

SIMON FRASER UNIVERSITY

S.73-35

MEMORANDUM

To SENATE

From ACADEMIC PLANNING COMMITTEE

Subject PROGRAM FOR AN M.A. IN THE
TEACHING OF FRENCH

Date FEBRUARY 20, 1973

MOTION: "That Senate approve, as set forth in Paper S.73-35,
the Program for a Master of Arts in the Teaching of
French."

SIMON FRASER UNIVERSITY

S.73-35

MEMORANDUM

To Senate

From R.D. Bradley, Chairman,
Academic Planning Committee

Subject Program for an M.A. in the
Teaching of French

Date February 22, 1973

At its meeting held on Thursday, February 15, 1973, the Academic Planning Committee recommended approval of the proposed program for an M.A. in the teaching of French.

This program was approved as submitted, with the addition of the statement contained in the attached paper, APC 73-4a, and I am now forwarding it to Senate.

R D Bradley/pl

R.D. Bradley

Attachments

APC 73-4

SIMON FRASER UNIVERSITY

MEMORANDUM

To I. Mugridge, Assistant Academic

Vice President

Subject Proposed Program for the M.A. in the Teaching of French

From H. M. Evans, Secretary

Senate Graduate Studies Committee

Date January 16, 1973

Attached is a proposed program for an M.A. in the Teaching of French which was approved by the Senate Graduate Studies Committee, on January 15, 1973.

The Committee strongly recommended that a joint appointment be made between the Faculty of Education and the Department of Modern Languages.


/cg
Encl.

M. M. Evans
for H. M. Evans

Proposed Program for the M.A. in the
Teaching of French

In response to the suggestions made at an earlier meeting of the Academic Planning Committee, it is proposed that the following addition be made to the section entitled Evaluation and Grading in the proposed calendar entry for the Master of Arts in the Teaching of French. Following section d), section e) will read:

Evaluation of teaching performance. Statement under "aims" and section 3 under "core areas" imply that the student will be expected to acquire not only increased theoretical knowledge of language teaching but also increased practical proficiency. He will therefore be evaluated in this aspect of his work between the first and second sessions and between the second and third sessions of the degree program.


I. Muiridge
February 12, 1973

PROPOSAL FOR AN M.A. IN THE TEACHING OF FRENCH

0.00	Introduction	p. 1
0.01	Preamble	1
1.00	The program	1
1.01	Orientation	2
1.2	Aims	2
1.03	Core Areas	2
1.04	Academic requirements	3
1.05	Enrolment	3
1.06	Statutory powers	3
2.00	Resource requirements	4
2.01	Library	4
2.02	Laboratories and Audio-visual	4
2.03	Offices and classrooms	4
2.04	Student requirements	4
2.05	Faculty	5
2.06	Faculty requirements and duration of program	5
2.07	Credit/contact hours: comparison with other M.A. programs at S.F.U.	7
3.00	Assessment of proposal	8
4.00	Calendar	9
5.00	Evaluation of the program	15
6.00	Conclusion	16
7.00	Course outlines	17
8.00	Appendices:	45
	Appendix I : Statement of DML Graduate Studies Committee	46
	Appendix II : Statement of Faculty of Arts Graduate Studies Committee	47
	Appendix III: Statement on library resources	48
	Appendix IV : Summary outline of program and possible faculty participation	50
	Appendix V : Curricula vitae	51
	Appendix VI : Experimental classroom	
	Appendix VII: Letters from external assessors	
	Addendum:Comments on external assessments	

Proposal for an M.A. in the Teaching of French0.00 Introduction

This proposal is submitted by a Graduate Program Committee of the Department of Modern Languages empowered by the D.M.L. Graduate Studies Committee to accept full academic and administrative responsibilities for the program. (See Appendix I)

This proposal has the approval of the Faculty of Arts Graduate Studies Committee. (See Appendix II)

0.01 Preamble

The program here outlined has been under active discussion and research in the D.M.L. since June of last year. Similar programs in the U.S.A. and the few programs of like nature currently offered in Canada have been carefully analyzed for their weaknesses and for those elements which, over recent years, have tended to make such programs increasingly unpopular amongst language teachers.

Teacher opinion has been elicited through D.M.L. meetings with language teachers and through D.M.L. representation at the most recent meeting of the B.C.T.F. P.S.A. (Teachers of Foreign Language). In the Fall of '71 some 480 copies of an outline proposal and questionnaire were circulated to teachers; more than 90 replies have been received (together with letters, suggestions, criticisms), all expressing enthusiastic support for the ideas presented. This initial outline proposal presented the possibility of a similar program for teachers of languages other than French. However, since some 70 of the respondents expressing interest in the proposal are teachers of French, the proposals committee would like to see the program mounted initially for French teachers only.

Despite the limited dissemination of the initial proposal, interest has been expressed by School Boards in Alberta, by individuals in Washington State, and by a number of language teachers in British Columbia's junior colleges.

The committee believes that the program here presented reflects the innovative spirit proudly boasted by Simon Fraser University; the philosophy, organization, content and evaluation procedures of the program together make it unique.

I.00 The program

The course of studies embodied in this program is envisaged as leading to a Master of Arts in the Teaching of French. This degree is looked upon as a Professional Degree and, as such, as a terminal degree.

The total program is a closely integrated whole without alternate courses or electives. It is designed to be taught intensively

in three consecutive Summer Sessions, each starting in the first week of July.

1.01 Orientation

The program bears in mind the specific and practical needs and the professional objectives of language teachers seeking to improve both their own teaching and qualifications as well as the standard of language teaching within the school system. It takes into account the realities of the language-teaching situation as it applies to Western Canada (and more particularly to British Columbia). The aims of the British Columbia curriculum, namely to produce oral, written, reading and comprehension ability in the school student, are borne in mind, together with the growing tendency towards emphasis on oral ability.

1.02 Aims

In terms of the realities of the teaching situation, the program recognizes that its prospective students are qualified and variously experienced teachers who themselves face the reality of 20, 30 or even 40 years of teaching in classroom situations that are likely to vary from the acceptable, through the discouraging, to the virtually intolerable (and from schools equipped with language laboratories to schools where a tape-recorder is still something of a luxury). The program therefore does not claim to present some unique, sure-fire methodology for the teaching of French; to do so would be presumptuous and would fail to recognize the disparities both in classroom situations and in teacher competence (i.e. from the native speaker of French to the teacher whose control of French is poor).

The aim of the program is to provide the teacher with a sound control and knowledge of French and its systematic structures, with wider insights into the problems of language, language-learning and language-teaching, and with the pedagogical tools which will enable him to make the best of the particular classroom situation in which he has to carry on his daily work. Somewhat more idealistically, the graduates of such a program will be equipped to exert some influence on the questions of curricula and language-planning within their own professional organizations.

1.03 Core areas

- The core areas of the program will be seen to consist of
- i) a knowledge of French (i.e. an oral and written competence),
 - ii) knowledge about French (i.e. a linguistic knowledge about French as a language system), and
 - iii) a knowledge of and a competence in the pedagogical applications of this accrued knowledge to the teaching of French as a second language.

These areas are seen to fall totally within the general competence and fields of interest of the Department of Modern Languages and the specific competence of the faculty members of the Department of

Modern Languages willing to participate in the program. (See below 1.05, Faculty).

1.04 Academic requirements

Each year's work is to consist of a closely integrated program of studies totalling from a minimum of 120 hours in the first year to a possible maximum of 180 hours in the second and third years.

Each year's work consists of one course consisting of components that reflect the core interests. Each year is assigned a total value of 10 credits.

The work of each Summer Session will be evaluated on the basis of a formal examination covering the work of that session. To continue in the program, students must obtain a minimum grade of B each year.

Each year, the individual student who is not a native speaker of French will be given a grade for his own language competence (i.e. knowledge of French rather than knowledge about French). This grade will not be taken into account in arriving at the overall grade for the session. However, the committee feels strongly that the University should maintain the right to withhold the degree from any student who, at the end of the three years, demonstrates a lack of written and oral competence in French, and that the degree be withheld until the student has, on his own responsibility, remedied the deficiency.

At the end of the first and second sessions the teacher will be assigned a project to be carried out in the course of the subsequent school year. This will ensure that the knowledge of each session is applied straight away in the classroom and that there will be a continuity between Summer Sessions. These projects will form part of the assigned grade for the second and third years respectively and will each be assessed 5 credits.

There is no thesis requirement.

1.05 Enrolment

On the basis of current returns, it seems probable that there will be little difficulty in attracting 20 - 25 students to the first year of the program.

1.06 Statutory powers

The Faculty of Arts would exercise statutory powers over the total program.

2.00 Resource requirements

2.01 Library

a) University library

Current library holdings are considered adequate, both in basic texts and in journals. A number of orders are being made through the Department of Modern Languages to cover most recent publications and to fill in minor gaps. Some duplicate orders may be required.

(See Appendix III)

b) Department reading room

In the spirit of maintaining the close-knit unity among a select number of students undertaking intensive coursework, the committee would like to establish its own reading room in the Classroom Complex (i.e. using the already available D.M.L. reading room) and to supply such matter as school language texts, source material and xerox copies of relevant articles. Much of this material is already on hand and much more can be obtained free from publishers and from governmental and educational agencies. However, in order to avoid a slow accumulation of these materials which might vitiate the idea from the start, the committee feels that \$1,000 would be necessary in order to assure this very necessary background and resource material.

2.02 Laboratories and Audio-Visual

There are no requirements in laboratories or in electronic equipment that can not be currently met either by the Department of Modern Languages or by Audio-Visual.

2.03 Office and classroom

There are no additional office requirements.

Classrooms are adequate; there will, however, be a need for at least one experimental classroom.

2.04 Student requirements

a) Residence

In response to a number of requests from teachers, the committee would like to see a university residence made available for the students of this program, where those who so wish could live and

work together thereby providing the possibility of immersion in the French language.

b) Financial aid

Since the majority of students enrolling in the program will probably be teachers already fully employed, there appears to be no urgent need for student financial aid. However, for reasons other than strictly economic, the committee would like the appropriate University authority to consider the following:

- i) A waiver of fees in the subsequent year for one or more outstanding students of the first and second sessions.
- ii) The possibility of a University scholarship for a candidate to the M.A. in the Teaching of French who took his B.A. and/or PDP at Simon Fraser.
- iii) The possibility of federal granting.
- iv) The possibility of the B.C.T.F. establishing a scholarship to the program for a teacher and/or newly graduating Education student.

2.05 Faculty

The following faculty have signified their willingness to participate in the program:

Ch. Bouton, G.L. Bursill-Hall, B. Bartlett, E. Colhoun, H. Hammerly, J. Knowles, N. Lincoln, G. Merler, E.W. Roberts, M. Saint-Jacques, J. Viswanathan, D. Wilson, R. Glass, I. Sawyer.

The curricula vitae of these faculty members and the statement of the length of their involvement with the program is attached as Appendix V.

2.06 Faculty requirements and duration of program

Argument

The faculty requirements are closely linked to the duration of the program; thus, any one year of the program requires 5 faculty members and 2 native informants. However, if new cycles are started in the second and third years of the first cycle, eleven faculty members and at least three native informants would be required by the third year to sustain three programs simultaneously.

In order then, to ensure the completion of one three-year cycle, five faculty and two native informants represent the minimum requirement. At the moment, the following faculty members (Bartlett, Bouton, Merler, Roberts and Viswanathan) have guaranteed their services for the first year of the first cycle.

However, even leaving aside the problems of research semesters, sabbatical leave, normal semester programming, etc. - which make long-term commitment difficult - the interested faculty would like clarification on the following points:

- 1) What is the likely future status of the Summer Semester?
- 2) Can faculty be expected - and will they be allowed - to teach in both the Summer Semester and the Summer Session?
- 3) If yes, in which way do University authorities feel that participating members should be compensated?
- 4) Can faculty be asked to teach in the Summer Session during their Research Semester - if so, under what conditions?

There are many reasons why the program should be looked upon as a continuing program rather than as a 'one-shot' effort or as a series where a second cycle starts only on the completion of the first. Not least among these is the probable effect upon initial enrolments of the fear of unavoidably missing one of the three sessions and then being required to complete it three years later - or worse, of having no opportunity to complete it.

On the other hand, although it would certainly be desirable to start a new cycle each year, the committee recognizes the problem of finding eleven faculty members willing to participate in every Summer Session from the third year of the initial cycle on.

Proposal

The committee would therefore like to propose the following sequence of cycles as the most economical in faculty requirements and which, at the same time, largely avoids the danger of frightening off students from the initial cycle. The sequencing assumes that each faculty member (from 1974 onwards) is teaching at least two components in the Summer Session and will not be required to teach in the Summer Semester as well.

It will be seen that no more than six faculty are required - a far more realistic demand than eleven, especially if the University will consider allowing one visiting faculty member a year. With this in mind, the persons to whom the program has been sent for evaluation (See below, 3.00) have been asked whether they would be interested in participating in the program if so invited.

Proposed sequencing

	1973	1974	1975	1976	1977	1978	
Cycle 1	1: 5 & 2*	2: } 6 & 2*	3: } 6 & 2*				
Cycle 2		1: } 6 & 2*	2: } 6 & 2*	3: } 6 & 2*			
Cycle 3				1: } 6 & 2*	2: } 6 & 2*	3: } 6 & 2*	etc.
Cycle 4	*Native Informant				1: } 6 & 2*	2: } 6 & 2*	
etc.							

In order not to prejudice initial enrolment and in order for a fair evaluation of the program itself to be established, the committee requests that two complete cycles of the program be authorized covering the years 1973, 1974, 1975 and 1976. The decision to continue or discontinue the program would be taken in Fall of 1975; the announcement in the Fall of 1975 of any proposed abandonment of the program would equally work to the least prejudice of the students enrolled.

In the event of concurrent programs being offered, Dr. Ch. [Name] will act as Program Co-ordinator.

2.07 Credit/contact hours: comparison with other M.A. programs at S.F.U.

Based upon a minimum of six full weeks per session, the 30 credit hours attributed to the program represent a minimum of 420 contact hours, with this total going as high as 510 hours (the difference lying in the extra 5 hours per week which may be required of students in Advanced French Usage).

Given that these hours will be of highly intensive nature dealing with a coherent body of material and that, moreover, two projects (10 units) extending over the 20 months between sessions are required, it is felt that the total program of 40 credit hours compares more than adequately with the 30-hour requirement (or 390 contact hours plus extended papers) of academic M.A. programs.

