your answer with the following sentences—which verbs will show up as the preterite in French? Which ones will be in the imperfect?”

- a. I thought you were coming over tonight.
- b. I came over last night.”

One student provided an illustration on their exam:



Another student said (in French, translation here is my own):

The preterite is used to describe a specific event/point in time/change in emotion that occurred in the past. The imperfect is used to describe a habit, past state of being, description of the past that doesn't have a definitive beginning or end. It can be difficult to decide which one to use because in English we use just one past tense (that we are aware of) to talk about both past events and past habits.

- a. I thought you were coming over tonight.
 (MP) IMP
- b. I came over last night.
 PC

Finally, a third student explained:

The passé composé (preterite) marks past events (a sequence of events, events that have been completed) and the imperfect describes the past (habitual actions—which speaks to the struggle because, for me, since they are completed actions, they shouldn't be in the passé composé, but I know they are in the imperfect).

- a. *Je pensais que tu passais chez moi ce soir.*
- b. *J'ai passé chez toi hier soir.*

Although none of the students failed to demonstrate their understanding of the differences between these two past verb tenses, we can still notice more detail in the first example, a bit less detail in the second, and finally, just a passing mention of the differences between French and English in the final example.

To provide one last example from the final exam, I'll look at the Explication Grammaticale question that reads: "What is the difference between the near future, the simple future? Which one is

used in broader context? Which one uses a verb phrase, and which uses inflection? When do we use the anterior future? Give an example sentence, in English, of the anterior future.”

One student wrote (in French, translations my own):

I presented on this! The near future is the future, but the one that will occur sooner than other future events. It's a bit subjective, but in general, it's sooner. The simple future is used in a broader context, with actions that just haven't happened yet. Verb group: near future. Inflection: Simple future.

Anterior future: it's to mark events in the future that will have happened by a specified time/date. For example, “By the end of July, I will have finished my studies in Angers, and I will have met my family in Paris!”

Another student said (in French, translations my own):

The near future uses “aller + infinitive” to refer to things that will happen in the relatively near future (I am going to eat tonight = verb phrase). The simple future is the more general context of anything that will happen in the future (I will eat = inflection). The anterior future is like a past tense of a future event and is used when something “will have” happened at some point in the future. For example, “As soon as I finish this pizza, I will have eaten well tonight.”

Finally, one student explained:

The near future uses a verb phrase while the simple future uses inflection. The anterior future is to predict something in the specific future. “I will be married by the summer of 2025.”

Student 1 gives a very detailed explanation (and is quite excited about it—they were our resident “future expert” and even created a non-graded presentation for their fellow students during Dead Week for study purposes). Student 2 doesn't say anything wrong but gives less detail. Student 3, however, gives a bare-bones explanation of the differences between the simple future and the near future, and misunderstands the anterior future entirely.

Overall, these test sections have matched up rather well with the overall exam grades of each student. The more thoroughly students were able to explain the different verb tenses, the differences between French and English, and why English speakers get confused in certain situations, the better those students did on their exams overall (and in their spoken exercises in class). While teaching this course, I kept a list of things I would like to change in my next iteration of this course in a document entitled “Adjustments to French 203 for Fall of 2023,” and one of the entries reads “Consider moving grammatical explanations sections up to the top of the test.” The idea behind reshuffling the order of the test sections would be to provide students with an opportunity to remind themselves of what they already know, then as they work through the rest of the exam, they can refer back to the mistakes that they are training their minds to avoid making.

c. Quantitative Data

i. Student Achievement on Written Assignment “Composition 3”

Because quantifying the specific course objective isn’t terribly straightforward in a course where verb conjugation quiz grades primarily show who has or has not studied verb conjugations, I have decided to look through the ways that different students have used verb tenses in written assignments. To do this, I looked at one written assignment in particular—composition 3—whose prompt reads “Subject: You are getting married and a family member ~or~ a friend is giving you advice. What is s/he telling you? What do you need to do/not do? To include: Use the subjunctive (if there is an expression of doubt, opinion, volition, or emotion *and* if there are two subjects separated by “que”), the indicative (if there is not an expression of doubt, opinion, volition or emotion), or the infinitive (if there is only one subject).”

This was a hand-written assignment of about 150 words—not terribly lengthy. As we can see in Figure iii below, thirteen students wrote 1,650 total words (n=1,650), of which 111 words

represented errors (an overall error rate of approximately 6.7%). However, of those 111 errors, 22 were on verb tense (or verb *mood* in this particular assignment, but for my purposes in this course, these error groups are equivalent), with a verb tense error rate of 1.29%. After having provided the students with an opportunity to go back and correct errors—a task that they complete at home with the help of my comments simply indicating what type of error they made—there remained a total of 28 errors, or 25% of the original errors that were still incorrect. Of those 28 errors, only 9 verb tense errors remained. Of note: out of the 22 original verb mood errors, 11 came from one student; of the 9 remaining verb tense errors, 4 were from that same student.

