# Fabienne Pizot-Haymore

# Department of Modern Languages and Literatures at CWRU

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### QUALIFICATIONS

**2011**: **MASTER'S DEGREE of ARTS** in Applied Linguistics (translation and localization)

Institute of Applied Linguistics, Kent State University, OH

**2007**: **MASTER'S DEGREE of ARTS** in French (literature and translation)

Case Western Reserve University, Cleveland, OH, USA

**1998**: **MAITRISE**, **MASTER'S DEGREE of ARTS** in English (literature and civilization)

Université Paul Valéry, Montpellier III, FRANCE

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# 1996: Certificate in Didactics of English Teaching (permanent certificate)

# Université Paul Valéry, Montpellier III, FRANCE

#### PROFESSIONAL EXPERIENCE

#### LANGUAGE INSTRUCTION

10/2011 – 01/2013: French Language Tutor, Language Trainers, Inc., Old Tappan, NJ (part-time)

* Elementary-, Intermediate-, and Advanced-level personalized integrated language courses;
* Field-specific one-on-one instruction (business, science, arts, music, history, culture);
* Skill-specific or skill-combination-specific teaching;
* Remedial teaching and reinforcement (reading-comprehension, aural/oral comprehension, speaking, writing).
* Relocation and expatriation (advanced; focus on culture and conversation).
* Business world (beginner; focus on listening, speaking, reading, writing, business lingo, business etiquette).
* Conversational practice (intermediary; focus on grammar review, vocabulary acquisition, listening, conversation).

08/2000 – currently: Lecturer in French, Case Western Reserve University, Cleveland OH

Elementary and Intermediate language courses (FRCH 101, 102, 201, 202); developing syllabus

according to course description; writing course outline; creating course aids (including recordings)

and quick reference guides); extensive use of online workbooks, audio and video programs, and learning

management system (Blackboard) for instruction and grading.

Designed and conducted advanced courses in Conversation / Phonetics (FRCH 311),

Translation (FRCH 314) and Modern French History (FRCH 319) at undergraduate level –some classes

being required for Teacher Licensure candidates).

**FRCH 101,** Elementary French I (4). Emphasizes conversational skills in controlled situations. Students expected to achieve control of sound system and basic sentence structures of French.

**FRCH 102,** Elementary French II (4). Prerequisite FRCH 101 or instructor’s permission. Emphasizes conversational skills. This course includes an introduction to compound tenses and moods.

**FRCH 201,** Intermediate French I (4). Intensive review of grammar and usage through readings, discussions and other activities that emphasize contemporary French life.

**FRCH 202,** Intermediate French II (4). Continuation of FRCH 201, the course focuses on the acquisition of intermediate-level skills in language and culture.

**FRCH 311,** Advanced Conversation I (3). (Required for Teacher Licensure candidates) Designed to enhance pronunciation (phonetics), speaking and listening-comprehension through the discussion of French literature and media for children.

**🡪 This course is also focused on contemporary theater and poetry, as a pretext to**

**introduce linguistic concepts such as text and textuality, intertextuality and metatextuality.**

**FRCH 314,** Translation Techniques (3). Contrastive grammar analysis and stylistics are used to foster linguistic awareness and to introduce students to the methods and skills of translation.

**🡪 This course encompasses translation theory with references to semiotics, and textual and intertextual studies (Linguistic School of Paris). The evolution of American and Canadian translation theories also serve as a basis to discuss translation strategies vs. translation choices, and translation as art vs. translation as craft.**

**FRCH 319.** Modern France (3) (Highly recommended for students of Nineteenth- and Twentieth-Century French Literature.)A study of France’s political, social and cultural history from the French Revolution to World War II, with emphasis on the events, movements, and people that have shaped Modern France.

**🡪The study of primary source documents (constitution, laws, speeches), and literary and artistic perspectives on the period are the main focus of this course. This course also includes documents on the French perception of specific moments in French-American history.**

**Summers 2007, 2008**

**Fall semester 2010: Teacher of English as a Second Language (ESL), Activ’Educ, Toulon, France**

Preparation for the English exam of the French baccalaureat (high-school diploma); language

instruction (conversational methods for beginners to advanced students); one-to-one and group

instruction or remedial courses.

**Level 1,** (4). Systematic review of subject and object pronouns, present, future and preterite,

as well as interrogative forms through drills. Listening-comprehension and reading

comprehension approached through a conversational method based on descriptions and

dialogues.

**Level 2,** (4). Systematic review of tag phrases, compound tenses, noun, adjective and adverb

clauses, through a conversational approach.