Addendum: Faculty requirements

Projecting the manner in which the faculty required to mount this program over the next four years may be drawn effectively and locally from the pool of individuals willing to participate (see page 5) is made difficult by the following factors:

- 1) The status of a) the Summer Semester (long rumoured to be on its way out)
 b) the Summer Session and its relation - in terms of teaching-load - to the Summer Semester
 c) proposed Intersession.
- 2) The leave-patterns and possible leaves-of-absence/sabatticals of participants.
- 3) The required participation of possible Sessional faculty in the normal Summer Semester programs in French, Spanish and Linguistics.
- 4) The external (i.e. non-DML) funding of the new program.

Projected requirements

These tentative projections are based on the following premises:

- 1) The Summer Semester (with its full, normal DML offerings) is to be maintained.
- 2) Possible participants whose research leave falls in the Summer Semester may participate in the program and will be remunerated by a stipend.
- 3) Possible participants who are required to teach in the normal DML Summer Semester program may:
 - a) divide their teaching-load between the Semester (one 4/5 hour course) and the Session (one 5-hour component)
 - b) teach a normal load in the Semester and accept one 5-hour component in the Session for a stipend.
- 4) Possible participants may (from 1974 on) fulfill a semester's teaching load by teaching two 5-hour components (one in each of the 1st and 2nd or 2nd and 3rd years) of the program.

Of these alternatives 4) is preferable; it does, however, raise difficulties in assuring the normal Summer Semester offerings.

On the basis of these premises the following tentative projections are made for the years 1973-76 inclusive (covering two cycles of the

program - see pages 6-7).

1973 - one stipended Assistant Professor

1974/75/76 - a) one Visiting Professor to teach one component in each of the 1st and 2nd (or 2nd and 3rd) years.

b) three stipended Assistant Professors (to be selected from within the pool where practical, or from outside) to teach one component each in each of the 1st and 2nd (or 2nd and 3rd) years.

At least two Native Informants (with M.A. qualifications) will be required in the first year (with three in subsequent years).

It is to be further hoped that the University will attempt to attract Federal Funds and/or Canada Council funds to facilitate bringing faculty such as those represented by the program's evaluators to the campus.

The Committee would hope to re-evaluate these projections in 1974 in terms of real rather than projected enrolments.

00 Assessment of proposal

Edited copies of the present proposal have been submitted to the following scholars all of whom are active within the field and all of whom are of international repute. They have been invited to submit their appraisal of the program.

- Canada : Professor William F. Mackey, Quebec
Professor Pierre Léon, Toronto
Professor Guy Rondeau, Ottawa
Professor J.-P. Vinay, Victoria
Professor L. Laforge, Montreal
- France : Guy Capelle, Paris
Denis Girard, Paris
B. Quémada, Paris
- U.S.A. : Professor Cl. L. Bourcier, Middlebury College (Graduate
School in France)
H. L. Lane, Michigan
Professor R. L. Politzer, Stanford
Professor A. Valdman, Indiana
Professor M. Cowan, Cornell

(See appendix for replies, and Addendum - last page of this document - for changes made in relation to replies).

4 00 Calendar

Program description

The following outline specifies a program of studies leading to a Master of Arts in the Teaching of French. The total program is a closely integrated whole allowing no alternate courses or electives. It is designed to be offered intensively in three consecutive Summer Sessions, each starting in the first week of July.

Each year's work - varying from a minimum of 120 hours in the first year to a possible maximum of 180 hours in the third year - is assigned a total value of 10 credits. At the end of the first and second year a project will be assigned to students for implementation and assessment in the course of the school year. The report on this project will form part of the grade of the second and third years respectively.

Orientation

The program bears in mind the specific and practical needs and the professional objectives of language teachers seeking to improve both their own teaching and qualifications as well as the standard of language teaching within the school system. It takes into account the realities of the language-teaching situation as it applies to Western Canada (and more particularly to British Columbia). The aims of the British Columbia curriculum, namely to produce oral, written, reading and comprehension ability in the school student, are borne in mind, together with the growing tendency towards emphasis on oral ability.

Aims

In terms of the realities of the teaching situation, the program recognizes that its prospective students are qualified and variously experienced teachers who themselves face the reality of 20, 30 or even 40 years of teaching in classroom situations that are likely to vary from the acceptable, through the discouraging, to the virtually intolerable (and from schools equipped with language laboratories to schools where a tape-recorder is still something of a luxury). The program therefore does not claim to present some unique, sure-fire methodology for the teaching of French; to do so would be presumptuous and would fail to recognize the disparities both in classroom situations and in teacher competence.

The aim of the program is to provide the teacher with a sound control and knowledge of French and its systematic structures, with wider insights into the problems of language, language-learning and language-teaching, and with the pedagogical tools which will enable him to make the best of the particular classroom situation in which he has to carry on his daily work.

Core areas

- The core areas of the program will be seen to consist of
- i) a knowledge of French (i.e. an oral and written competence),
 - ii) knowledge about French (i.e. a linguistic knowledge about French)

- as a language system) and
 (iii) a knowledge of and a competence in the pedagogical applications of this accrued knowledge to the teaching of French as a second language.

Admission requirements

The titles B.A. and B. Ed. as used below are assumed to imply either a four or five year program. Teachers must accept the responsibility of determining what this M.A. added to their current academic and professional qualifications will mean in terms of Teacher Certification.

- a) A B. A. or B. Ed. with a 3.0 CGPA or a B average. The degree should include French as a major or minor, or a minimum of two years of French coursework.
- b) Native speakers of French (with a B.A. or B. Ed. of appropriate level) may apply for consideration.
- c) Teachers with a B.A. or B. Ed. of appropriate level but with no university courses in French, who have nevertheless taught French in any Canadian educational system for a minimum of three years, may apply for consideration.
- d) Teachers who meet all the requirements listed under a) above except for the 3.0 CGPA or B average may apply for consideration if they can give evidence of outstanding competence in the teaching of French.

Course description

First year

D.M.L. 600 (10)

Components and their description:

Advanced French Usage (5 - 10 hours per week)

This component will deal with the cultural context of the French language. It will be based on an examination of the French and French-Canadian contemporary scenes. Its purpose is twofold:

first, to investigate the relationship between language and culture, to seek ways of presenting cultural material, to broaden the teachers' understanding of French and French-Canadian culture: second, to enhance the individual's control of French as a spoken and written language. With this latter aim in mind, an extra five hours per week of highly-structured conversation classes will be required of those whose competence in French is considered inadequate.

Language analysis (5)

A practical approach to English/French pronunciation. An introduction to phonetics and the general principles of language analysis. The aim of this component is to acquaint students with a working knowledge of the fundamental principles of language analysis - primarily phonetics, linked directly to varieties of French and English. It will also acquaint them with the applicational value of analytical methods valid for all languages and language pedagogy. The fact that the methods are general in this sense will aid those teachers of French who have neither French nor Anglo-Saxon backgrounds and, also, those whose pupils are of a non-French/non-English linguistic background, as is often the case in British Columbia.

The structure of French I (5)

A general comparison of certain facets of the grammars of spoken and written French, together with a study of their pedagogical implications for teaching a curriculum whose objectives include competence in speaking, reading and writing.

Seminar in applications to second language acquisition and teaching I

This component aims at applying the knowledge acquired within the program to teaching. It will place special emphasis on the language-learner and on such topics as the differences between native and second language acquisition, the process of second language acquisition, its psychological basis and the characteristics of language acquisition at different levels.

Second Year

DML 601 (10)

Components and their description:

Advanced French Usage (5 - 10)
as in first year

Contrastive study of French and English (5)

A study and specification of the difficulties that face the English-speaking teacher and pupil in approaching French as a

target language. The structural contrasts will cover phonological, morphological, syntactical and semantic organization.

The structure of French II (5)

A detailed examination of a structural description of French grammar which can itself be used for the articulation of pedagogic grammars and presentations aimed at teaching oral, written and reading competence in the school classroom.

Seminar in applications to second language acquisition and teaching II (5)

As in the first year, but with emphasis on the pedagogical implications as they affect the teacher and his teaching.

Technological aids in language teaching (5)

Principles and practice of the use of the language laboratory, radio, television, visual aids and programmed learning in second language teaching.

Third Year

DML 602 (1)

Components and their description:

Advanced French Usage (5 - 10)

As in the preceding years, but in content aiming at a synthesis of cultural knowledge as this relates to France and French-Canada. This component maintains the second of its initial objectives, namely to ensure the student's control of spoken and written French.

French as the language of instruction (5)

Programming the use of French as the language of instruction in the classroom.

The Structure of French III (5)

A practical and analytical approach to the study of variants in the grammar and vocabulary of French as characteristic of specific types of usage and as an introduction to the notions of dialects and styles. This component aims at giving the student a knowledge of the basic stylistic possibilities of French and at providing him with a sufficient basis for organizing the progression through French structures and vocabulary in his teaching of French as a second language.

Experimental language teaching (5)

Language teaching in specific classroom situations, the preparation of teaching materials, methods of presentation, individualized instruction, group teaching. Program planning and the use of an experimental classroom.

Language testing, grading and evaluation (5)

Principles and practice of the construction and administration of second language tests, and of grading and evaluation.

Projects

Project I (5) to be carried out between the first and second sessions.

These projects - set up individually - will deal with the study and documentation of the problems related to the behaviour of the language learner. An outline of the project must be submitted by December 15 and the definitive project must be submitted by the following June 1.

Project II (5) to be carried out between the second and third sessions

These projects will be directed at the practical problems encountered in the preparation of classroom material and evaluation procedures. The same regulations apply as for Project 1.

Evaluation and grading

- a) By formal examination covering the work of the session.
- b) By faculty evaluation of the individual student. Each student will receive from the committee a written statement about his progress with suggestions for remedying weaknesses apparent from his achievement in the session.
- c) The work of each session will receive one letter grade. To continue in the program, a student will be required to attain a minimum of B in each of the first two years. To graduate, the student will be required to attain a minimum of B in each of the three years; a student attaining less than B in the third year may be required to re-enrol in the third year in order to graduate. A student attaining less than B in the first or second years will be required to withdraw from the program.
- d) Each year the individual student who is not a native speaker of French will be given a grade for his own language competence (i.e. knowledge of French rather than knowledge about French, its grammatical systems and structures, etc.). This grade will not be taken into account in arriving at the overall grade for each session. However, the Faculty of Arts Graduate Studies Committee maintains the right to recommend the withholding of the degree from any student who, at the end of the three years and irrespective of his grades within the total program, demonstrates an

unsatisfactory level of written and oral fluency in French, until such time that the student has, on his own responsibility, but under advisement from the faculty, remedied the deficiency.

Transfer Credit and Advanced Placement

The prospective student will appreciate that the course requirements represent a closely-integrated program of studies presented intensively. The aim of the program is a body of knowledge and of methods - not a number of credits.

Given the difficulty of equating courses taken perhaps a number of years ago at varying universities with any component of the present program, no transfer credit and no advanced placement will be allowed.

However, the student who feels that he is already competent within the field covered by a specific component because of course work taken elsewhere, is at liberty to not attend the hours devoted to that component, on the clear understanding that he will nevertheless be subject to examination in that area at the end of the session.

In short, the prospective student who has already attained credit elsewhere, may be content to know that he starts from a position of strength.

The M.A. degree awarded upon the successful completion of this program is regarded as a professionally-oriented degree. As such it is also a terminal degree, inasmuch as the holder is not automatically permitted to enrol in any of Simon Fraser University's current doctoral programs.

End of calendar entry

5.00 Evaluation of the Program - External and internal

External evaluation - Argument

The success of the program as a whole can be judged only in terms of the changes that it effects upon the teaching habits of the candidates to the degree. In common with the Faculty of Education in its pedagogic programs, this Committee recognizes the importance of a well-organized and sustained program of visitation during the two school-years covered by the program. Despite the difficulties presented by the probability that students enrolling in the program will eventually be from outside British Columbia, the Committee would like to see such a program of visits built in as an integral part of the program.

Members of the Department of Modern Languages faculty participating in the program will undertake such visits where practical. However, given the difficulty of DML members fully committed to their 'normal' semester duties to travel extensively to cover a student-body widely distributed geographically, we would be pleased to avail ourselves of the Faculty of Education's entrée to the school system in terms of the evaluation of their own students.

Proposal

Each year, the Faculty of Education (in consultation with the DML) will employ at least one French teacher (with an M.A. or M. Ed.) as a Faculty Associate for a period of five semesters. Commencing immediately in July, the Associate will participate in the M.A. program (in a role to be determined in consultation with the Associate). His participation in the first and second years of the program will place him in a position to evaluate the practical effects of the program in the first and second school-years as part of his supervision duties in the Faculty of Education.

6.00 Conclusion

Teachers take graduate degrees for a variety of reasons;

amongst these is the often overlooked fact that a return to university provides them with an intellectually-stimulating and revitalizing respite from the routine and frustrations of daily teaching.

The intensive nature of the program can be one of its major virtues; the common interests of the students, their common and necessarily high motivation, the physically centralized work-area (i.e. classrooms, labs. and reading-room), the possibility of a university residence providing the opportunity for their own French-speaking and French-oriented 'community', all contribute to the possible development of an esprit de corps which could be of great significance. These teachers could indeed regard themselves as a 'community of scholars'.

The members of this Proposals Committee are well aware of the fact that, in such a program, Simon Fraser University will itself be on trial; the frequently jaundiced attitude of the professional schoolteacher to the (for him) soi-disant university expert requires that our own pedagogy be beyond reproach.

Respectfully submitted,

B. E. Bartlett (Chairman)
Ch. Bouton
H. Hammerly
G. Merler
E. W. Roberts

7.00 Course Outlines

First Year - D.M.L. 600 (10 credits)Component Title: Advanced French UsageHours per week : 5General Description:

- a) A study of the cultural context of the French language. An examination of the French and the French-Canadian contemporary scenes.
- b) A structured development of the individual's control of French as a written and a spoken language.

Purpose of the component within the program:

- a) To investigate the relationship between language and culture, to seek ways of presenting cultural material, to broaden the teachers' understanding of the French and the French-Canadian culture.
- b) To enhance the individual's control of French as a spoken and a written language.

Detailed Breakdown:

a) 1 hour per week for cultural presentation. Topics:

- i) perspectives on social life in Canada and in France (population, work, leisure, country, city living)
- ii) perspectives on cultural life in Canada and in France (the arts and the literature)
- iii) perspectives on political life in Canada and in France (nationalism, regionalism)

4 hours per week for discussions and elaboration based upon topic of the week lecture. Topics:

- i) (social life) Individual conscience and group conscience; class conscience (forms of politeness); family life; urban and country living, isolationism.
 - ii) (cultural life) Visual image as a precursor to the written word; music as an expression of nationalism; psychology of perception; representation of reality and stylization.
 - iii) (political life) Regionalism and universalism; possibility of dual existence; perception of time present and past; fiction and reality.
- b) 5 hours per week of highly structured conversation and composition.