Figure iii.

% of total '111', where 'Total Errors' is 'Verb tense errors'

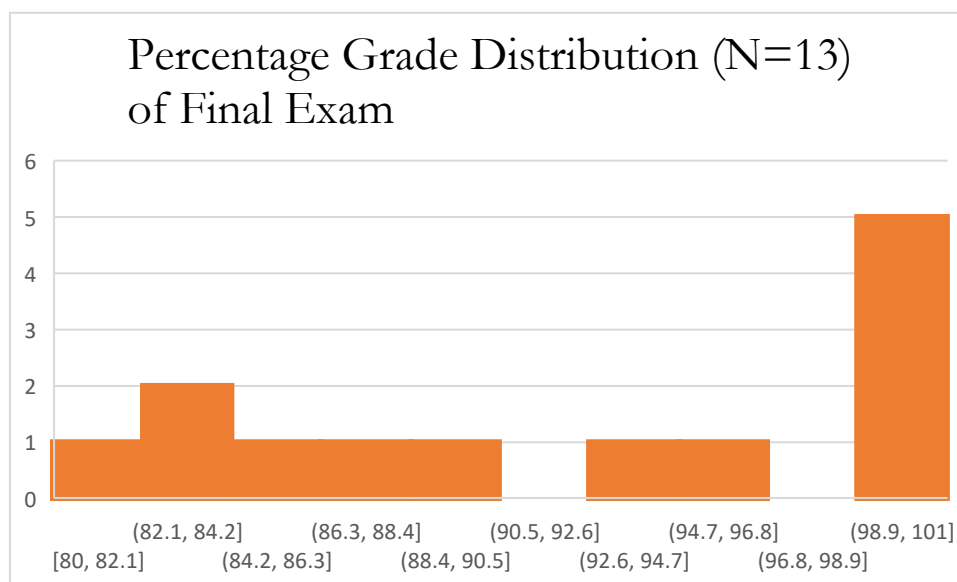
Total Errors	Sum of 111
Total Words	96.55%
Errors after corrections	1.64%
Verb tense errors	1.29%
Verb tense errors after corrections	0.53%
Grand Total	100.00%

These data are very encouraging for me as a French instructor: grading papers can often feel like a rather subjective way of assessing whether or not each class as a whole is absorbing the information covered in class, and looking at the quantity of words written in relation to the words pertaining to a specific course objective helps to clarify student learning for me.

ii. Student Achievement on Final Exam

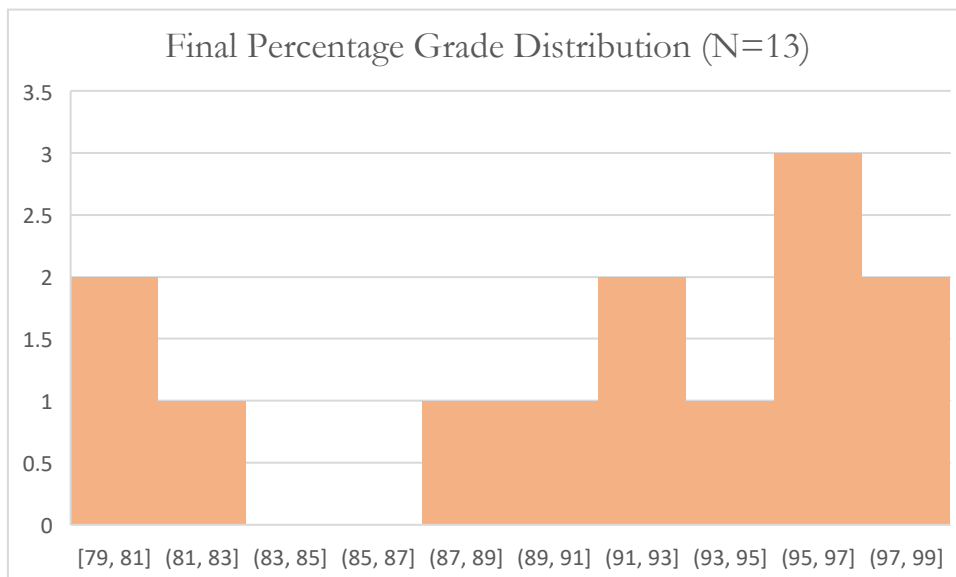
Figure iv. below shows the distribution of student grades on the final exam of French 203 in the Spring semester of 2023 (n=13). Of the thirteen students in this course, the mean percentage achieved on the final was 92% (a grade of “A-” just on the cusp of an “A” grade), the median was 93% (a low “A” grade”). The standard deviation of the grade distribution for this final exam was 8%. Although the grades achieved were quite good, after the course was over, I did note that the final exam was too long, and the extra credit question offered too many points. This extra credit section consisted of song lyrics, in English, with each verb underlined. Students would click on a drop-down menu of various potential verb tenses that would be employed in French. There was a total of 72 underlined verbs, with the entire extra credit section being worth up to 15 extra credit points (on an exam of 215 points total). Moving forward, I will reduce the quantity of points possible, though not by too much—this was an excellent way to determine how many students absorbed the various differences between French and English vis à vis verb tense usage.