**2001-2002, fall 2005: Adjunct faculty in French, Lakeland Community College, Kirtland, OH**

Elementary and advanced language courses (FREN 1001, 1002, 2001, 2002); developing syllabus

according to course description; writing course outline; creating course aids and quick reference

guides.

**FREN 1001,** Elementary French I (4).

This introductory course concentrates on the study of functional French, with emphasis on speaking, writing and understanding oral and written French in basic and simple situations and texts. It includes the study of article, noun, adjective, and pronoun morphology, and the conjugation of simple indicative tenses.

**FREN 1002,** Elementary French II (4).

A continuation of French 1001, Elementary French I, this course includes an introduction to the important compound tenses and places an increasing emphasis on vocabulary building and conversation about topics of daily life.

**FREN 2001,** Intermediary French I, Conversation and Grammar.

A continuation of French 1002, this intermediate level course provides a systematic review of the essential of French grammar with organized work-study and vocabulary building. It emphasizes the use of the language through conversational activities based on role-playing activities. This course is entirely taught in French.

**FREN 2002,** Intermediary French II, Culture and Civilization.

A continuation of French 2001, this intermediate level course introduces students to the culture and civilization of the Francophone world through readings from various sources, films and documentaries, class discussions, reports and oral presentations. This course is entirely taught in French.

**🡪 The films and documentaries used in class focus on three major themes: 1) Social life (childhood, family life, students’ life, the workplace, leisure activities); 2) History and arts (since the middle-ages); 3) Popular culture.**

Summers 2000, 2001: Teacher of French, Upward Bound, a Federal Education Access Program (Access/TRIO

program) hosted by Case Western Reserve University, Cleveland OH

Designed and implemented a curriculum for three levels of French.

**Level 1,** (3). Conversational approach based on descriptions of situations in comics using illustrated

dictionaries. Systematic review of the present, future and compound past. Phonetics.

**Level 2,** (3). Conversational approach emphasizing listening comprehension in controlled situations such as typical dialogues. Emphasis on reading-comprehension and writing skills.

**Level 3,** (3). Conversational approach based on reading and commenting short literature excerpts. Emphasis on reading-comprehension, writing and debating skills.

**1999-2000: Teacher of French, substitute teacher Euclid High-school, Euclid, OH**

Elementary levels 1 and 2; intermediary level 3 (part-time), in-house substitute teacher (part-

time), grades 9, 10 and 11 students.

**Elementary I:** Basic tenses (present, future) and sentence structures (affirmative, negative and

interrogative forms). Emphasis on listening and reading.

**Elementary II:** Conjugations (irregular verbs in the present, compound past, imperfect). Emphasis

on vocabulary acquisition, listening comprehension, and speaking.

**Intermediary I:** Compound tenses (conditional, pluperfect) and subjunctive. Listening

comprehension, speaking and writing.

**Substitute teaching:** Predominantly English, French and History: insured proper disciplinary

actions when needed, according to school rules; collected students’ papers; assigned work

according to the daily lesson plan; reported on class behavior and quality of work for each assigned

activity.

**1999-2001:** **French Instructor,** **Berlitz Language Center, Cleveland, OH** (part-time).

All levels, individuals and groups.

**Introductory level:** Basic tenses (present, future, compound past) and sentence structures

(affirmative, negative and interrogative forms); vocabulary based on travelling needs (hotel, train

and airline reservations, restaurants, shopping).

**Intermediary level:** Compound tenses, complex sentences, relative pronouns, active/passive voice,

direct and indirect discourse. Vocabulary based on basic business etiquette.

**Advanced level:** Business etiquette (meetings, email, conversations, phone conversation,

interactions in the work place); human resource issues (training and careers, resumes, cover letters, letter of intent, work contracts, conflicts in the workplace); production and productivity issues (means of production, ROI, research and development, intellectual property, economic indicators,

internationalization); ethics.

**1999 – Currently:** **Private Tutoring in French, Cleveland, OH** (free-lance)

* Elementary-, Intermediate-, and Advanced-level personalized integrated language courses;
* Field-specific one-on-one instruction –business, science, arts, music, history, culture;
* Skill-specific or skill-combination-specific teaching;
* Remedial teaching and reinforcement –reading-comprehension, aural/oral comprehension, speaking, writing;
* Language, culture and conversation–all levels;
* Composition and Reading–all levels;
* French for performance –theater, opera and film script reading;
* Translation for field-specific Ph. D. translation exams –arts, musicology, history, architectural and

landscape design, English literature.

* Introductory Business French.