Suggested Bibliography:Specific:

- | | |
|---------------------|---|
| Montherlant, | <u>Les célibataires</u> |
| Stendhal, | <u>Le rouge et le noir</u> |
| Guevremont, | <u>Le survénant</u> |
| Roy, | <u>La petite poule d'eau</u> |
| auriac, | <u>Le noeud de vipères</u> |
| Sarraute, | <u>Martereau</u> |
| Carrier, | <u>La guerre, yes Sir</u> |
| Blais, | <u>Une saison dans la vie d'Emmanuel</u> |
| Carduner & Benamou, | <u>Le moulin à paroles</u> (méthode avancée de
conversation et de composition) 1963) |
| Thoreval, J. | <u>Les grandes étapes de la civilisation
française, 1968</u> |
| Parker & Grigaut, | <u>Initiation à la culture française, 1963</u> |
| Richaud G., | <u>Manuel de civilisation française, 1965</u> |
| Bergeron L., | <u>Manuel d'histoire du Québec, 1970</u> |
| Pelletier, G., | <u>La crise d'octobre, 1971</u> |
| Vallières, P., | <u>Nègres blancs d'Amérique, 1971</u> |

First Year - D.M.L. 600 (cont.)Component Title: Language AnalysisHours per week : 5General Description:

A practical approach to English/French pronunciation. An introduction to phonetics and the general principles of language analysis.

Purpose of the component within the program:

1. To enable the candidates to discern and describe aspects of their own and others' pronunciation of French and English. The phonetic system to be used will be mainly that of the International Phonetic Association.
2. To provide the candidates with a relatively clear-cut framework for practising corrective phonetics for themselves and in their own classes and, thus, be more aware of the nature of pronunciation problems and the means of diagnosing, describing and correcting them. The use of the laboratory will also be discussed.

Detailed Breakdown:

1. Three hours maximum on learning the basic structures and workings of the human speech producing apparatus. The nature of the results of the apparatus in operation. The fundamental principles of speech segmentation and synthesis.
2. Introduction of the International Phonetic Association's Consonant and Vowel chart and the specification of those for English and French varieties. Description of consonants, vowels, stress, intonation, rhythm etc... Contrastive material selected from the two languages.
3. Continuation of Part 2 and the introduction of transcription, reading and transliteration exercises - in class and in the laboratory. Examination of the phonetic transcriptions used in various texts and dictionaries. See Bibliography below.
4. Practice in the use of diagnosis of pronunciation errors, difficulties etc. Concentration on:
 - a) Consistent specification of diagnoses
 - b) Construction etc. of diagnostic charts.
 Continuation of transliteration in both languages.

Suggested Bibliography:

- General: The Principles of the International Phonetic Association.
 R. M-S Heffner, General Phonetics, 1952, Madison, Wisc.
 D. Abercrombie, Elements of General Phonetics, 1967, Chicago, Aldine Press.
- Specific: P. and M. Leon, Introduction à la phonétique corrective.
 L. Armstrong, The Phonetics of French, 1932, London, Bell's Class Handouts
 A. C. Gimson, An Introduction to the pronunciation of English, 1962, E. Arnold, London.
- Dictionaryes: A Dictionary of Canadian English
 English pronouncing dictionary by D. Jones
 The Concise Oxford French dictionary
 A pronouncing dictionary of American English (Kenyon and Stott)

First Year - D.M.L. 600 (cont.)Component Title: The Structure of French IHours per week: 5General Description:

A general comparison of certain facets of the grammars of spoken and written French.

Purpose of the component within the program:

To establish the need for different pedagogic grammars as the basis of pedagogic techniques designed to produce oral, writing and reading competence.

Detailed Breakdown:

1. Types of grammar and their purpose.
2. The relationship between oral and written grammars.
3. The relationships between content and expression.
4. Expression as speech and as writing.
5. Redundancy and economy; Language as a variety of codes.
6. The structure of various French systems and sub-systems from both an oral and written viewpoint:

Noun group,
Verb group,
Adjective system,
Sentence structure,
Emphatics, etc.

Suggested Bibliography:References:

Chevalier, J.C. and Arrivé, M.

La Grammaire Larousse, Paris.

Grevisse, M.

Le Bon Usage, Paris

Fouché, P.

Traité de prononciation
française, Paris, 1959

Lévesque J. et al,

Précis méthodique de
grammaire française, Montreal,
1966.

Fries, C.C.

Linguistics and reading,
New York, 1962

First Year - D.M.L. 600 (cont.)

Component Title: Seminar in Applications to Second Language Acquisition and Teaching I

Hours per week : 5

General Description:

Applications of knowledge acquired in current courses to teaching, with special emphasis on the language learner and on such topics as the differences between native and second language acquisition, the process of second language acquisition, its psychological basis, and the characteristics of language acquisition at different levels.

Purpose of the component within the program:

To improve the teacher's understanding of the learner's behavior in second language acquisition with a view to developing the appropriate pedagogical approaches.

Detailed Breakdown:

1. Language learning as opposed to other forms of learning.
2. Second language learning as opposed to native language learning.
3. Some facts about the neuro-physiology of language acquisition and use and about the mechanism of linguistic interference.
4. The process of second language acquisition at the beginning level.
5. The process of second language acquisition at the intermediate and advanced levels.

Suggested Bibliography:Required Texts:

- | | |
|---------------|---|
| Lado, Robert | <u>Language Teaching - A Scientific Approach.</u> |
| Rivers, Wilga | <u>The Psychologist and the Foreign Language Teacher.</u> |

References:

1. Angelergues, R. and Hécaen, H., La pathologie du langage. (Paris: Larousse)
2. Bar-Adon, A. & W. Leopold (Eds.), Child Language - A Book of Readings. (Prentice-Hall)
3. Bouton, Charles P. Les mécanismes d'acquisition de la langue française et de la langue étrangère chez l'adulte. (Paris: Klincksieck)
4. Chauchard, Paul, Le cerveau et le langage. (Presses universitaires de France, collection Que sais-je?)
5. DeCecco, John P. (Ed.) The Psychology of Language, Thought and Instruction. (New York: Holt, Rinehart, Winston, 1967)
6. Penfield, W. & L. Roberts, Speech and Brain Mechanisms. (Princeton, 1959)

First Year - D.M.L. 600 (cont.)

Project I (Dealing with theoretical aspect of second-language learning and teaching) (5)

Between the first and second summer sessions the student-teachers will carry out a theoretical project. Since the first session's Seminar in Applications to Language Acquisition and Teaching deals with problems of theory and particularly with those which are related to the behaviour of the language learner, the student-teacher will be asked to apply this knowledge to the study of his own pupils. Some examples of projects are the following:

a) Psychological Approach

- The Motivation of the Second Language Learner
- The Inhibitions of the Second Language Learner
- The Ethnic Attitudes of the Second Language Learner
- Success as a Motivation of the Second Language Learner
- Reasons for Attrition in the Second Language Program, etc.

b) Linguistic Approach

- Problems of Interference in Pronunciation
- Problems of Interference in Grammar
- Problems of Interference in Vocabulary
- Interference
 - i) Between the Mother Tongue and the Second Language, and
 - ii) Within the Second Language
- Processes of Acquisition of the System of the Second Language (examples: the acquisition of the morphology of regular verbs and its command; the command of pronunciation and of speaking in conversational situations), etc.

These personal research projects will be conducted according to the following guidelines:

- (a) Selection of the topic at the end of the first summer session in consultation with a faculty member.
- (b) Submission of an outline of the project by December 15 of the same year.
- (c) Submission of the completed project by the first of June, before the opening of the second session.

The same regulations will apply to the second year project.

Second Year - D.M.L. 601 (10 credits)Component Title: Advanced French UsageHours per week : 5 - 10General Description:

- a) A study of the cultural context of the French language. An examination of the French and the French-Canadian contemporary scenes.
- b) A structured development of the individual's control of French as a written and a spoken language.

Purpose of the component within the program:

- a) To investigate the relationship between language and culture, to seek ways of presenting cultural material, to broaden the teachers' understanding of the French and the French-Canadian culture.
- b) To enhance the individual's control of French as a spoken and a written language.

Detailed Breakdown:

- a) 1 hour per week for cultural presentation. Topics:
 - i perspectives on social life in Canada and in France (economy and education)
 - ii perspectives on cultural life in Canada and France (theater and cinema)
 - iii perspectives on political life in Canada and in France (key figures and issues)
- 4 hours per week for discussions and elaboration based upon topic of the week lecture. Topics:
 - i (social life) Is the Frenchman a penny pincher? Education, a worthy investment?
 - ii (cultural life) Theater and society. Cinema as a creator of national identity.
 - iii (political life) The men that rocked the cradle. Peace and revolution.
- b) 5 hours per week of carefully directed conversation and composition.

Suggested Bibliography:Specific:

Loranger,	<u>Double jeu</u>
Tremblay,	<u>Les belles soeurs</u>
Jasmin,	<u>Ethel et le terroriste</u>
Ionesco,	<u>Macbeth</u>
Juras,	<u>Hiroshima mon amour</u>
Théâtre du Soleil,	<u>1789 la révolution doit s'arrêter à la perfection du bonheur</u>
Motherlant,	<u>La ville dont le prince est un enfant</u>
	<u>Les insolences du frère Untel</u>
Frantschi & Bouygnés,	<u>Pour et contre</u> , manuel de conversations graduées

General:

Paul Valéry,	<u>Regards sur le monde actuel</u>
L. La Pierre,	<u>Québec hier et aujourd'hui</u> , 1967
J. Fast,	<u>Body Language</u> , 1970
E. T. Hall,	<u>The Silent Language</u> , 1959
E. Souriau,	<u>La correspondance des arts</u> , 1969
R. Barthes	<u>Système de la mode</u>
J. Paris,	<u>L'espace et le regard</u> , 1965

25.

Second Year - D.M.L. 601 (cont.)

Component Title: Contrastive study of French and English

Hours per week: 5

General Description:

A specification of the types of linguistic interference that face the English-speaking teacher and pupil in approaching French as a target language.

Purpose of the component within the program:

To underscore the crucial point that differences in language structuring at the phonological, morphological, syntactic and semantic levels constitute the formal interferences that give rise to the psychological difficulties faced in the learning of a second language.

Detailed Breakdown:

Contrastive analyses of French and English in relation to:

1. Phonology, phonetics.
2. Stress, intonation, juncture, liaison, ellision, suprasegmentals.
3. Morphology of word-classes and grammatical systems.
4. Syntactic structures: word-group to sentence; sequence and order.

Suggested Bibliography:

- | | |
|-----------------|--|
| Valdman, A. | <u>Trends in Language Teaching</u> , McGraw Hill, 1966. |
| _____ | <u>Applied Linguistics, French</u> , Heath, 1961. |
| Politzer, R. | <u>Teaching French: A Linguistic Orientation</u> , Walthaen, 1960. |
| Di Pietro, R.J. | <u>Language structures in contrast</u> , Rowley, 1971. |

Lado, R.

Linguistics across Culture, Ann Arbor,
1957.

Brière, E.

A Psycholinguistic Study of Phonological
Interference, The Hague, 1968.

Second Year - D.M.L. 601 (cont.)Component Title: The Structure of French IIHours per week: 5General Description:

The establishment of a basic pedagogic grammar of French which envisages the three-fold goal of the teaching of French, e.g. oral, reading and writing competence.

Purpose of the component within the program:

To manipulate the concepts of content and expression into a basic working grammar that may be used in the classroom for pedagogic presentations relating to speaking, reading and writing French.

Detailed Breakdown:

1. Review of 'meaning' - semantics as opposed to grammatical information; morphemes and grammatical markers; features.
2. Noun systems, Verb Systems, Tense.
3. Relational systems: prepositions and prepositional groups.
4. Pronoun systems.
5. Affirmation, Negation, Interrogatives, Emphasis.
6. Homonymy, homophony, synonymy, etc.

Suggested Bibliography:References: as for first year.Richer, E., Français parlé, français écrit, Paris, 1964

Second Year - D.M.L. 601 (cont.)

Component Title: Seminar in Applications to Second Language Acquisition and Teaching II

Hours per week : 5

General Description

Continuation of the first year Seminar in Applications to Language Acquisition and Teaching with special emphasis on the teacher; that is, the pedagogical consequences of the first year seminar.

Detailed Breakdown:

1. Pedagogical applications of the psychology of learning to the teaching of a second language: motivation, activity, and cognition.
2. Survey of main second language methodologies and their evaluation.
3. Pedagogical approaches in regard to the neurophysiological basis of language learning:
 - a) priority of hearing and speaking,
 - b) perception of reality and linguistic structures, and
 - c) habit formation and speech automatism.
4. The teaching of pronunciation, grammar, and vocabulary to beginners.
5. Specific problems of teaching at the intermediate and advanced levels.

Suggested Bibliography:

Required Texts:

- Politzer, Robert Teaching French - An Introduction to Applied Linguistics (New York: Blaisdell, 1965).
- Valdman, Albert (ed.) Trends in Language Teaching (New York: McGraw-Hill 1966).

References:

1. Brooks, Nelson, Language and Language Learning (Second Edition) (New York: Harcourt, Brace and World, 1964).
2. Mackey, William, Language Teaching Analysis (London: Longmans, 1965).

Second Year - D.M.L. 601 (cont.)

Component Title: Technological Aids in Language Teaching

Hours per week : 5

General Description:

Principles and practice of the use of the language laboratory, radio, television, visual aids and programmed learning in second language teaching.

Purpose of the component within the program:

To acquaint the teachers with modern technical devices and their use.

Detailed Breakdown:

1. The use of common technological aids in the classroom:
 - a) The tape-recorder,
 - b) Blackboard and felt board, and
 - c) Slide and filmstrip projectors.
2. The language laboratory:
 - a) Different types of facilities and their use.
3. The language laboratory:
 - b) Specific training in the use of a language laboratory, and
 - c) Monitoring.
4. Optional and integrated use of audio-visual aids: slides, filmstrips, movies, radio, and television.
5. Practice in the preparation of audio-visual aids.
6. Programmed learning.

Suggested Bibliography:

Required Text:

Stack, Edward M. The Language Laboratory and Modern Language Teaching (Revised Edition) (New York: Oxford University Press, 1966).

References:

1. Barrutia, Richard, Language Learning and Machine Teaching. (Philadelphia: Center for Curriculum Development, 1969).
2. Hocking, Elton, Language Laboratory and Language Learning. (Washington, D.C.: Department of Audiovisual Instruction of the National Education Association of the United States, 1964).
3. Léon, Pierre, Laboratoire de langues et correction phonétique - Essai méthodologique. (Paris: Didier, 1962).
4. Rondeau, Guy, Linguistique appliqué à l'enseignement des langues. (Montreal. Centre Educatif et Culturel, 1965).