Figure iv. Percentage Grade Distribution of Final Exam



iii. Student Achievement: Overall Final Grades

A final data point I will analyze here is simply the breakdown of the overall final grades of my students. Below is a chart showing the grade distribution in French 203 ($n = 13$). The mean percentage grade in the Spring 2023 iteration of this course was 91.4% (a grade of “A-“), with a median grade of 93% (on the low cusp of an “A”) and a standard deviation of about 6.8%. This leads me to believe that students performed quite well in French 203: approximately half of students received an “A,” with two “A-“ grades, two “B+” grades, one “B-” and one “C+”. The lower grades reflect, for the most part, missing assignments, and lower grades on some of the brief grammar quizzes that they completed quite frequently in the course (a total of 10 short quizzes were given throughout the semester).



V. Summary

Throughout French 203 this semester, I vacillated between feeling like the class was going quite well, and being uneasy with the amount of English that was being spoken in group discussions. As a general rule, in the foreign language classroom, instructors try to spend as little time as possible “explaining” French grammar, prioritizing spoken and written practice instead. Because the primary objective of this course was for students to “be able to explain different French verb tenses to a peer,” however, it seemed necessary for them to do this using their own words—which, of course, were in English. At the end of this process, I can say that I still vacillate on the question of whether or not to allow for English explanations in class. Although my students have, for the most part and with only one or two exceptions, met the primary course objective, I do think that they were a little too comfortable abandoning their efforts at spoken French in parts of class that were not meant to be spent explaining the function of verb tenses. When I teach this course again this upcoming fall semester, I plan to clearly mark slides that explain class time tasks with the language they are to use for that exercise. I do not want to abandon the personalized meaning-making that undoubtedly led to so much student learning, but I do not want them to think of French class as a place where they can speak English if they’re having trouble finding their words. Overall, I find that the “use your own words” approach to have been a success, and I plan to recreate the companion course of French 203 (French 204) using a very similar course objective (“be able to explain different parts of the French language to a peer”) over the summer.

After having analyzed different types of data that I collected from my students over the course of this spring semester (2023), it is evident to me that when students are given the opportunity to step out of the student role and into a position similar to that of the instructor, the task of understanding French is transformed into one that requires a deeper understanding of the mechanics at hand. There will need to be proactive measures implemented in the next iteration of

this course to discourage the overuse of English during class time. Nevertheless, when I zero in on the student outcomes pertaining to the specific course objectives of French 203—being able to explain *why* French verb tenses behave as they do, *how* verb tenses in French behave differently from English, and *when* each tense should be used—I am confident that this group will proceed into the upper-level French grammar, literature, and culture courses with a solid understanding of the language and will be better equipped to succeed in the French major or minor.

VI. Appendices

a. Appendix 1: FREN 203 Course Syllabus, Spring 2023

French 203 Conversation et Grammaire Spring 2022
M, W, F 11:30-12:20 BURN 102

Dr. Erica C. Schauer
1131 Oldfather Hall
eschauer2@unl.edu

Office hours: MW 12:30-2:00 and by appointment

Required textbook: *Intrigue*, 3rd edition, by Elizabeth Blood and Yasmina Mobarek

Course goals

Because this course will focus primarily on strengthening your understanding of how and when to use French verb tenses, students will be given the opportunity to demonstrate how well they achieve the following goals:

- Be able to understand and explain different verb tenses as they are used in French.
- Be able to use the verb tenses learned in this class and in previous French classes to speak with group members on a daily basis.
- Be able to write short essays using the grammar structures learned in this class and previous French classes.

Work required

4 exams (<i>lowest dropped</i>)	15%
4 compositions and rewrites	15%
3 short group presentations	10%
10 short grammar quizzes (<i>lowest two dropped</i>)	10%
Daily homework (<i>lowest seven dropped</i>)	20%
Preparation and participation	20%
Final exam	10%

Attendance

Regular on-time class attendance is of vital importance in this course. Unexcused absences seriously jeopardize the final grade. You may accrue *three discretionary absences* (the equivalent of one full week of class) without penalty which will be granted by your instructor if properly explained in writing - you must inform me of the reason for the absence, beforehand if possible, and if not, as soon as possible after the fact. Use them wisely.

More than three absences, and/or any absence for which you do not document an explanation, will become unexcused and will incur deductions to the final grade. **For each absence in excess of three, 1% will be deducted off the top of the final grade until the tally reaches nine, the**

equivalent of three full weeks of class. *If the total number of unexcused absences exceeds this limit, you will incur an automatic failing grade (F) in the course.*

- Absences for personal reasons (including but not limited to family emergencies, funerals or any other reason not related to a UNL class, activity or obligation) are discretionary.
- Absences due to illness are also discretionary unless they are documented with a note from the Health Center or a physician verifying the need to miss class.
- Excused absences are University obligations, sports and field trips.
- For an excused absence, you must inform me either in writing or in person as soon as possible and present documentation from the relevant professor, coach, faculty advisor of the club, etc.
- If you have or develop an ongoing medical condition that affects your ability to attend class, it is your responsibility to contact the Office of Services for Students with Disabilities and document your situation so that SSD can develop an authorized protocol for accommodating your attendance needs.

