TRAINING, MENTORING, AND SUPERVISING UNDERGRADUATE TAS

THE CASE OF FREN 499
STUDENT RESPONSE TO FREN 499

- Overwhelmingly positive.
- Year after year, 2X as many interested students as enrollment slots.
- Students describe the course as transformative, a highlight of their coursework at Queen’s.
“FREN 499 was a truly invaluable class experience that not only deepened my understanding and solidified my competencies in French, but also helped prepare me for future teaching practice.

Additionally, this course offers a unique opportunity for upper year students to have a place of leadership and mentorship while enhancing first year students’ educational experiences.”

- 499 Student, Cohort of ‘17-’18
FREN 150 – INTERMEDIATE FRENCH

- First-year intermediate French course with 200+ students.
- 5 Sections – lead by Professors in the French department
- 18 tutorials – focused on French oral communication skills in small groups
FREN 499 – SLA METHODS IN FRENCH

• Experiential / Theoretical course on SLA methods, conducted in French

• (9) rising 4th year French studies and Concurrent Education students, selected by a rigorous exam/interview process

• (9) TAs; 2 FREN 150 tutorials each = 18 tutorials

• Inherited from a retiring colleague; mine for 2 years
FREN 499 – EXPERIENTIAL AND THEORETICAL COMPONENTS
• Lead 2, (50) minute tutorials for FREN 150 per week.
• Work collaboratively in teams of 3 to create lesson plans for tutorials.
• Submit group lesson plans for feedback.
• Reflect on teaching experiences; prepare a teaching philosophy statement (in French)
499 – THEORETICAL COMPONENT

• Attend a weekly seminar on Second Language Acquisition Methods, FREN 499
• Prepare readings on best practices in the SLA classroom
• Present and lead discussion on one course topic
• Submit a research paper on a topic that extends course readings (in French)
HOW TO SUPPORT TEACHING ASSISTANTS IN THESE DUAL ROLES?
## SUPPORT AND GUIDANCE

<table>
<thead>
<tr>
<th>Professor / Student</th>
<th>Debriefing of teaching concerns discussed in FREN 499</th>
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<tr>
<td>Student / Student</td>
<td>Students work in teams of 3 to prepare lesson plans</td>
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<tr>
<td>Past Student / Current Student</td>
<td>Students from a previous cohort provide support to a new cohort during the first four weeks.</td>
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**Starting Fall 2018**
CONTINUOUS FEEDBACK

Peer Observation 1 (A, 8) → "USAT" 1 (A, 11) → I-on-1 Interview w/ Prof (B, 2)

"USAT" 2 (B, 11) → Prof Observation (B, 8) → Peer Observation 2 (B, 4)
CLOSING
“It has been so rewarding to contribute and be a part of students in FREN150’s university learning experience. I feel more confident in my teaching abilities and believe I greatly benefitted from having to speak French with university level learners several times a week.”

- FREN 499 student, ’17-’18 Cohort
CONTACT

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