Second Year - D.M.L. 601 (cont.)Project II (Practice and application) (5)

The project will be closely related to the teaching of the second summer session and may be used in the third summer session. Generally speaking, the main goal of this project will be to help the teacher to improve his teaching according to the better knowledge he has previously acquired of the pupil's behaviour. Some examples of projects are the following:

(a) Preparation of Teaching Aids

- Feltboard pictures
- Slides and filmstrips
- Tapes, etc.

(b) Preparation of Linguistic Materials

- Presentation of specific phonological, grammatical and lexical points
- Programming of exercises in relation to specific difficulties
- Planning of a linguistic progression, etc.

(c) Evaluation Materials

- Measuring achievement after given periods of time
- Control of acquisition
- Evaluation of the four language skills, etc.

The teacher will be expected to experiment in his own classroom with the materials he is preparing and a faculty member may visit him at this time. In any case, the evaluation of these materials will take place during the third summer session.

Third Year - D.M.L. 602 (10 credits)Title of component: Advanced French UsageHours per week : 5 - 10General Description:

- a) A study of the cultural context of the French language. An examination of the French and the French-Canadian scene.
- b) A structured development of the individual's control of French as a written and a spoken language.

Purpose of the component within the program:

- a) To formulate a synthesis of cultural knowledge as it relates to France and to Québec.
- b) To assure a good command of French as a spoken and a written language.

Detailed Breakdown:

- a) 3 hours per week for cultural presentation. Topics of a comprehensive nature to be determined by students and teacher. Students will be able to apply previously acquired knowledge to specific classroom situations.
2 hours per week for discussion and evaluation of presentation.
- b) 5 hours per week of carefully guided oral and written practice.

Suggested Bibliography:Specific:

Examination of textbooks and teaching aids. Titles to be found in American Council on the Teaching of Foreign Languages publications,

ACTFL Annals

R. J. Nelson

Reading Expository French, 1965

Katz & Hall,	<u>Explicating French texts</u> , 1970
Youngren,	<u>Semantics, Linguistics and Criticism</u> , 1972
Butor,	<u>Les mots dans la peinture</u> , 1969
Sanders, Rice, Cantillon,	<u>Synthesis</u> , 1972 responses to literature
Carlut & Brée,	<u>France de nos jours</u> , 1957
Beaujour & Ehrmann,	<u>La France contemporaine</u> , 1965

Third Year - D.M.L. 602 (cont.)Component Title: French as the Language of InstructionHours per week : 5General Description:

Programming the use of French as the language of instruction in the classroom.

Purpose of the component within the program:

To help the teacher organize a linguistic progression of the French grammatical and lexical units and define this progression on the basis of a contrastive analysis of the two languages.

Detailed Breakdown:

1. What the mother tongue represents in the linguistic behaviour of the student:
 - a) a body of linguistic patterns,
 - b) a body of speech habits. Relationship between perception, conceptualization, and linguistic patterns. Mechanisms of speech production.
2. The language to be taught:
 - a) as a body of linguistic patterns and
 - b) as a body of speech habits. A study of some examples of differences between the two languages as they relate to (1) perception and (2) conceptualization.
3. Pedagogical consequences:
 - a) contrastivity as a search for differences between the two languages and,
 - b) contrastivity as a search for similarities between the two languages. Advantages and disadvantages of these two approaches. Practical examples.
4. A study of programming French for English-speaking students at the first level of acquisition (on the basis of the first three weeks of this course). From similarities to differences.

5. An exhaustive presentation of the pedagogical approach to French grammatical and lexical units at the first level.
6. The problems of the linguistic progression at the second level: decreasing importance of the linguistic patterns of the mother tongue and increasing importance of the discrepancies between systematic and stylistic treatments of the second language. Conclusions.

Suggested Bibliography:

References:

Vinay (J.P.) and Darbelnet (R.) Stylistique comparée du français et de l'anglais - Montreal Didier.

Third Year - D.M.L. 602 (cont.)Component Title: The Structure of French IIIHours per week : 5General Description:

A practical and analytical approach to the study of variants in the grammar and vocabulary of French as characteristic of specific types of usage and as an introduction to the notions of dialects and styles.

Purpose of the component within the program:

To give students a knowledge of the basic stylistic possibilities of French and to give them a sufficient basis for organizing a progression through French structures. The component also aims at helping the student to acquire a sufficient understanding of the varieties of French with regard to geographical, social, cultural and psychological parameters.

Detailed Breakdown:

1. Language and discourse; discourse, communication and expression.
2. The notion of personal, geographic and stylistic variants, as opposed to non-linguistic, non-functional paralinguistic variations.
3. Practical studies of samples of discourse.
4. A systematization of the stylistic effects of grammatical variants.
5. A systematization of the stylistic variants in vocabulary.
6. Applications to the teaching of French.

Suggested Bibliography:

Bouton, Ch.P.

"Esquisse d'une systématique des traitements stylistiques de la phrase française," in Mélanges P. Fouché, Klincksieck.

- Bally, Ch. Traité de stylistique française, Klincksieck.
- Sauvageot, A. Les procédés expressifs du français contemporain, Klincksieck.
- Le Hir, Y. Analyses stylistiques, Armand Colin.
- Vinay, J.-P. et Darbelnet Stylistique comparée du français et de l'anglais, Didier.

References:

- Foucault, M. Les mots et les choses, Gallimard.
- Matoré, G. L'espace humain, de La Colombe.

Third Year - D.M.L. 602 (cont.)

Component Title: Experimental Language Teaching

Hours per week : 5

General Description:

Specific classroom situations, the preparation of teaching materials, methods of presentation and individualized instruction. Use of an experimental classroom. Program planning.

Purpose of the component within the program:

To allow the teacher to improve his teaching materials and their presentation.

Detailed Breakdown:

1. Presentation of teaching materials.
2. Preparation of teaching materials, practice teaching and discussion.

Suggested Bibliography:

None.

Third Year - D.M.L. 602 (cont.)Component Title: Language Testing, Grading and EvaluationHours per week : 5General Description:

Principles and practice of the construction and administration of second-language tests, and of grading and evaluation.

Purpose of the component within the program:

To enable the teacher to use prepared tests and to prepare his own.

Detailed Breakdown:

1. General principles of testing and of second-language testing in particular.
2. Evaluation of different types of tests at different levels.
3. The practical preparation of tests. Test item analysis. Grading.
4. Practical applications.

Suggested Bibliography:

Valette, Rebecca Modern Language Testing - A Handbook
(New York: Harcourt, Brace and World, 1967).

References:

Lado, Robert Language Testing, (London: Longmans, 1961).

8.00 Appendices

Appendix I

This is to confirm that the Graduate Program Committee consisting of the members making this submission has been established by the Graduate Studies Committee of the Department of Modern Languages, and is authorized to accept full academic and administrative responsibility for the proposed program.



Chairman,
D.M.L. Graduate Studies
Committee

APPENDIX IIILIBRARY RESOURCES

Following is a breakdown of the study areas covered by the program, together with the Proposals Committee's assessment of library resources in relation to each. Some new orders are currently being placed through the Department of Modern Languages; if the program is accepted, a graduate student will be employed in the Fall Semester to examine holdings in detail in relation to a general bibliography and in relation to the bibliographical requirements as specified in course outlines.

1. French/French-Canadian literature and culture

Current holdings are more than adequate.

2. French language

- a) Source material for the students' competence in French, i.e. reference works, bibliographies, dictionaries, grammar references, manuals on stylistics and usage, vocabulary and lexicological studies, manuals on composition, etc.

Current holdings are more than adequate.

Source material for students' knowledge about French, i.e., phonology, phonetics, morphology, syntax, structural descriptions, contrastive studies with English, semantics, basic vocabulary studies, etc.

Current holdings are more than adequate, but some duplicates may be required.

3. General and applied linguistics

Current holdings are adequate. Several new journals in the field of applied linguistics may be required.

4. Educational psychology

- a) General. The current 500 plus holdings are more than adequate.
- b) Language-learning. Recent publications appear to be adequate. Very recent texts are now on order; some not so recent but still important texts will be required. Some duplication may be required. Journal holdings are adequate.

5. Language teaching/methodology

General holdings are adequate. Some duplication may be required as well as some recent works. Several journals (e.g. Le français dans le monde, Passe-partout, Tendances) will be required.

REPORT ON SIMON FRASER UNIVERSITY LIBRARY
CAPABILITY TO SUPPORT A PROGRAM IN
FRENCH LANGUAGE AND LINGUISTICS AND METHODOLOGY
OF TEACHING

Submitted by Aleksandra Wawrzyszek
Humanities Librarian
4 August, 1972

The following is an analysis of library resources in the field of French language and linguistics in relation to the Graduate Study Proposal's Committee for a new course, intensive training of teachers of French, projected for 1973, and conducted in the later part of July, 1972.

The collection was surveyed as to its monograph and serial holdings. The former included examination of our resources according to the Library of Congress subject headings as well as those used in standard reference sources. The latter was based on checking our serial holdings against a number of serial bibliographies and indexes pertinent to the subject of French language and linguistics and the methodology of teaching.

In connection with the survey, several discussions took place with the Education Librarian at SFU. Miss Tesch who takes care of the Curriculum Collection, has advised me there was an ever expanding collection of course lists available for teachers of all subjects taught in elementary and high schools throughout Canada. This collection, set up to include various programme and curriculum-planning materials from the Board of Education in each province, contained also items related to the study and teaching of French.

MONOGRAPH COLLECTION

The qualitative evaluation showed that we had more than adequate holdings. There was a good representation of works by eminent scholars such as Ferdinand de Saussure, Gustave Guillaume and Ferdinand Brunot. We have important writings by Marcel Cohen, Antoine Meillet, Andre Martinet, Bertil Malmberg, Walter von Wartburg, Paul Robert, Emile Littré and,

of course, the works by those prominent linguists-at large, Roman Jakobson and Noam Chomsky.

An effort was made to identify and evaluate those monographs that would deal exclusively with educational psychology and methodology of teaching of the French language as well as those concerned with education and training of teachers of French in Canada.

It has been found that there were very few publications in existence that would cover all the desirable aspects of the field under study in one physical volume. At the same time, there was a fair number of valuable bibliographies constituting parts of larger works on the subject of teaching of modern languages like An Annotated Bibliography of Modern Language Teaching: Books and Articles 1946 - 67, by J. O. Robinson (Oxford, 1969) and A Language-Teaching Bibliography, comp. and ed. by The Centre for Information on Language Teaching and The English-Teaching Information Centre of the British Council (Cambridge, 1968); or bibliographies appended to books such as the book by Prof. Charles Bouton, Les mécanismes d'acquisition du français (Paris, C. Klincksieck, 1969) and the R. Politzer's Teaching French; an Introduction to Applied Linguistics (New York, Blaisdell, 1965).

The assessment of the library holdings in the field included checking of the monograph titles against lists in standard bibliographies such as those by Winchell and Walford and in other bibliographies as specified above. The other still important bibliographies were the Gaston Dulong's Bibliographie linguistique du Canada français (Quebec, Les presses de l'Université Laval, 1966), of which I have checked the years 1955 to 1965, and the UBC's Guide to Reference Materials in French Language and Literature (1968).

Additional sources examined were the bibliographies in books currently on Reserve for French 409, and the Books in Print catalog for 1971.

The subject headings used in the above mentioned sources included entries like:

Theoretical foundations (general linguistics, phonetics, psychology)
Applied linguistics,
General methodology, classroom and laboratory techniques,
French phonetics, teaching of French phonetics,
General works on French structure (morphology, syntax),
French vocabulary (synonyms, cognates, frequency),
French textbooks,
Descriptions of French; grammar, phonetics,
Dictionaries, French; monolingual, bilingual,
French language - conversation and phrase books,
French-English contrastive studies,
History,
Idioms,
Usage,
Dialectology,
Stylistics,
Programmed instruction,
Curriculum planning and the syllabus,
Study and teaching,
Journals.

Quantitative analysis of the collection under study revealed we had nearly 65% of the titles cited. The following breakdown shows how the books were analyzed in four different categories:

<u>Sources</u>	<u>No. of titles checked</u>	<u>No. of titles found in the S</u>
Standard bibliographies (Winchell and Walford plus UBC)	185	136
Other bibliographies (as above)	454	288
Books in Print 1971	564	356
Reserve books	150	95
<hr/>		
TOTAL	1,358	875 - 64.5%

The books not held by the Library included many out of print titles of the 1920's, 1930's, easy readers, self-taught handbooks, some popular paperbacks and those monographs that dealt more with historical, cultural and scientific rather than the linguistic aspects of French studies.

The collection could be (and will be) improved with the acquisition of more titles on the subject of teaching methods, such as French by modern methods in primary and secondary schools, by F. I. Calvert and Applied Linguistics : French: a Guide for Teachers, by Albert Valdman, both quoted in subject bibliographies. Six additional titles should be purchased from the list in Books in Print under "French language - Study and Teaching." (Several are on order already). Furthermore, some fifty-five items listed in the Reserve book bibliographies could also be considered for buying, if available (many o/p).

In view of the above deliberations, an immediate strengthening of the monograph collection in the field would cost us in the order of \$600, if most of the books were acquired and if we valued them at an average of \$10.00 each.

SERIALS COLLECTION

Both qualitative and quantitative analyses revealed that we had strong holdings of the French linguistic and literary journals. We also have an excellent collection of educational periodicals covering all aspects of teaching and learning. In addition, the Library possesses well-rounded and up to date holdings in general linguistics.

Checking of the "Linguistics and Philology" section of the UNIVERSITY OF CHICAGO'S INTERNATIONAL PERIODICALS DIRECTORY showed we had 90% of the relevant titles (59 out of 68), while going over all the entries given in the UNIVERSITY OF CHICAGO'S REFERENCE MATERIALS IN FRENCH LANGUAGE AND LITERATURE indicated we had 95% of the ones listed (35 out of 37).

Other sources checked included:

	<u>No. of titles checked</u>	<u>SEU Lib. held</u>
EDUCATION INDEX	39	38
LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS	74	71
LANGUAGE-TEACHING ABSTRACTS	77	72
LINGUISTIC BIBLIOGRAPHY	58	56
MIA BIBLIOGRAPHY	<u>78</u>	<u>76</u>
*TOTAL	431	409

95

Our serials collection should be able to support any programme in the combined areas of French language and literary studies along with the methodology of teaching and curriculum planning.

In view of the DML's requirements for the project under study, we lack three specific titles:

- LE FRANCAIS DANS LE MONDE (which has been on order for some time now).
- PASSE-PARTOUT (\$ 5.00/yr.) and TENDANCES (\$ 7.00/yr.).