Late work

Except in cases of real hardship, four percentage points are deducted from the grade for each weekday that one piece of work is late. However, only one late paper will be accepted per semester, after which all future late work will receive a zero. A brief written explanation of your reason for being late is expected before the work is due. Late work may be placed in my mailbox, 1107 Oldfather.

No make-up exams, one make-up quiz per semester.

Exams are to be taken only on the date listed on the syllabus, except in cases of real and documented hardship. Exams cannot be taken early due to travel plans that are not connected to official University obligations. It is the student's responsibility to read each syllabus thoroughly, and plan travel around exam dates. No exams can be taken after the scheduled exam date.

Cheating and plagiarism

See the Student Code of Conduct. Instances of cheating or plagiarism will result in an F for the work in question and possible further disciplinary action.

French Table

Come practice your French in an informal setting every Thursday 3:30-5 at Yia Yia's.

French Club

Join fellow UNL French students for fun, community-building activities this semester! Follow our [UNL French Club](#) Instagram page for announcements and updates.

Language Lab and free French tutoring

Our language lab, located in Burnett 302, is a space that students are encouraged to use for quiet studying, a place for groups to meet to do class projects, and can even be used for planning events such as club meetings or foreign language movie nights. There is a wide variety of tools and technology available in the lab, including a 3d printer, VR headsets, and recording equipment. We also have a new craft/makerspace with a variety of materials that students can use to relax, plan projects and creative assignments, and use to enhance their language-learning

experience. Students can come and go as they please from 8 a.m. to 5 p.m. on weekdays and are allowed to reserve the lab outside of those hours for additional studying, working on projects, or for foreign language related events. GTAs hold office hours in the lab as well, to assist students with Spanish, French and German. See the full schedule here: <https://modlang.unl.edu/tutoring-lounge>. The lab also offers print media that students can browse to work on their reading comprehension in their target language, as well as a Netflix account that can be used to watch films and TV series in various languages. Any questions or reservations can be sent to the lab manager at langlab@unl.edu.

University-Wide Policy syllabus statements can be found [here](#).

Study Abroad

Spending time in France is a great way to practice and cement your newly earned skills in French, and it's a very rewarding experience! The French section at UNL has two four-week summer-study programs: one in June in Martinique (email Julia Frengs: jfrengs2@unl.edu) and one in July in Angers, France (email Françoise Agena at: fagen2@unl.edu)

Program

The following schedule is subject to modification at the discretion of the instructor. It is your responsibility to be prepared for each class and to hand in your homework (bolded in your syllabus) at the beginning of the class.

« Lire » or « Réviser » means reading and understanding the readings assigned as well reviewing the grammar and memorizing the expressions and vocabulary.

	<u>Devoirs à préparer avant la classe</u>	<u>Ce qu'on fera en classe</u>
sem. 1		
23 jan	Lisez le syllabus	On fait connaissance et on discute le syllabus
25 jan	Lisez p. 6 (verbes irréguliers) et 26-27 (le présent), faites ex. 1 sur Canvas	Le présent : les verbes irréguliers p. 6 + intro verbes réguliers
27 jan	Relisez p. 6 et 26-27, faites ex. 2 et 3 sur Canvas, étudiez pour quiz 1 lundi sur les verbes qui changent d'orthographe	Les verbes qui changent d'orthographe
sem. 2		
30 jan	Étudiez pour quiz 1 sur les verbes qui changent d'orthographe, lisez p. 365 sur les v. pronominaux au présent, faites ex. 4 sur Canvas	Quiz 1, verbes p. 6 et 26-27 , intro verbes pronominaux
1 fév	Étudiez v. irréguliers p. 49, faites ex. 5 sur Canvas	Composition 1 en classe (150 mots)