#### PROJECT ADMINISTRATION

**2006– 2008:**  **Project administration**, **Digital Multi Media LLC, Cleveland OH**

Audio and video projects for businesses and tourism in Northeast Ohio: client consultation and

Communication; Resource management; Project logistics; Project scope analysis and development;

Cost / benefit analysis; Price comparison and quoting; Contract negotiation; Contract drafting;

Quality Assurance and client satisfaction validation; financial data processing.

#### TRANSLATION

**Summer 2008: Linguist**, **Tipping Sprung, LLC, New York, NY**

Project administration; Resource management; Quality Assurance with 25 non-Asian languages;

Translation Memory clean-up and maintenance; multilingual glossary building with 32 languages;

DTP quality assurance;financial data processing; and assistance in feasibility research for client

projects.

**2006** **– 2008: Non-linear audio and video editing, Digital Multi Media LLC,** **Cleveland OH**

Image and video capture; digital image editing; storyboard writing; video editing.

**2004 – 2008: Research, script and storyboard writing, Digital Multi Media LLC,** **Cleveland OH**

(Product: City Sights Network, a tourism-based website, historical pages)

**1994 – Currently: Translation, proofreading, Free-lance (France, Belgium, USA)**

- Terminology research and management

- Proficiency with CAT (Computer-Aided Translation) tools

- Areas of specialization include: computer applications and hardware, CPR products, education,

journalism, tourism, communication, cognitive science, pediatrics, literature, spirituality.

**Summer 2001: Professional Consultant**, **Time Keeping Systems, Cleveland, OH**

Quality assurance, software and hardware testing (security systems), translation proofreading.

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##### PROFESSIONAL DEVELOPMENT AND INTERESTS

**Languages :** Native French speaker.

**:** Near native fluency in English with superb writing skills (C2 level per The Common

European Framework of Reference for Languages, an assessment developed by the Language Policy

Division of the Council of Europe).

**:**  Conversational Italian.

**:** Strong experience with and desire to thrive in a multicultural and multiethnic environment.

**Training :** Conversational approach to language instruction.

**:** Adaptive expertise approach to teaching languages.

**:** Project management.

**:** Software and Web site localization.

**:** Terminology research and management.

**Professional**

**development Educational Testing Services, Testing Programs, French Praxis Exams scoring (French teachers’**

**and student certification exams)**

**mentoring** **: 2012-currently:** French Praxis Exam reader, presentational speaking and interpersonal writing.

**Educational Testing Services, College Board, French Advanced Placement Exams scoring**

**(AP French)**

**: 2014 session-** AP reader in French student essays scoring, Cincinnati, OH.

**: 2013 session-** AP reader in French student essays scoring, Cincinnati, OH.

**: 2012 session-** AP reader in French student essays scoring, Cincinnati, OH.

**: 2010 session-** AP reader in French, student recordings scoring, Cincinnati, OH.

**: 2009 session-** AP reader in French, student recordings scoring, Louisville, KY.

**Educational Testing Services, Testing Programs, Georgia Assessment for the Certification of Educators**

**(GACE)**

**: 2014-currently:** Gace reader, presentational speaking and interpersonal writing.

**Educational Testing Services, Testing Programs, Test of English as a Foreign Language**

**(TOEFL)**

**:** **2013-currently:** TOEFL reader, integrated and independent writing.

**Educational Testing Services, Testing Programs, Test of English for International Communication**

**(TOEIC)**

**:** **2014-currently:** TOEIC reader, all speaking tasks.

**Student mentoring**

**: 2000-2005: Faculty advisor for the CWRU student-led club, le Quartier Français**, a club

dedicated to the promotion of the French language and Francophone cultures.

**Conferences**

**: Fall 2012:** Theater in Translation, *Sermons Joyeux*, by J.-P. Siméon, **Le Cercle des Conférences**

**Françaises,** Cleveland OH.

**Computer-based :** PC file managementproficiency, Internet proficiency.

**technologies :** MS Office 2010.

**:**  Non-linear audio and videoediting: Final Cut Pro (Macintosh), Adobe Premiere (PC).

**:** Pagination, DTP: QuarkXPress, Adobe Photoshop, SnagIt.

**:** Translation and terminology management tools: Trados, SDLX, MultiTerm, Passolo.

**:** Learning technologies: Audacity, Wimba (voice authoring), Sharedtalk (language-specific chat room

through Rosetta Stone), LittleBirdTales (book authoring and narration).

**:** Learning management systems: Blackboard Academic Suite.

**Publications**

**June 2007** **:** **Translation into English** of *Un spasme de vacuité*, J.-M. Damais **(fiction novel, 2002),** excerpt

presented at the 2007 Paris Poetry festival by Pierre Joris (USA, France).