In conclusion, the immediate perfecting of our serial holdings will mean the acquisition of the two above named publications at the total sum of \$ 12.00. In time, a number of other titles may be acquired. They would be mainly the publications of various language clubs or educational circles limited in number and irregular in nature but, in a way, essential to a well rounded collection in a large university library.

CONCLUSION

Summing up the findings of this survey, it must be noted that the library resources are more than adequate to support the new programme of the DML's

* The total sum includes the figures given previously for Ulrich and the UB bibliography.

Graduate Study Proposal's Committee for the teachers of French.

The monograph collection is more than satisfactory now and it will be stronger still by the time the books that are presently in the processing are included into the collection in 1973.

With the assistance of a graduate student who will be employed by DML in the Fall Semester to examine holdings in relation to the proposed programme and take care of new orders and duplications, there is no doubt that all the details will be under firm control.

The serials collection is very good and basically does not need any strengthening. The missing backfiles are all on order and will be added as soon as they become available. Standing orders for series published by universities and other scholarly institutions are being periodically reconfirmed and lacking items continually claimed.

Excellent co-operation with the Department of Modern Languages through its Library Representative, Prof. Kaneen, and other interested faculty members such as Dr. Bartlett, should assure every success in our future mutual university - library undertakings.

Summary of the program with possible participation

First Year

DML 600 (10)

1. Advanced French Usage

- Merler
- Viswanathan
- Wilson
- Saint-Jacques

2. Language Analysis

- Roberts
- Bouton
- Sawyer

3. The Structure of French I

- Bartlett
- Bouton
- Saint-Jacques
- Lincoln
- Sawyer
- Bursill-Hall

4. Seminar in applications to second-language teaching

- Hammerly
- Bouton
- Colhoun
- Knowles
- Glass

Second Year

DML 601 (10)

1. Advanced French Usage

- Merler
- Viswanathan
- Wilson
- Saint-Jacques

2. Contrastive study of French and English

- Bartlett
- Bouton
- Hammerly
- Lincoln
- Glass
- Sawyer
- Bursill-Hall

3. The Structure of French II

- Bartlett
- Bouton
- Saint-Jacques
- Lincoln
- Sawyer
- Bursill-Hall

4. Seminar in applications to second-language teaching

- Hammerly
- Bouton
- Colhoun
- Knowles
- Glass

5. Technological aids in language teaching

- Bouton
- Hammerly
- Knowles

Third Year

DML 602 (10)

1. Advanced French Usage

- Merler
- Viswanathan
- Wilson
- Saint-Jacques

2. French as the language of instruction

- Bartlett
- Bouton
- Glass
- Sawyer

3. The Structure of French III

- Bouton
- Saint-Jacques

4. Experimental language teaching

- Bouton
- Hammerly
- Colhoun
- Knowles

5. Language testing, grading and evaluation

- Bouton
- Hammerly

APPENDIX V

Curricula Vitae

CURRICULUM VITAE

NAME : BARTLETT, Barrie E.

DEGREES : B.A. (Oxon) 1954
Dip. Ed. (Oxon) 1955
M.A. (Oxon) 1958
M.A. (U.B.C.) 1965
M.A. (Yale) 1967
Ph.D. (Simon Fraser University) 1970

POSITIONS HELD : Language teacher:
1956/57: France
1957/58: U.K.
1958/59: Vice-principal, Ogena High School,
Sask., Canada
1959/63: Richmond Senior Secondary, B.C.

EXPERIENCE : Teaching of French within various educational systems and at all levels from primary to university; experimentation in methodology (B.C. 1962-63. Formal study of the pedagogy of second-language teaching (Indiana University), summer '64); use of language labs (University of Saskatchewan), summer '67.

PUBLICATIONS : Review: Eighteenth-century philosophies of language (Juliard) MLJ, Fall 1971
Forthcoming: Introduction to facsimile edition of Beauzée's Grammaire Générale (Munich, Fall 1972)

ACADEMIC INTERESTS: History of Linguistics
French syntax and semantics
Language pedagogy

COMMITMENT TO PROGRAM : Summer 1973; other years as needed and as permitted.

CURRICULUM VITAE

- NAME : BOUTON, Charles, Pierre
- RANK : Professor of French and Linguistics, Department
Modern Languages, Simon Fraser University.
- DEGREES : Licencié ès Lettres, Sorbonne, 1947
Diplômé d'Etudes supérieures, Sorbonne 1948
Docteur ès Lettres d'Etat, Sorbonne 1969
- POSITIONS HELD : 1958/67: Directeur adjoint de l'Etat pratique
de l'Alliance Française à Paris
1967/71: Professor of French, Converse College,
Spartanburg, S. C.
- EXPERIENCE : Each Summer: Dijon University - Cours inter-
nationaux - Seminar on linguistics and psycho-
linguistics applied to foreign language
teaching - This seminar is open to teachers and
professors of French as a foreign language, only.
U.N.E.S.C.O. Consultant (July 1971) on the role
of Linguistics and Sociolinguistics in Language
Education and Policy.
- PUBLICATIONS : Last publications related to the field (Learning
and teaching a foreign language)
"Modern Nyelvoktatás": Theoretical Principles
in language teaching. Budapest, 1966.
"I.Y.S. News": The acquisition of French as a
foreign language, Turku (Finland). January, 1966.
"Le Français dans le Monde" (Hachette, Paris):
An experiment in teaching French as a scientific
language (Number 61) December 1968.
Regards, écoutons, parlons - Co - author:
Léonce Clément - French method for young English-
speaking Beginners - Hulton - London 1968-1969.
Les mécanismes d'acquisition du français, langue
étrangère, chez l'adulte. Klincksieck, Paris,
1969. (627 pages)
Esquisse d'une systématique des traitements
stylistiques de la phrase française - In:
Mélanges P. Fouché, Klincksieck, Paris 1970.

PUBLICATIONS (cont'd) : "Dimension: Language 70" Proceedings of the sixth Southern conference on language teaching, February 1970. La situation actuelle du francais dans le monde.

ACADEMIC INTERESTS : Language acquisition and psycho-Linguistics
Second-language acquisition and teaching
Semantics and syntax
History of linguistics

COMMITMENT TO
PROGRAM : Summer 1973

CURRICULUM VITAE

NAME: BURSILL-HALL, Geoffrey L.

RANK: Professor of Linguistics

DEGREES: M.A. (Cantab)
Ph.D. (London)

POSITIONS: Associate Professor of French, University of
British Columbia
Charter Head, Department Modern Languages,
Simon Fraser University

EXPERIENCE: Taught French and Linguistics, University of
British Columbia - 15 years
Founded Department of Modern Languages, Simon
Fraser University 1964.
Taught French and Linguistics, Simon Fraser
University - 1965+

ACADEMIC INTERESTS: General Linguistics.
History of Linguistics

PUBLICATIONS: List A

- 1954 "Animate Gender in Slavonic and Romance Languages." Lingua 4, 194-206 (co-author J.O. St. Clair-Sobell).
- 1955 "Hellenism in Eighteenth Century Germany". The Classical Journal 511, 35-41.
- 1956 "Frequency of Consonant Clusters in French". Journal of the Canadian Linguistic Association 2, 66-77.
- 1957 "Intervocalic Consonantal Clusters in French". Proceedings of the Pacific Northwest Conference of Foreign Language Teachers, 41-2.
- 1959 "French Quadri-Phonematic Clusters". Journal of the Canadian Linguistic Association 5, 35-45.
- 1959 The Doctrine of Partes Orationis in the Speculative Grammars of the Modistae. (Ph.D. thesis, University of London).
- 1960 "The linguistic theories of J.R. Firth". Thought 237-250.
- 1960-61 "Levels analysis: J.R. Firth's theories of linguistic analysis". Journal of the Canadian Linguistic Association 6, 124-135; 164-191.
- 1961 "Obituary: J. R. Firth". Journal of the Canadian Linguistic Association 6, 160.

- 1962 "Anglo-Canadian Publications". International Journal of American Linguistics 28, 256-261.
- 1962 "Theories of Syntactic Analysis: Bibliography". Studies in Linguistics 16, 100-112.
- 1963 "Some remarks on deixis". Canadian Journal of Linguistics 8, 82-96.
- 1963 "Mediaeval grammatical theories". Canadian Journal of Linguistics 9, 40-54.
- 1964 "The linguistic analysis of North American Indian songs". Canadian Journal of Linguistics 10, 15-36.
- 1966 "Notes on the semantics of linguistic description". In Memory of J.R. Firth. London: Longmans, 40-51.
- 1966 "Aspects of Modistic Grammar". Georgetown University Monograph Series on Languages and Linguistics 17, 133-148.
- 1970 "Review: P.A. Salus (ed.), On Language: Plato to Von Humboldt. New York: Holt." Glossa 4, 111-113.
- 1970 "Review Article: The History of Linguistics". Canadian Journal of Linguistics 15, 143-150.
- 1970 "Review: R. H. Robins, A Short History of Linguistics. London, Longmans; M. Leroy, Les grands courants de la linguistique moderne, Bruxelles: Presses Universitaires; M. Ivić, Trends in Linguistics. The Hague: Mouton. Glossa 4, 229-244.
- 1971 Speculative Grammars of the Middle Ages. Approaches to Semiotics Vol. XI. The Hague: Mouton.
- 1972 Thomas of Erfurt, Grammatica Speculativa. (Text, Translation and Commentary) Classics of Linguistics. London: Longmans.
- 1972 Review Article: Speaking Canadian English. Canadian Literature 50, 69-72.

List B Publications in Press

- "Towards a history of Linguistics in the Middle Ages". Studies in the History of Linguistics. Traditions and Paradigms, ed. by Dell H. Hymes. Bloomington: Indiana University Press.
- "Linguistics and the Humanities". Canadian Journal of Linguistics (Professor M. Joos Festschrift volume).
- "The Middle Ages". (Chapter IV, The Historiography of Linguistics). Current Trends in Linguistics, Vol. XII, ed. by T.A. Sebeok. The Hague: Mouton.

Commissioned Publications in progress

"The Medieval Sign". Semiotica

"Medieval Language Theory". History of Linguistic Thought and Transformational Grammar, ed. H. Parvel. (Belgian National Science Foundation).

"Un premier essai d'application systématique de la recherche linguistique à l'enseignement des langues au Canada anglophone". Cahiers de Linguistique Appliquée.

A Census of Medieval Latin Grammatical Manuscripts. (Grammatica Speculativa). Stuttgart: Frommann-Holzboog.

Robert Kilwardby, Commentaries on Priscian. (Grammatica Speculativa). Stuttgart: Frommann-Holzboog.

CURRICULUM VITAE

NAME : COLHOUN, Edward Russell

RANK : Assistant Professor, Spanish and Linguistics

DEGREES : A.B. Cornell University, 1960
Ph.D. Cornell University.

POSITIONS HELD : 1961/63: Spanish and English faculties,
Colegio San Jose, Puerto Rico
1961/62: Assistant Director, English Language
center, Catholic University of Puerto Rico
(Summers)
1964/65: Assistant Language co-ordinator,
Cornell. (Summers)
1963/66: Teaching Assistant, Spanish, Cornell
1966 : Lectureur in Spanish, Cornell

EXPERIENCE : Considerable teaching experience in Spanish and
English as second languages. Teaching at Simon
Fraser of linguistics courses applied to the
problems of second-language learning and teaching

PUBLICATIONS : Articles in progress
1. Dialect differentiation: the role of local
and non-local frames of reference.
2. Synchronic and diachronic studies in Puerto
Rico.
3. The English of Puerto Rican bi-linguals.
4. The functional load of English lexical
entries in the Spanish of Puerto Rican mono-lingu
speakers.

ACADEMIC INTERESTS: Caribbean Dialectology
Second language teaching

CURRICULUM VITAE

NAME : GLASS, Richard M.

RANK : Instructor

DEGREES : B.A. Anthropology U.C.L.A.
M.A. General Linguistics University of
Southern California
Course work completed for a Ph.D. in linguistics

POSITIONS HELD : High school teacher of language for seven years
(California)
Orange Coast College - Instructor in English
as a second language for one year (California)
University of Southern California - Instructor
in English as a second language for two years.
Simon Fraser University - Instructor in French
for four and two-thirds years.

PUBLICATIONS : "Spectrographic Analysis of Vowel Length in
French".
Linguistische Berichte, 1972

ACADEMIC INTERESTS: Applied linguistics, Teaching English as a
second language, general foreign language
pedagogy

COMMITMENT TO
PROGRAM : I would be happy to participate for any or
all summers if I could be of use.

CURRICULUM VITAE

NAME

: HAMMERLY, Hector

RANK

: Assistant Professor, Spanish and Linguistics

DEGREES

: B.A. in French (1961), Columbia Union College
Graduate Fellow in Linguistics (1961-62),
University of Texas
Ph.D. in Foreign Language Education (1965),
University of Texas.

POSITIONS HELD

: 1958/61: Foreign Service Institute
1963/65: (Summers) Colgate University
1964/65: Ohio State University
1965/ : Assistant Professor Spanish and
Linguistics, Simon Fraser University.

EXPERIENCE

: Language teaching of Spanish and French: courses
in Linguistics applied to the problems of
pedagogy.

PUBLICATIONS

: 1969: "And Then they Disbelieved Their Ears," in
Proceedings of the 1969 Pacific Northwest Confer-
ence on Foreign Languages, pp. 205-209.
1970: "And Then They Disbelieved Their Ears," in
Hispania, Vol. 53, No. 1 (March 1970), pp. 72-75.
"From Grammar-Translation to Direct to Audiolingua.
to What?" in Proceedings of the 1970 Pacific
Northwest Conference on Foreign Languages, pp. 312-
320.
1971: "Student Preference Between a Traditional
and an Oral Approach to the Teaching of Spanish,"
in Hispania, Vol. 54, No. 1 (March 1971), pp. 100-
102.
"More Comments on the Report of the 1969 AATSP
Conference on the Undergraduate Spanish Major,"
in Hispania, Vol. 54, No. 3 (September 1971),
pp. 477-479.
"Recent Methods and Trends in Second Language
Teaching," in The Modern Language Journal,
Vol. LV, No. 8 (December 1971), pp. 499-505.

ACCEPTED FOR PUBLICATION:

1972: "Linguistics and the Teaching of Second
Language Pronunciation," read at the 1972 Pacific
Northwest Conference on Foreign Languages and to
appear in its Proceedings.

"Primary and Secondary Associations with Visual
Aids as Semantic Conveyors," accepted for publi-
cation by the International Review of Applied
Linguistics.

"The Correction of Pronunciation Errors,"
accepted for publication by The Modern Language
Journal.

"Teaching Pronunciation and Generative Phonology,"
accepted for publication by Foreign Language Annals.

SUBMITTED FOR PUBLICATION:

"An Experiment on the Relationship Between Second
Language Competence and Performance."