3 fév	Étudiez les verbes irréguliers p. 49 pour quiz 2 lundi	Les verbes pronominaux (fin)
sem. 3		
6 fév	Étudiez les verbes irréguliers p. 49, lisez p. 18 (les questions simples), faites ex. 6 sur Canvas	Quiz 2, les verbes irréguliers p. 49 , l'interrogation : questions simples (oui/non) et complexes
8 fév	Lisez p. 56-57 (questions complexes), étudiez les verbes p. 87, faites ex. 7 et 8 sur Canvas	Interrogation : questions complexes fin, révision examen 1
10 fév	Étudiez pour l'examen 1, faites l'examen pratique sur Canvas, vérifiez vos réponses en utilisant la clé., Révisions compo 1	Examen 1
sem. 4		
13 fév	Lisez p. 61 (impératif), p. 126 (verbes irréguliers) faites ex. 9 et 10 sur Canvas	L'impératif, v. irréguliers p. 126
15 fév	Lisez p. 158 (verbes irréguliers), faites ex. 11 sur Canvas	L'impératif avec v. pronominaux, v. irréguliers p. 158
17 fév	Lisez p. 16 (négation), faites ex. 12 sur Canvas, étudiez v. irréguliers p. 126 et 158 pour quiz 3 lundi	L'impératif (fin), intro négation
sem. 5		
20 fév	Étudiez v. irréguliers p. 126 et 158 pour quiz 3, relisez p. 16 (négation), faites ex. 13 sur Canvas	Quiz 3, les verbes irréguliers p. 126 et 158 , la négation
22 fév	Composition 2 , lisez p. 104-105 (participe présent), p. 209 (v. irréguliers), faites ex. 14 sur Canvas	La négation (fin), savoir vs. connaître, v. irréguliers p. 209
24 fév	Lisez p. 103 (participe présent), faites ex. 15 sur Canvas, étudiez v. irréguliers p. 209 pour quiz 4	Le participe présent
sem. 6		
27 fév	Lisez p. 169 (formation des adverbes), faites ex. 16 sur Canvas	Quiz 4, les verbes irréguliers p. 209 , les adverbes : formation, intro placement
1 mars	Lisez p. 169 (placement des adverbes), faites ex. 17 sur Canvas	Les adverbes : placement, révision examen 2

3 mars	Étudiez pour l'examen 2, faites l'examen pratique sur Canvas, vérifiez vos réponses en utilisant la clé., Révisions compo 2	Examen 2
sem. 7		
6 mars	Lisez pages 177-180 (le subjonctif), p. 241 (verbes irréguliers), et faites ex. 18 et 19 sur Canvas	Formation du subjonctif, usage, v. irréguliers p. 241
8 mars	Lisez fiche subjonctif 1, p. 245 (verbes irréguliers) faites ex. 20 et 21 sur Canvas	Verbes irréguliers au subjonctif, usage cont., v. irréguliers p. 245
10 mars	Composition 3 , lisez fiche subjonctif 2, faites ex. 22 sur Canvas, étudiez verbes irréguliers p. 241 et 245 pour quiz 5 le <u>mercredi</u> après les vacances	Conjonctions avec le subjonctif, usage (fin)
sem. 8		
13 mars	<i>Vacances de printemps : pas de classe</i>	<i>Vacances de printemps : pas de classe</i>
15 mars	<i>Vacances de printemps : pas de classe</i>	<i>Vacances de printemps : pas de classe</i>
17 mars	<i>Vacances de printemps : pas de classe</i>	<i>Vacances de printemps : pas de classe</i>
sem. 9		
20 mars	Lisez p. 244 (verbes qui prennent préposition) et p. 269 (verbes irréguliers), faites ex. 23 et 24 sur Canvas, réétudiez les verbes irréguliers p. 241 et 245 pour le quiz 5 mercredi	Verbes qui prennent préposition, v. irréguliers p. 269
22 mars	Lisez fiche ça fait/il y a/depuis + présent, et p. 339 (verbes irréguliers), faites ex. 25 et 26 sur Canvas	Quiz 5, les verbes irréguliers p. 241 et 245, verbes qui prennent préposition (fin), ça fait/il y a/depuis + présent
24 mars	Révisions composition 3 , relisez fiche ça fait/il y a/depuis + présent, faites ex. 27 sur Canvas, étudiez les verbes irréguliers p. 269 et 339 pour le quiz 6 lundi	Ça fait/il y a/depuis + présent (fin), v. irréguliers p. 339
sem. 10		
27 mars	Lisez p. 250 (le conditionnel), notez les radicaux irréguliers p. 219, étudiez les verbes irréguliers p. 269 et 339 pour quiz 6, lisez p. 318 (le verbe devoir) faites ex. 28, 29, et 30 sur Canvas	Quiz 6 les verbes irréguliers p. 269 et 339, le conditionnel présent