**August 2007 : Translation into English** of *Un spasme de vacuité*, J.-M. Damais (fiction novel, 2002), excerpt in

Calquezine, Issue 3, <http://calquezine.blogspot.com/2007/06/jean-marie-damais-from-spasm-of-vacuity.html>

(USA).

**May 2009 : Monograph**, *Défis de la métaphore en traduction : le cas d'un roman inclassable* (186 pages),

VDM Publisher, Verlag Dr. MüllerAktiengesellschaft & Co. KG, Saarbrücken (Germany).

[http://www.amazon.com](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=fabienne%20Pizot-Haymore)

**July 2010**  **:** **Lyrics in English** for The Pascale Gautier Quartet's jazz album (Léna’s Dreams, A Penny for your

Thoughts, Prayer to the Rustling Stars) (France) <http://www.cdbaby.com/cd/PascaleGautierquartet>

(CD release).

**April 2011  :** **Audioguides** (script translated from English into French for recording purposes), Le train jaune du Parc

Régional des Pyrénées Catalanes, part of the French National Parks network, France.

<http://www.parc-naturel-pyrenees-catalanes.com/fr/decouvertes/train-jaune/item/186-les-audio-guides-du-train-jaune>

**September 2014  :** **Interviews** of Senufo diviners, spiritual leaders and artists (FR-EN) for the upcoming exhibit entitled

“Senufo: Art, History and Style in West Africa” (Feb. 2015-May 2015)

<http://www.clevelandart.org/events/exhibitions/senufo-art-history-and-style-west-africa>

**Memberships :** Professional translators’ Web sites:ProZ , Translators' Café.

**:** American Translators Association.

**:** Phi Sigma Iota Honors society.

**Awards :** French Government Merit Scholarship

**Nominations / Honors :** The National Foreign Language Honor Society Phi Sigma Iota.

**:** Nominated for the 2003, 2004, 2005, 2007, 2009, 2012 and 2014 CWRU Wittke Award for Excellence

in Undergraduate Teaching.

**:** Nominated in 2004, 2007 and 2009 *Who’s Who among America’s Teachers*.

**Interests :** Language acquisition, cognitive science, translation studies, history, philosophy, historiography.

**:** Student preparation for the DILF (Diplôme Initial de Langue Française), DELF

(Diplôme Elementaire de Langue Française) and field-specific DALF (Diplôme Avancé de Langue

Française) certifications of language competency developed by the French Ministry of Education and

consistent with the *Common European Framework of Reference for Languages*.

**:** Jazz, contemporary chamber music.

**:** Live theater performances.

**:** Running, kayaking, hiking, swimming.

**Teaching philosophy**

My philosophy of education is based on three major components: 1) Guidance; 2) Independence; 3) Class as a participative democracy. At all levels, I believe in a conversational and adaptive expertise approach, as well as in teaching language by immersion.

1. Guidance (from the teacher)

All teachers should be caring and kind; organized yet able to accommodate all students’ needs, strengths and weaknesses. They should portray an excellent and creative application of curriculum guidelines (“hands on” as well as didactic, fostering critical thinking by implementing the adaptive expertise approach to teaching, and encouraging research).

1. Independence (from the students)

Students should be trained to use their skills in a creative way, and led to develop their critical thinking abilities and independent research skills.

1. Class = a participative democracy (from teachers and students through 1 and 2)

Debates and discussions should be fostered (in the target language, in the context of language classes). Respect for others and for their opinions must be emphasized at all times. A sense of community is then created through help provided by students among themselves (tapping into the student body’s strengths).

I am striving to bring the following to my students and fellow educators:

* Listening skills (emphasizing what is good in any student’s work (valorization of student response as a way to expand knowledge in a caring manner).
* My double enculturation as a French native having adopted (and been adopted by) American culture for 15 years.
* A comparative exposure to the French and English languages and their cultures (including phonetics, linguistics, culture and history).
* Classes taught in the target language (as soon as possible, if in a beginners’ class).
* Some classes taught (according to the topic at hand) through a seminar approach in preparation for the students’ undergraduate experience on the best campuses.
* Field trips (theater, museums, concerts) as part of an indispensable exposure to the cultures and the arts of the Francophone world (a pretext for a good culture class, as culture is part of learning a language).
* A creative approach to instruction while maintaining high academic and didactic standards.
* A good sense of humor in order to break the apprehension some students feel about speaking a foreign language.

I feel that my greatest assets as an instructor are:

* My experience living in the U.S. and in France and the comparative knowledge that ensues.
* My ability to make students thrive in culturally, linguistically, religiously and ethnically diverse environments.
* My desire to develop multidisciplinary approaches to diverse topics.