"The Relative Frequency of Spanish Pronunciation
Errors."

IN PROGRESS:

Two books and several articles on second language
teaching.

ACADEMIC INTERESTS : Foreign Language Education and Applied Linguistics.

CURRICULUM VITAE

NAME : KNOWLES, John

RANK : Assistant Professor

DEGREES : B.A. (French and Spanish) Cambridge 1958
M.A. (French and Spanish) Cambridge 1966
Diploma in Teaching of French Phonetics
London 1966
Ph.D. Linguistics London 1970

POSITIONS HELD : 1960/62: Teacher French and Spanish
Harrow County School.
1963/66: Lecturer French/Spanish
Kilburn Polytechnic

PUBLICATIONS : 1. Analisis Transformacional de una excepción
en el sistema de los Adverbios de Modo
(Actas del IV Congreso de Hispanistas)
2. Review of The Spanish Reflexive Verb
(S. Babcock) Gloss '71.

ACADEMIC INTERESTS: Syntactic Theory and Descriptive Syntax.

CURRICULUM VITAE

NAME: LINCOLN, Neville J.

RANK: Assistant Professor

DEGREES: B.A. (London)
M.A. (Alberta)
Ph.D. (Cornell)
Professional Teaching Certificate
University of London
Professional Teaching Certificate,
Saskatchewan

POSITIONS HELD: Professional Translator-Interpreter (French),
International Union of Railroads, Paris for
three years.
Teaching Assistant (French), Cornell University.
Instructor (French and Russian), University of
Alberta, University of Manitoba and Simon Fraser
University.
Two years teaching experience in English
Comprehensive School (French).
Two years teaching experience in Saskatchewan
Secondary School (French, Russian and English).
Instructor for Peace Corps and C.U.S.O. (Hindi-
urdu, Telugu, Tamil).

ACADEMIC INTERESTS: South Asian Linguistics, especially Dravidian
Tribal languages.
Athabaskan Linguistics
Linguistics Typology.

CURRICULUM VITAE

NAME : MERLER, Grazia

RANK : Assistant Professor French and French-Canadian Literature

POSITIONS HELD : 1963/65: Instructor French and Italian, University of Texas, Austin
1965/56: Lecturer of Italian, University of British Columbia
1967/69: Professeur de francais, Collège Ste-Foy, Québec
1969/ : Assistant Professor French, Simon Fraser University.

EXPERIENCE :
(relevent to PMA programme)
Taught Italian and Spanish Vancouver night school, 1961.
Taught French language and literature at University of Texas, 2 years.
Taught French and French-Canadian literature also taught research methods at Collège Ste-Foy.
Art and literary critic for Québec daily newspaper two years.
Teaching French and French-Canadian literature Simon Fraser University.

PUBLICATIONS : 60-70 articles (short, average 1-2 pages) in Literary Supplement.
Review articles art and literary criticism in Le Soleil 1967-69.
"La réalite dans la prose d'Anne Hébert", Ecrits du Canada Francais, no. 33 48 p. 1971
"Connaissance et communication chez Stendhal", Stendhal Club 35 p., 1972.

ACADEMIC INTERESTS: 19th and 20th century literature (France and Canada)
Relationship art and literature, language of signs
Methods of literary criticism
Methods of perception and expression

COMMITMENT TO PROGRAM : Summer 1973
Summer 1975 etc. according to Research and Teach Pattern

CURRICULUM VITAE

- NAME : ROBERTS, Ellis Wyn
- RANK : Assistant Professor in Linguistics, Simon Fraser University
- DEGREES : 1959 Joint Honours Greek and Latin B.A. (1st Class), University of Wales
1961 B.A. (Honours 2(i), Classical Tripos, Philology).
1961 University of Cambridge, Christ's College (Scholar)
1968 M.A. University of Cambridge, Christ's College Ph.D.
- POSITIONS HELD : 1964/66: Assistant-Lecturer in Phonetics, University of Leeds, U.K.
1966/ : Lecturer in Phonetics, University of Leeds, U.K.
- EXPERIENCE : Taught General Phonetics to students in the Post-Graduate Diploma in the Teaching of English as a Second Language, University of Leeds.
Taught French Phonetics at the University of Leeds and at Simon Fraser.
Taught in Summer Courses for Foreign Students at University of Cambridge, 1963, 1964.
Taught Summer Courses for Foreign Students at the University of Leeds, arranged by the British Council, 1966.
Have taught practical phonetics at University level for the last eight years.
- PUBLICATIONS : 1964 Co-Author of Section on Phoneme distribution in Vergil in G. Herdan The Calculus of Linguistic Observations.
1967 Review of D. Abercombie, Elements of General Phonetics in Glossa
1972 'A Critical Survey of Firthian Phonology' in Glossa
1972/3 'Consonant and Vowel: A Re-examination', to appear in Lingua.
- ACADEMIC INTERESTS: Phonology and Phonetics within the larger framework of Linguistics. This involves comparative phonetics and issues of the pedagogy of sounds.
- COMMITMENT TO PROGRAM : Two years (summers) at least.

CURRICULUM VITAE

NAME: SAINT-JACQUES, Marguerite

RANK: Assistant Professor

DEGREES: Doctorate in Linguistics

EXPERIENCE: Research on the cultural and social background of French.

Teaching of the structure of Modern French (Phonology: French 413-4 and Grammar: French 411-4 and French 412-4) in the French Division of the Department of Modern Languages.

PUBLICATIONS:

Bibliographie sur les Guyanes et les territoires avoisinants, Paris, 1966, Publication ORSTOM (Office de la Recherche Scientifique et Technique Outre-Mer), Centre ORSTOM de Cayenne, 127 p.

"Enquête sociale sur la banlieue sud de Cayenne, lieu dit Quartier Chinois", Cayenne, 1966, 45 p., photos, carte.

"Les Indiens Galibi du littoral de Guyane française"

Part One: 'Le village des Hattes par Mana', 25 p.

Part Two: 'Le village de Terres-Rouges par St-Laurent du Maroni', 31 p. Publications ORSTOM, Cayenne, 1967.

"Les problèmes sociologiques du littoral de Guyane française", Cayenne, 1967, Publication ORSTOM, 35 p.

"La communauté Indonésienne de Sinnamary", Cayenne, 1968, Publication ORSTOM, 39 p.

Analyse structurale du créole guyanais, Paris 1972, Klincksieck, 145 p.

"Le verbe 'être' dans les créoles français" in: Langues et techniques, nature et société, Hommage à Haudricourt, Klincksieck, Paris, 1972.

ACADEMIC INTERESTS:

Relations between language and culture
French Dialects and creole languages
Canadian French

COMMITMENT TO PROGRAM:

Participation in the above mentioned program on the point of view of the relation between French language and French Culture.

CURRICULUM VITAE

NAME: SAWYER, Mrs. Isabel

RANK: Instructor, French

DEGREES: B.Ed. (French) University of British Columbia,
1965
M.A. (French Linguistics) Simon Fraser University,
1968

EXPERIENCE: All aspects of language-teaching; teaching participation in applied linguistic courses designed for teacher of foreign language; French curricula-planning. Planning of audio-visual material.

ACADEMIC INTERESTS: Second-language teaching.

CURRICULUM VITAE

- NAME : VISWANATHAN, Mrs. Jacqueline
- RANK : Assistant Professor, Department of Modern Languages, Simon Fraser University, Burnaby, British Columbia.
- DEGREES : Licence Philo-Lettres, Liège, Belgium, 1962.
Agrégation, enseignement secondaire supérieur, 1963 (Belgian Teaching Certificate).
M.A. Comparative Literature, Illinois, 1965.
Doctorat ès Lettres - Liège, Belgium, Jan. 1972.
- POSITIONS HELD : 1962/63: High School teacher (grade 11 and 12 - Flemish and English) in Belgium.
1963/65: Teaching assistant part-time, University of Illinois, French Department.
1965/72: Instructor, Department of Modern Languages, French Division, Simon Fraser University.
1972/ : Assistant Professor, Department of Modern Languages, French Division, Simon Fraser University.
- EXPERIENCE : The programme for the Belgian agregation ("teaching certificate") involved courses in pedagogy in general as well as language pedagogy in particular. It also included a 4-month period of teaching practice under supervision. I also taught Flemish and English to French-speaking students for a year. The situation of the teacher of Flemish in the French-speaking part of Belgium is interestingly similar to that of the French teacher in British Columbia. Otherwise, I have had experience in the teaching of elementary as well as intermediate language courses in French - composition and conversation, besides the teaching of 200- and 400- level literature courses.
- PUBLICATIONS : "Virginia Woolf as Critic", Revue des Langues Vivantes, Brussels, 1963.
"Narrateurs à la première personne chez A. Gide," Revue des Langues Vivantes, Brussels, 1964.
- ACADEMIC INTERESTS: Twentieth-century Fiction (French, English, American, German): narrative techniques.
French-Canadian culture and literature.
- PEDAGOGY : - Courses on culture (esp. French-Canadian) as part of a French degree programme.
- Methods in teaching the literature of a foreign language; relationships between language courses and literature courses.

CURRICULUM VITAE

NAME:

WILSON, David

RANK:

Assistant Professor (French)

DEGREES:

B.A. University of Montana
M.A. University of Montana
Ph.D. University of California, Berkeley,
1970.

POSITIONS HELD:

1957/58: Grad. Assistant (French), University
of Montana
1959/64: Reader (French), University of
California, Berkely
1964/66: Associate (French)
1967/70: Acting Assistant Professor (French)
University of California, Davis.

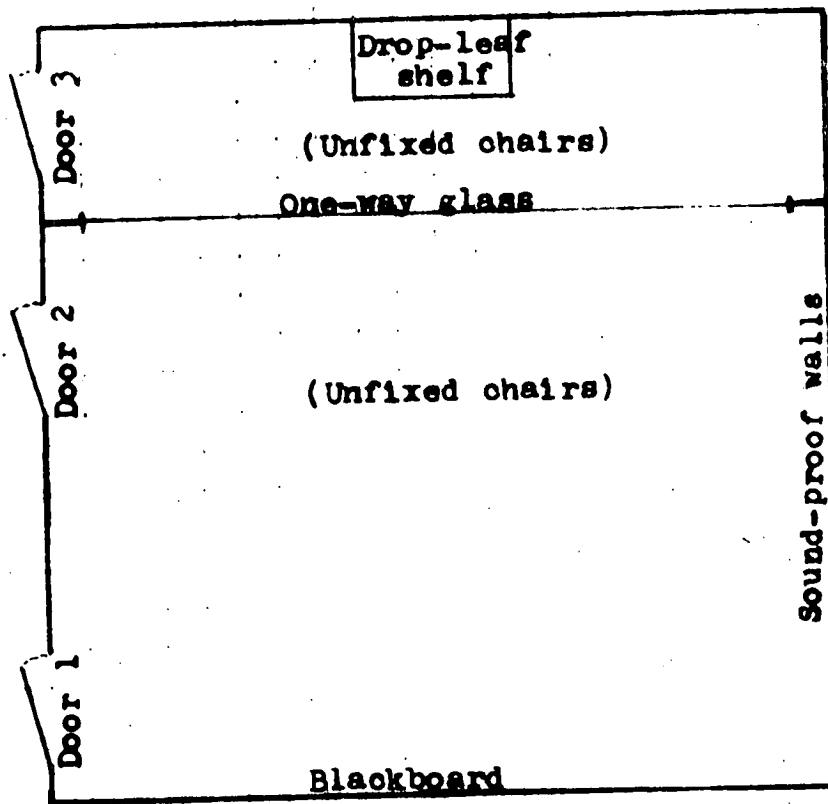
ACADEMIC INTERESTS:

French literature (Mediaeval and 16th century)

APPENDIX VI

Plan 1

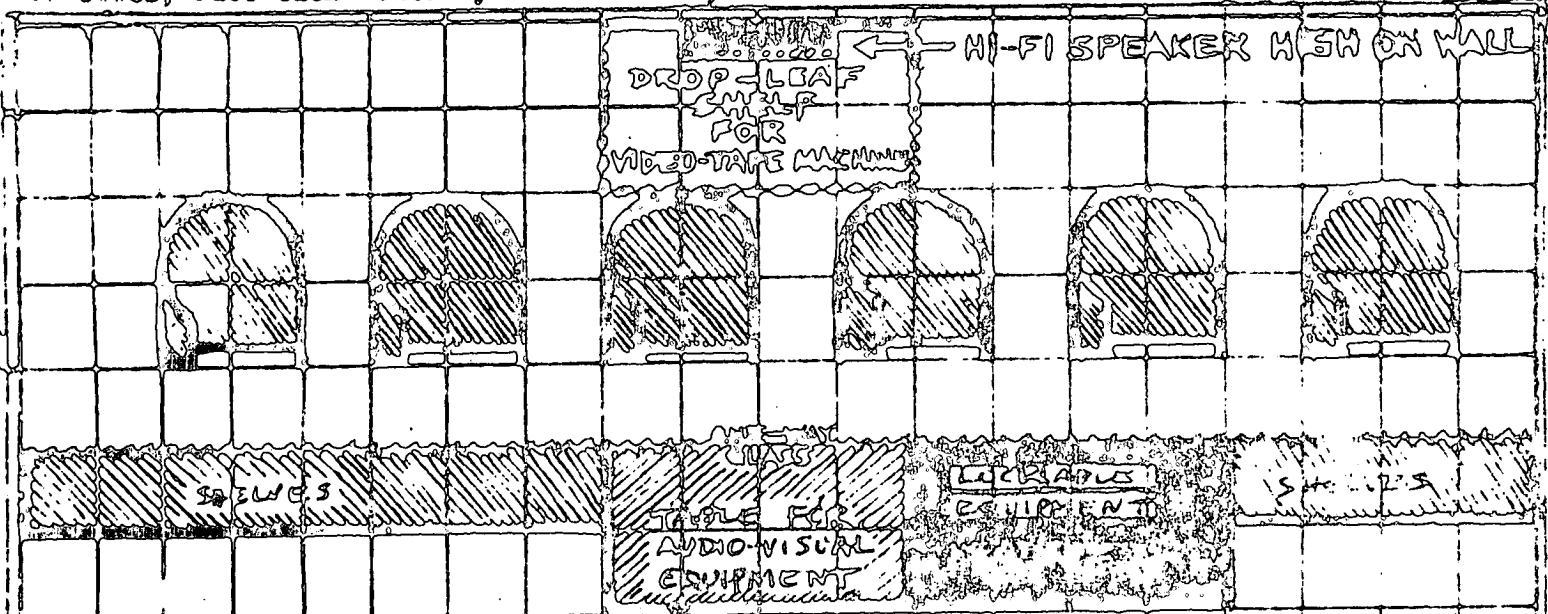
Plan for DML modified classroom
based on a 20' x 20' room
(a room of different size could also be used)