29 mars	Relisez p. 250 (le conditionnel), étudiez les radicaux irréguliers (p. 219) + Fiche radicaux irréguliers du conditionnel pour le quiz 7 <i>ce vendredi</i> , lisez la fiche si + imparfait + conditionnel faites ex. 31 sur Canvas	Le conditionnel présent (fin), le verbe devoir, [Si + imparfait] + conditionnel ~et~ Conditionnel + [si + imparfait], présentations sur le présent
31 mars	Préparez votre présentation sur le présent, étudiez les radicaux irréguliers du conditionnel p. 219 + fiche pour quiz 7	Quiz 7 les radicaux irréguliers du conditionnel , révisions examen 3, présentations sur le présent
sem. 11		
3 avril	Étudiez pour l'examen 3, faites l'examen pratique sur Canvas, vérifiez vos réponses en utilisant la clé	Examen 3
5 avril	Composition 4 , lisez p. 63-64 (la formation du passé composé), étudiez les participes passés irréguliers p. 64 pour le quiz <i>ce vendredi</i> , faites ex. 32 sur Canvas	La formation du passé composé, l'usage du passé composé, la négation avec les temps composés
7 avril	Étudiez les participes passés irréguliers p. 64 pour quiz 8, faites ex 33 et 34 sur Canvas	Quiz 8 les participes passés irréguliers , l'usage du passé composé (fin), pendant et il y a au passé
sem. 12		
10 avril	Lisez p. 65-66 (la formation de l'imparfait), p. 109-110 (l'usage du PC et de l'imparfait + vouloir, pouvoir, devoir, savoir, connaître PC vs. Imp), faites ex. 35 sur Canvas	La formation de l'imparfait, l'usage de l'imparfait
12 avril	Relisez p. 109-110, faites ex. 36 sur Canvas	L'usage de l'imparfait et du passé composé
14 avril	Révisions composition 4 , faites ex. 37 et 38 sur Canvas	L'usage de l'imparfait et du passé composé (fin), introduction du plus-que-parfait
sem. 13		
17 avril	Lisez page 142 (la formation et l'usage du plus-que-parfait), faites ex. 39 et 40 sur Canvas	Le plus-que-parfait formation, usage
19 avril	Lisez p. 106 (l'infinitif passé), étudiez les participes passés irréguliers p. 64 pour le quiz <i>ce vendredi</i> , et faites ex. 41 sur Canvas	Le plus-que-parfait avec ses amis du passé (p. 144), l'infinitif passé
21 avril	Réviser les temps au passé (pc, imp, pqp), étudiez les participes passés p. 64 pour quiz 9, faites ex. 42, 43, 44 sur Canvas	Quiz 9 les participes passés irréguliers , l'infinitif passé vs. le participe présent

sem. 14		
24 avril	Lisez p. 182 (le subjonctif passé) et p. 250 (le conditionnel passé), faites ex. 45 et 46 sur Canvas	Le subjonctif passé, le conditionnel passé (formation)
26 avril	Lisez fiche Si + plus-que-parfait + conditionnel passé, faites ex. 47 sur Canvas	Présentations sur le passé , [Si + plus-que-parfait] + conditionnel passé ~et~ Conditionnel passé + [si + plus-que-parfait], révisions examen 4
28 avril	Préparez votre présentation sur le passé	Présentations sur le passé , révisions examen 4
sem. 15		
1 mai	Étudiez pour l'examen 4, faites l'examen pratique sur Canvas, vérifiez vos réponses en utilisant la clé	Examen 4
3 mai	Lisez p. 218-219 (le futur simple), étudiez les radicaux irréguliers p. 219 pour le quiz <i>ce vendredi</i> , faites ex. 48 et 49 sur Canvas	Le futur simple et le futur proche (aller + infinitif), pour + le futur
5 mai	Lisez p. 218-219 (le futur simple et le futur antérieur) et la fiche si + présent + futur, et faites ex. 50 sur Canvas	Quiz 10 radicaux irréguliers futur/cond , Le futur antérieur
sem. 16		
8 mai	Préparez votre présentation sur le futur.	Présentations sur le futur , évaluations du cours
10 mai	Lisez la fiche si + présent + futur, faites ex. 51 sur Canvas, étudiez pour l'examen final, faites l'examen pratique sur Canvas, vérifiez vos réponses en utilisant la clé	[Si + présent] + futur ~et~ Futur + [si + présent] (et synthèse avec les autres phases de condition), révisions examen final
12 mai	Étudiez pour l'examen final, faites l'examen pratique sur Canvas, vérifiez vos réponses en utilisant la clé	Révisions examen final

Examen final (examen 5) : mercredi le 17 mai de 10h00 à midi dans cette salle de classe

L'irréel passé

C'est quoi l'irréel passé ?

- C'est une phrase qui indique une condition du passé
 - (Si + Plus-que parfait + Conditionnel passé)
- La condition du passé n'est pas réalisé
 - Hence "irréel passé" = unreal or imaginary past



Français vs Anglais

- If I'd bought food, I would've eaten it.
- Si j'avais acheté la nourriture, je l'aurais mangé
 - If = Si
 - had bought = avais acheté (plus-que parfait)
 - would have eaten it = l'aurais mangé (conditionnel passé)
- Both can be inverted and still used
 - J'aurais mangé la nourriture si je l'avais acheté



La formation

Pour former, on prend la condition (qui n'est pas réalisé—la condition irréaliste), et on conjugue au plus-que-parfait:

J'avais + p.p.	nous avions + p.p.
Tu avais + p.p.	vous aviez + p.p.
Il/elle/on avait + p.p.	ils/elles avaient + p.p.
—	—
J'étais + p.p.	Nous étions + p.p.
Tu étais + p.p.	Vous étiez + p.p.
Il/elle/on était + p.p.	Ils/elles étaient + p.p.

...et pour l'action, qui aurait été réalisé si la condition avait été atteinte, on conjugue au conditionnel passé:

J'aurais + p.p.	Nous aurions + p.p.
Tu aurais + p.p.	Vous auriez + p.p.
Il/elle/on aurait + p.p.	Ils/elles auraient + p.p.
—	—
Je serais + p.p.	Nous serions + p.p.
Tu serais + p.p.	Vous seriez + p.p.
Il/elle/on serait + p.p.	Ils/elles seraient + p.p.

Quelques exemples...



Si mon coach m'avait mis dans le jeu dans le dernier quart temps, nous aurions gagné le championnat d'état, il n'y a aucun doute.

Nous aurions échoué à nos examens si nous n'avions pas triché.

Elles sont contentes qu'elles étaient restées à la maison—sinon, elles auraient été enlevées par les extraterrestres !

c. Appendix 3: Example of Student Presentations, Past tenses: the Preterite vs. the Imperfect



— LE PASSÉ COMPOSÉ

LA FORMATION ET L'USAGE

Maître Oogway
est retourné!



Hmmmm, est-ce que je
suis parti sans vous dire
l'information sur le passé
composé?

Bah oui, Maître... hier
est l'histoire!

— Premièrement: Le Passé en Général

- Comme le présent, le passé consiste en des événements qui sont au passé
 - Ça fait du sense, oui?
- Mais contrairement au présent, le passé ne consiste pas en tous des événements qui sont au passé
 - Il n'y a pas **un seul temps** qui marque tous ces événements!!
 - Alors, on doit utiliser des différents temps du passé
 - Un temps très util est le **passé composé**!



— Le Passé qui Prend le Passé Composé (L'Usage)

- Décrire des événements du passé
- un événement ou une série d'événements passés et achevés
- I went to the park on Saturday
- Je suis allée au parc samedi.
- Page 63 and 64!

La Formation

Avoir
J'ai
Tu as
Il / Elle / On a
Nous avons
Vous avez
Ils / Elles ont

Être
Je suis
Tu es
Il / Elle / On est
Nous sommes
Vous êtes
Ils / Elles sont

Choisir le verb auxiliaire

Conjuguer le verbe auxiliaire au présent

Ajouter le participe passé

- ER: é manger-mangé
- IR: i sortir-sorti
- RE: u vendre-vendu

Les verbes qui prennent être doivent s'accorder avec le sujet.

Attendez!! Quand est-ce qu'on utilise avoir ou être?

- Le différence entre avoir ou être semblait bizarre au début de nos chemins en français.
 - Mais en réalité, c'est fascinant!
- Généralement (avec le PC), il y a deux types du verbe qu'on doit savoir – les verbes transitifs et les verbes intransitifs
 - Les verbes **intransitifs**: Les verbes qui **n'ont pas un objet direct** qui prend l'action du phrase (ILS PRENNENT ÊTRE)
 - Les verbes **transitifs**: Les verbes qui **ont un objet direct**. Cet objet prend l'action du phrase (ILS PRENNENT AVOIR)
 - NOTEZ: Les verbes pronominaux ont un pronom d'objet direct – ils prennent toujours ÊTRE

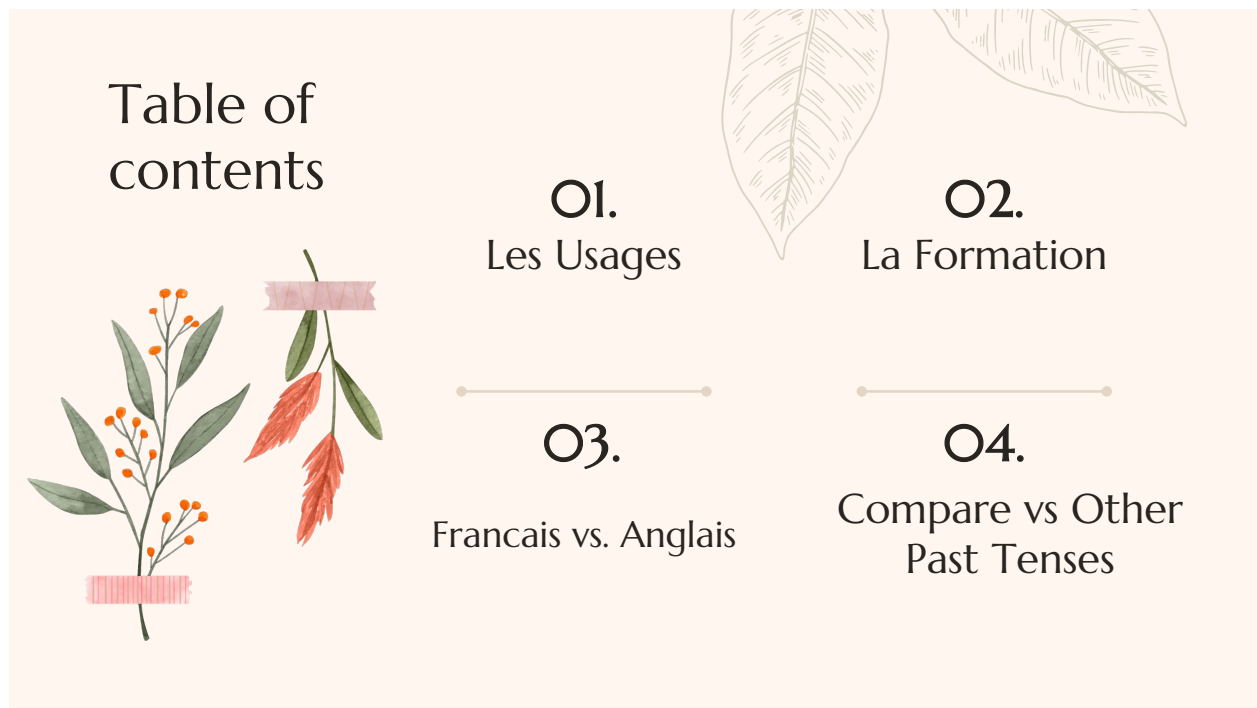
I am to metaphor
cheese, as metaphor
cheese is to transitive
verb crackers.