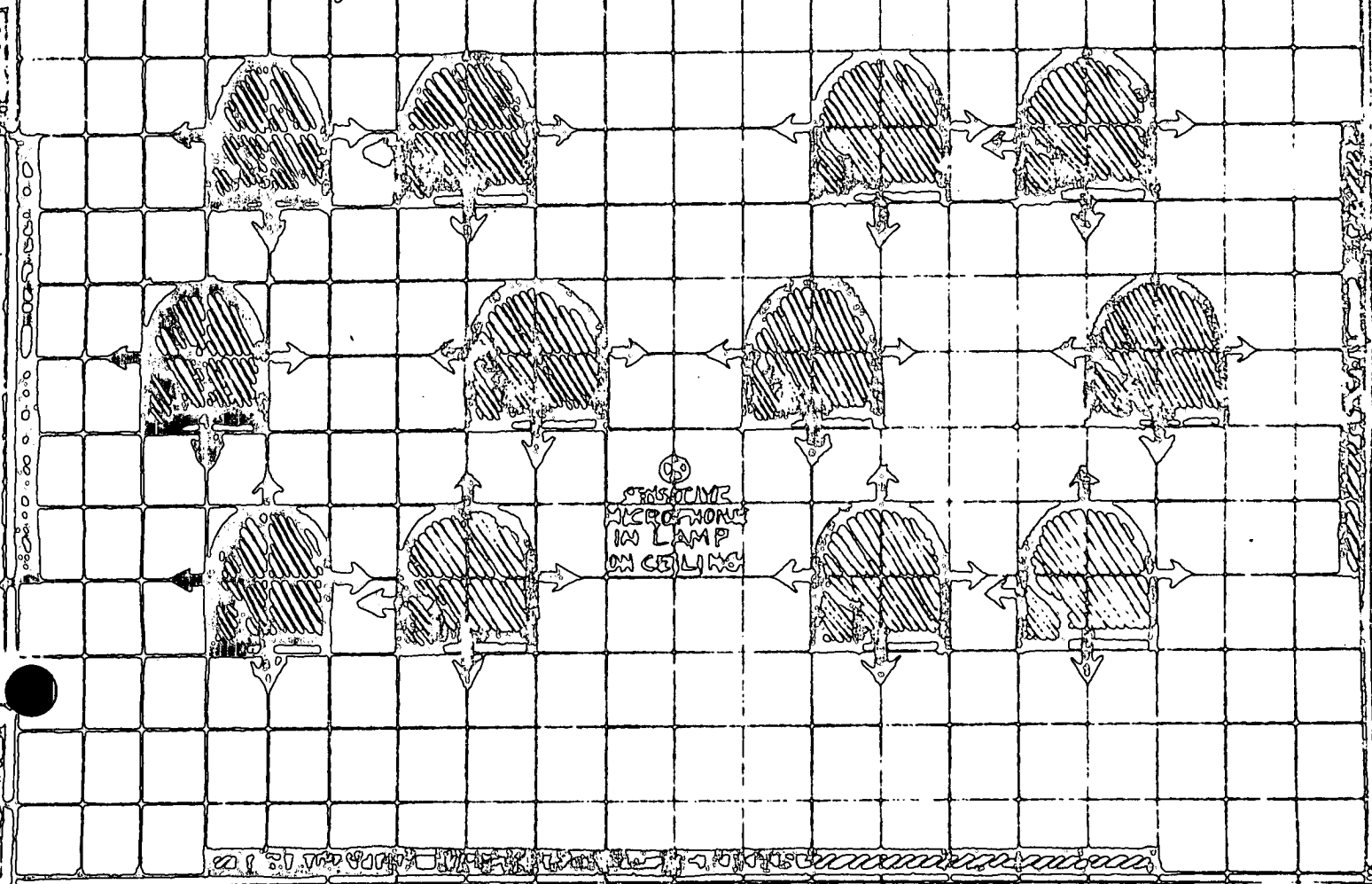
DEMONSTRATION AND PRACTICE-TEACHING CLASSROOM

(Plan below based on a 20 x 20 room)

Chairs can be easily locked in the directions indicated, so that students can face the front or sides, face each other by half-classes, or form small circles for conversation purposes.



(Lighting should be of sufficient intensity to permit videotaping or filming)



APPENDIX VII

Letters from external assessors
(Translations follow where
applicable)



UNIVERSITY OF VICTORIA
VICTORIA, BRITISH COLUMBIA

Jean-Paul Vinay, F.R.S.C.
Office of the Dean
Faculty of Arts and Sciences

September 29, 1972.

Dr. B. E. Bartlett,
Chairman, Proposals Committee,
Simon Fraser University,
Department of Modern Languages,
Burnaby 2, B. C.

Dear Dr. Bartlett,

My new duties in the Dean's Office have prevented me from answering sooner your letter about a "Proposal for an M.A. in the Teaching of French". I read the proposal very carefully and found it extremely well documented. The DML at SFU (to talk in cipher) appears to me to be eminently suited to carry out such a project.

The project itself represents a worth-while attempt at bridging the unfortunate gap between the linguistic approach and the more traditional "educational" approach. Teachers often shy away from the linguistic approach, simply because (a) this was not recognized as a respectable subject in their student days, and (b) one cannot successfully apply linguistic methods without an effective knowledge of the spoken language. In the case of French, as educators have been slow in acknowledging, the spoken language operates on quite a different plane from the written language, and stylistic and usage rules are equally different. This fact and many others of the same nature were forcibly brought to the fore by - for instance - the appearance of J. Dubois's first volume of his Grammaire. A deluge of similar works has hit the market during the last ten years, with a resulting dissatisfaction in classroom procedures for which the only remedy would be the systematic teaching of core areas such as those outlined in 1.03 (especially i and ii).

Your programme description follows logically from a recognition of the foregoing problems and I heartily endorse it. I know of no other similar programme in B.C. or indeed in the West (with the possible exception of Regina). I approve of your making good use of the educational facilities you mention on page 15. I am sure Dr. Bouton's expertise, as well as that of the other faculty listed on page 5, will ensure that the programme will be brought to a successful conclusion. My only reservation is the possibility of duplication in the series DML 600, 601, 602: there must surely be a good deal of overlapping between the topics outlined on pages 27 and 37 of the brief. But I am sure these and other minor details can be resolved as the programme unfolds.

Dr. B. E. Bartlett

September 20, 1972.

- 2 -

To sum up: I think the project worth-while and extremely well prepared. I welcome this new development. I would welcome an invitation to take part in some section of it (perhaps the 3rd section, as I plan to take a sabbatical leave in 1974-75) and I appreciate the offer.

Yours sincerely,

Jean-Paul Vinay

J.-P. Vinay,
Dean of Arts and Science.

JPV/mbm



UNIVERSITÉ LAVAL

CENTRE INTERNATIONAL DE RECHERCHES SUR LE BILINGUISME
INTERNATIONAL CENTER FOR RESEARCH ON BILINGUALISM

CITÉ UNIVERSITAIRE - QUÉBEC 10 CANADA

19 July 1972

Dr. B. E. Bartlett
Department of Modern Languages
Simon Fraser University
Burnaby 2, B.C.

Dear Dr. Bartlett,

Thank you very much indeed for your kind letter of July 14 to which I hasten to reply.

Let me first congratulate you and your colleagues on your planning of a Masters degree in the Teaching of French the proposal of which you enclosed for review.

It is a pleasure for me to be able to send you my comments on this proposal; but I hope you will excuse me if they are short and to the point. Because of frantic pressures on my time I can write about only the essentials; but it would seem preferable to send what I can now than to wait until I have more leisure.

Under separate cover, therefore, I am sending you my comments along with a paper on the graduate education of foreign language teachers, which contains many of the comments of a positive nature which I should like to have incorporated into my review of your proposal.

It was indeed kind of you to ask about my availability as a visiting faculty member. I would of course be most interested in working in your new programme; but for the next two years I can see absolutely no opening.

Some of your colleagues, I thought, might perhaps be interested in being kept posted on the work of our Centre; so I take the liberty, by the way, to enclose a few folders on recent and forthcoming publications.

All good wishes for success in this important new programme of your Department!

W. Mackey
William F. Mackey

of a

PROPOSAL FOR AN M.A. IN THE TEACHING OF FRENCH

- . This proposal has been examined under the following aspects: 1. Coverage. 2. Justification. 3. Staff and Resources. 4. Curriculum. 5. Reading Requirements.

. Coverage

The proposal covers all aspects of the creation of a new degree and answers most of the questions which one might ask in connection with a new academic program --administrative, academic and technical.

2. Justification

It has long been demonstrated that the teaching of the French language in Canadian schools could be vastly improved; but very little has in fact been done to enable teachers to better their teaching of the official second language in English-speaking Canada.

The difficulty has always been the status of French as simply another school subject and its teaching as requiring no more preparation than was needed for any other else. This situation is likely to remain unchanged until a special professional training program enables teachers to produce the sort of results which students learning the language expect to achieve.

It seems appropriate that a university department of languages and linguistics should be responsible for such a program. And it is fitting that the Modern Language Department of Simon Fraser University should take the initiative in trying to fill this need for a special language teaching degree, which is probably the only one of its kind in British Columbia. In so doing the Department demonstrates that it is informed on current developments in the training of language teachers since the same needs, which are felt elsewhere, are being met with similar professional degree programs --at Harvard (M.A. in Language Teaching), the University of Texas at Austin (Foreign Language Education Center), the University of Essex (Modern Language Centre), the University of Edinburgh (Applied Linguistics), the University of London Institute of Education (Division of Language Teaching), and in Canada at the Universities of Toronto (CISE Modern Language Centre), Laval (Licence en didactique des langues), Ottawa, and Sir George Williams (ESL), to name only these. In sum, there is sufficient precedent and ample justification for such a degree.

3. Staff and Resources

The Modern Language Department of Simon Fraser University, whose development was unique in Canada, would make a particularly appropriate place in which to operate such a program for the entire area. With its emphasis on language and linguistics--and particularly on language with linguistics-- it is much better equipped to meet the needs of language teachers than would be a department of French--like so many in Canada--which is devoted almost exclusively to the teaching of literature and to the conscious or unwitting production of teachers with masters degrees in French literary history and criticism, subjects which most high-school teachers of French never have the opportunity of teaching.

In contradistinction to the traditional literature-orientated department of French, Simon Fraser's Modern Language Department has achieved a proper balance--or so it seems to an outside observer--between language, literature and linguistics. At least, this seems evident from the program presented in this proposal.

4. Curriculum

The program of courses covers important areas unknown in most departments of French language and literature and also a few courses not usually available in departments of languages and linguistics. The three-year progression of these courses seems to be carefully structured and well designed.

On the whole, however, the program is the sort which would rather suit teachers of French who already possessed all the necessary professional training and experience but who lacked a certain linguistic and literary background. This may indeed have been the intention; but if one considers the sort of general professional training available in schools and faculties of education in this country, in which a single course in "methods of teaching French" is only a small component of the general training of the educator and "teaching practice" is necessarily informal and often haphazard, one wonders whether a thorough professional course in language teaching is not what "experienced" teachers of French really require. Most school and faculties of Education are not nearly large enough to be able to specialize to the extent required, however; there are a few large or highly specialized teacher training institutions in Europe and the Soviet Union with entire divisions of language teaching. But few schools of

education on this continent can offer a teacher of French the sort of advanced professional training which is possible today; they could only do so by favouring French above all other subjects. The teacher must then fall back on the university language departments: but these are academically rather than professionally orientated.

And it is indeed the academic orientation which is most evident in the proposal under consideration. Except for three courses, which are largely technical ones, the bulk of the training could be defined as being academic. The practical component of the professional course, the stages is lacking; it is assumed that the teacher has already had enough practical classroom experience. Many teachers, however, regard a professional course as an opportunity to improve their professional skills in effective classroom teaching as much as they feel the need to know more about what they are teaching. (See Appendix).

The curriculum proposed as essentially a professional one is in fact largely the sort that could lead to an academic rather than to a professional degree, if by professional we mean the training of people to do a specific job, as is the case for medicine, law and engineering. In this context of language teaching, professional training does not mean that the teacher is taught how to use the method for teaching the language nor, as the proposal well points out, "a unique, sure-fire methodology" (p.9). The teacher, as a professional in his field, must be familiar with all the techniques, with a great variety of methods, and be trained to use any available material to produce the best results. This requires a variety of demonstration classes, which in the professional training of language teachers are possibly the most difficult components of the program. It is not easy to find model language teachers able and willing to give demonstration classes of such quality that they can be used as training models.

In brief, an effort should be made to make the program of courses more professional.

5. Reading Requirements

A language teacher does not of course master his new classroom techniques simply by reading about them. But he does have to be familiar with the professional literature in his field--and in the field of language teaching, this literature has increased enormously in the past decade.

In examining the reading lists appended to the course descriptions in this proposal one finds some of the general works one would expect in the field. But there seems to be no introduction to the abundant periodical literature--some of it much more useful to the teacher than are many of his textbooks. There is no mention of professional bibliographies such as those to be found in FL Annals, the Encyclopaedia Britannica Yearbook of Foreign Language Teaching and ERIC Publications. On the other hand, one finds technical books which could really be left out in favour of more literature of immediate interest to the language teacher. One can hardly expect language teachers, for example, to understand the technical literature of neurology (p.25). In Penfield and Roberts, for instance, only the epilogue would be entirely comprehensible, or indeed relevant, since language teachers do not require information on such things as the layout of an operating room in brain surgery (Chap. 7).

In sum the reading lists should include material which is directly relevant to language teaching.

CONCLUSION

The over-all program in this proposal is of graduate standard, it is well staffed, and the academic facilities from which it may benefit seem entirely adequate. The professional component of the courses, however, would need strengthening.

UNIVERSITY OF TORONTO

UNIVERSITY OF TORONTO

EXPERIMENTAL PHONETICS LABORATORY
39 QUEEN'S PARK CRESCENT EAST
TORONTO 181, CANADA
TEL. 928-3162 OR 928-8847

Le 12 septembre 1972.

Dr. B.E. Bartlett
Chairman
Proposals Committee
Department of Modern Languages
Simon Fraser University
Burnaby 2, B.C.

Monsieur le Professeur et Cher Collègue,

Je vous remercie vivement de votre lettre du 14 juillet 1972 que la poste de Toronto ne m'a malheureusement pas fait suivre à mon adresse d'été en France. Vous m'en voyez désolé.

Je suis très honoré de votre confiance et j'examinerai avec attention le projet que vous m'envoyez. Je vous ferai parvenir dès que possible mon opinion sur cette question.