En Sommaire

- Le Passé Composé est un **temps composé**
 - Il y a deux partis: Le verb auxiliaire (AVOIR ou ÊTRE) et le participe passé
 - EN GÉNÉRAL: -ER -> -É (+ (E)(S) si être), -IR -> I (+ (E)(S) si être), -RE -> U (+ (E)(S) si être)
 - Les irréguliers: SUR PAGE 64!!!
 - Il y a beaucoup de participes passés qui ont les terminaisons -i – comme rire, choisir, lire, écrire, etc.
 - MÉMORISEZ BIEN QUELS VERBES PRENNENT SEULEMENT -i ET QUELS SE TERMINENT avec -it
- Le PC est utilisé avec les événements qui ont une terminaison spécifique, ou un séquence d'événements
- AVOIR, c'est pour les verbes transitifs
- ÊTRE, c'est pour les verbes intransitifs

d. Appendix 4: Example of Student Presentations, Past tenses: The Imperfect & Its Relation to Other Past Tenses



01.

Les Usages



Les usages de l'imparfait

En générale, on utilise l'imparfait pour **décrire un moment du passé**

- Description of...
 - continued, repeated, habitual actions or incomplete actions, situations, or events in the past
 - what was going on at an indefinite time in the past or what **used to** happen
 - context of a moment / set the scene
 - (l'endroit, l'année, contexte politique, la météo)
 - les émotions, pensées, croyances, connaissances, volonté, désirs
- Si + imparfait + conditionnelle (pour exprimer un hypothese)

Examples:

Pendant mon enfance, je lisais beaucoup. (During my childhood I read **[used to read, would read]** a lot.)

Il faisait chaud, le soleil brillait..

J'étais content, je me sentais déprimé

Si j'avais une baguette magique, je changerais beaucoup de choses.



O2.

La Formation



La Formation

To conjugate the imparfait:

1. Conjugate the verb into its "nous" form.
2. Drop "-ons."
3. Add the appropriate ending:

Je: -ais
Tu: -ais
Il/elle/on: -ait
Nous: -ions
Vous: -iez
Ils/elles: -aient

Examples:

- Je jouer > nous jou~~ons~~ > je jouais
- Tu acheter > nous achet~~ons~~ > tu achetais
- Il lire > nous lis~~ons~~ > il lisait
- Nous finir > nous finiss~~ons~~ > nous finissions
- Vous vendre > nous vend~~ons~~ > vous vendiez
- Ils regarder > nous regard~~ons~~ > ils regardaient



03.

Francais vs. Anglais

You can enter a subtitle here if you need it



Francais vs. Anglais

Imparfait is used to describe the past and therefore is a separate conjugation from passe compose or plus-que-parfait. In English, it isn't necessary to have separate conjugations for types of past events. In fact, we often use the present even when talking about the past. It can be described as the "past continuous" and with an English sentence is related to "used to".

Example:

Last year, I used to sleep for eight hours every night.

Last year, I slept for eight hours every night.

L'année dernière, j'dormais pour huit heures chaque nuit.



O4.

Comparer les Passés



IMP vs. PC vs. PQP

IMP

“Décrire le passé”
Used when
describing past
indefinite actions,
repeated actions, or
emotions.

ex.) J'**étais** très
fatigué hier soir. (I
was very tired last
night.)

PC

Used to talk about a
specific, shorter
completed **event**
that happened once.

ex.) J'**ai fini** mes
devoirs. (I finished
my homework.)

PQP

Used to talk about
actions that
happened **before** a
past event.

ex.) Elle **s'était**
préparée avant de
donner sa
présentation. (She
had prepared herself
before giving her
presentation.)