Votre aimable proposition de participer à votre programme (comme "Professeur invité" me flatte beaucoup mais, venant de terminer une année sabbatique, mes possibilités d'abandonner mon laboratoire sont actuellement assez limitées. Tout dépendrait du temps pendant lequel vous souhaiteriez ma collaboration et de l'époque à laquelle elle se situerait.

Avec mes remerciements, je vous prie d'accepter, Cher Collègue, l'assurance de mes sentiments cordialement dévoués.

PRL/sr

P.R. Léon
Directeur
Laboratoire de phonétique
expérimentale



December 18, 1972

TRANSLATION

from P.R. Léon
Director of the Experimental
Phonetics Laboratory
University of Toronto

Dear Colleague:

Thank you for your letter of July 14, 1972. Unfortunately the Toronto Post office did not forward your letter to me at my summer address in France. I am very sorry.

I am honored by your trust in me and shall examine with great attention the proposal you have sent me. I shall let you know as soon as possible my appraisal of it.

Your kind invitation to participate in your program (as an invited professor) is very flattering to me. But since I have just completed a sabbatical year the chances of leaving my laboratory are now very limited. It would all depend on the duration of time for which you would wish my collaboration and on the time of the year.

With many thanks.

Sincerely yours,

Paris, le 9 août 1972

013.24.13

D. GIRARD

Inspecteur Pédagogique Région I

Dr. B.L. BARTLETT

Department of Modern Languages

Simon Fraser University

Burnaby 2, B.C. CANADA

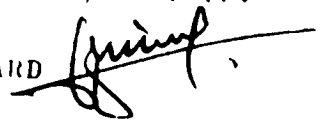
Cher Dr. Bartlett,

J'ai bien reçu votre projet de M.A. pour l'enseignement du français sur lequel vous avez bien voulu me demander mon avis. Je suis heureux de vous dire que ce projet me paraît très intéressant. J'apprécie particulièrement le caractère très complet du programme qui traite vraiment de tous les aspects de l'enseignement du français : linguistiques, psychologiques, méthodologiques et pédagogiques. Vous situez très justement dans le contexte canadien tant du point de vue culturel que du point de vue de la linguistique contrastive. La principale originalité me paraît être le souci de continuité entre les trois sessions que vous prévoyez et en particulier les deux projets que vous avez l'intention de confier à vos étudiants entre les sessions.

J'espère vivement que votre projet sera retenu par l'Université Simon Fraser. Je serai pour ma part très heureux d'y participer comme "Professeur invité" si vous jugez ma collaboration utile, notamment dans le domaine méthodologique. J'aimerais dans ce cas être prévenu assez longtemps à l'avance pour pouvoir prendre mes dispositions. Permettez-moi de vous signaler à ce sujet le petit ouvrage que je viens de publier chez A. Colin sous le titre "Linguistique appliquée et didactique des langues" et qui rassemble un certain nombre de mes articles.

En vous remerciant de votre confiance et en vous souhaitant un plein succès pour votre projet, je vous prie d'agréer, cher Dr. Bartlett, l'assurance de mes sentiments distingués.

D. GIRARD



December 18, 1972

TRANSLATION

from Denis Girard
Regional Pedagogical Inspector
Paris Academy
Paris, France

Dear Dr. Bartlett:

I have received your proposal for an M.A. in the teaching of French and your request for my appraisal. I am happy to say that your project seems very interesting. I especially appreciate the thoroughness of the program which deals with all the aspects of the teaching of French: linguistic, psychological, methodological, and pedagogical. You orientate your program, and quite rightly, to the Canadian context both from the cultural point of view and from the contrastive linguistic perspective. Its most original trait appears to me to be the care in establishing continuity among the three sessions and especially among the two projects which you intend to assign to your students between sessions.

I sincerely hope that your proposal will be accepted by Simon Fraser University. For my part I will be very happy to participate in it as a visiting professor should you consider my collaboration useful, in particular, in methodology. Should this occasion arise I hope you will notify me well in advance so that I can make suitable arrangements. I take the liberty to point out to you a work which I have just published at André Colin entitled Applied Linguistics and Language Pedagogy which somewhat resembles my articles

Thank you for your trust in me and please, accept my best wishes for the full success of your proposal.

Sincerely yours,

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

OFFICE OF EDUCATION

July 18, 1972

Professor B. E. Barlett
Department of Modern Languages
Simon Fraser University
Barnaby 2, B.C. Canada

Dear Professor Barlett:

Thank you for your letter of July 14, and for asking me to give you an opinion concerning the proposed Master of Arts in Teaching Program in French at Simon Fraser University.

Unlike most M.A.T. programs in the U.S.A. (but like the M.A.T. program at Stanford), the program you are proposing is an in-service training program to be accomplished during three consecutive summer sessions. I think you are to be congratulated for having put together a well-articulated program that provides the desirable balance between pedagogy, applied linguistics, linguistic analysis and increasing the participants' knowledge of French language and culture.

The following are some possible points of criticism which you may want to keep in mind in further development of the program:

1. In the general structure and emphasis there seems to be a perhaps unavoidable stress on improving academic achievement rather than actual classroom performance of the participant. The practice component of the program (Experimental Language Teaching) does not appear until the third summer session, and the exact circumstances in which this practicum is supposed to take place are not really defined.
2. The program makes little allowance for individual differences of trainees, although recruitment for the program (as described on page 10) would probably result in a rather heterogeneous group of students (e.g., native speaker of French with a B.Ed. and B.Ed. with a French minor!). I would imagine that such individual differences would be especially pronounced in the "first strand" (Advanced French Usage) of the curriculum.
3. It may indeed be difficult or impossible to evaluate the effectiveness of the proposed program by following the graduates into their classrooms. Nevertheless, evaluation could include an assessment of the effect of the program in terms of some sort of pre-test/post-test comparison (tests of proficiency in French; observation of teaching behavior in a "micro teaching session"), comparison of post-tests with a list of program goals ("performance

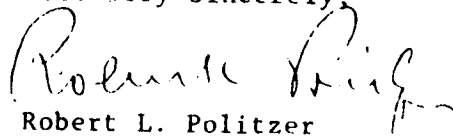
Professor L. E. Barlett
July 18, 1972
page 2

objectives"), and, in some selected cases, even results of the program in terms of achievement of pupils by trainees.

I should also point out that I don't know of any M.A.T. programs which have implemented the above suggestions in any systematic way and that your suggested program does constitute a well-designed proposal.

In answer to your question concerning my willingness to participate in the program: At the moment my commitments at Stanford are such that it would be quite difficult for me to be absent for a summer session. However, it is not impossible that my situation within or with regard to Stanford may change within the not too distant future. At any rate, in principle, I would be very glad to participate in the type of program that you have outlined.

Yours very sincerely,



Robert L. Politzer
Professor of Education
and Romance Linguistics

RLP:br

le 7 septembre 1972

Monsieur et Cher Collègue,

Votre projet de Maîtrise pour l'enseignement du français m'a d'autant plus intéressé que je m'étais attaché, à l'Université du Michigan, à concevoir et à lancer un projet semblable, avec l'aide de ma femme et de quelques collègues, dans le cadre du Département de Langues Romanes. C'est dire que je puis aisément me déclarer en complet accord avec les intentions et la conception de votre projet dont j'apprécie particulièrement l'ouverture et l'honnête équilibre entre notions théoriques et applications.

Dans le détail, je me permettrai cependant de formuler quelques remarques dues, sans nul doute, à une interprétation trop restrictive ou à une mauvaise compréhension de toutes les implications de votre texte.

C'est ainsi que je trouve peu explicite votre exposé du système d'évaluation auquel je ferai deux reproches d'inégale importance. Il semble d'abord que ce soit les seuls concepteurs et enseignants qui doivent se charger de l'évaluation. Mais surtout, l'évaluation prime ne peut être que subjective dans la mesure où aucun protocole d'évaluation ni aucun

instrument de mesure n'est proposé. Les participants sont
choisis, questionnés et testés avant le début du programme.
Comment seront recueillies par la suite les données nécessaires
à l'évaluation? Après de quoi? ... C'est en ce qui concerne
instruments comme les grilles catégorielles pour l'observation
des interactions et des techniques de classe pourraient être utiles.
De plus, afin de faciliter toute évaluation, les objectifs
du programme gagneraient certainement à être plus
explicités sur le plan des attitudes et des comportements
attendus chez les participants à l'issue du programme.

En ce qui concerne le contenu des cours, mes
quelques doutes seraient probablement levés après une
conversation avec les auteurs des présentations. J'aimerais
voir apparaître le terme de "phonologie" (phonemics) comme
préalable au diagnostic et à la correction d'erreurs de
prononciation. La notion de grammaire pédagogique et ses
implications aux différents stades de l'enseignement gagnerait
à être précisée dès le stade du projet. Les aspects méthodologiques
et pédagogiques de l'enseignement de la langue, de la syntaxe,
et de la littérature pourraient prendre plus de relief et
l'enseignement de la langue écrite, en compréhension (transfert
et facilitation de la faculté d'inférence surtout) et en
production, mériterait une place plus nette dans le programme.
Je ne doute pas qu'une discussion des implications des
théories de l'apprentissage et de la notion de créativité
ne soit prévue mais j'ai surtout vu souligné dans
le programme l'aspect "apprentissage" et moins l'aspect
"enseignement". Il me paraîtrait souhaitable d'accorder
une place à des aspects de vie économique dans les cours
d'Advanced French Usage, étant donné leur articulation actuelle.
Enfin il me semble indispensable de faire réfléchir les

participante sur la notion de classe en tant que groupe, sur les
types d'interactions possibles et sur le comportement des individus
au sein de ce groupe.

Quelques ouvrages non inclus viennent à l'esprit lorsqu'on
parcourt les bibliographies proposées. Le prêt d'ouvrages et de
documents est-il prévu au cours d'année pour les participants
qui travailleront à leur mémoire?

Les installations de votre université permettront-elles
l'utilisation de techniques de formation comme le micro-enseignement?

Enfin je regrette que vous souligniez catégoriquement
le fait qu'il ne s'agit que d'un "terminal degree". Nous aurions
été ravis à Ann Arbor la possibilité de réorienter des étudiants
en cours d'études vers d'autres maîtrises et d'offrir aux
meilleurs une ouverture vers le doctorat...

Mais ces remarques n'entrent probablement pas
toutes dans le cadre d'un projet général. En reply de
ces observations de détail, je continue à tenir votre projet
comme le plus nouveau et le plus complet de ceux que
j'ai étudiés à ce jour. Son caractère nettement interdisci-
plinaire, que ne doit pas cacher le fait que tous les signataires
se retrouvent dans le même département, le souci d'offrir
l'enseignant de langue dans sa classe sans négliger de lui
donner les ouvertures théoriques indispensables au renouvellement
de ses attitudes et de ses comportements, la compétence
des professeurs qui se chargeront de diriger la formation,
confèrent à ce projet une originalité marquante dans
un domaine souvent occupé par de simples artisans et
constituent des garanties universitaires et humaines très
sérieuses.

C'est la raison pour laquelle je serais personnellement
heureux de pouvoir être associé dans l'avenir à un
projet de ce genre soit à titre de "propriétaire invité", soit
même à titre de "consultant".

Je vous remercie donc de la marque de confiance
que vous m'avez témoignée en portant ce projet à ma
connaissance et vous prie d'agréer, cher Collègue,
l'expression de ma considération distinguée.

Lr. Cayolle

9 rue de Grenelle - Paris 7^e

December 18, 1972

TRANSLATION

from G. Capelle
Associate Director of the Center on
Language and Language Behaviour
Professor of the Department of Romance
Languages, University of Michigan, Ann Arbor
Former Director of B.E.L.C. (Bureau pour
l'Enseignement de la Langue et de la
Civiltation française à l'Etranger)
Paris, France

Dear Colleague:

Your proposal for an M.A. in the teaching of French has especially interested me since I, together with my wife and other colleagues, are, in connection with the Department of Modern Languages at the University of Michigan, setting up a similar program. I can easily declare myself in complete accord with the intentions and the concept of your proposal of which I appreciate the good balance between theory and application.

More specifically I will formulate certain reservations due, probably, to my limited interpretation and to a poor understanding of all the implications of your submission.

I do not find your outline of the system of evaluation explicit enough. I have two main objections. It seems that it is only the designers and teachers who have the duty of evaluating. Above all, however, the foreseen evaluation can only be subjective since no measuring standard nor any system of evaluation is proposed for the participants. Will they be observed, questioned, or tested before beginning the program? How will the necessary data for evaluation be gathered afterwards? By what standards? Here some instruments

...2

As far as the content of the course is concerned, my doubts could probably be clarified after a short interview with the authors of the proposal. I would like to see "phonemics" as a necessary tool to diagnose and correct pronunciation. The notion of pedagogical grammar and its implications at the different levels of teaching could be further specified from the very beginning. The methodological and the pedagogical aspects of the teaching of the language, of civilization, and of literature could be brought into better focus. The teaching of written French could be made more intelligible and productive (difficulties of transfer and of inference especially) and they would deserve a precisely defined position in the program. I do not doubt that a discussion of the implications of the learning theories and of the notion of creativity are foreseen but I see stressed in the program more the aspect of learning than the aspect of teaching. It would seem to me desirable to allow for the study of some aspects of economical life in the advanced French usage section, given its present format. Finally, it seem important to make the participants think about the notion of the class as a group or on the types of possible interaction and on the behaviour of the people within this group.

Looking at the bibliography some works not included come to mind. Is the borrowing of works and of documents foreseen during the course of the year for the participants working on their projects?

Will the facilities of your university allow for the utilization of experimental techniques like micro-teaching?

Finally I regret that you underline categorically that this be a "terminal degree". We had studied at Ann Arbor the possibility to recycle the students during their course of study towards other M.A. programs and to offer to the best students an opening towards the doctorate.

But all of these observations, however, probably do not enter into the frame work of a general project. In spite of these particular observations I still consider your project as the most original and the most complete of any examined to date. Its clearly interdisciplinary nature, even though all the co-authors are from the same department, the concern to help the language teacher in his class without neglecting

to give him the theoretical openings which are indispensable for the renewal of his attitudes and of his behaviour, the competence of the professors who will endeavor to direct the teachers' formation confer on this proposal a clear originality in a field often occupied by simple artisans, a field which represents a very serious university undertaking.

This is the reason why I would be very happy to associate myself in the near future to a program of this kind either as a visiting professor or as a consultant.

I thank you for your confidence in me by bringing this project to my attention.

Sincerely yours,

Adendum

Of the external examiners listed on page 8 to whom the program was sent, substantive replies have so far been received from Professors Mackey, Vinay, Capelle, Girard and Politzer.

Their positive comments and their willingness to participate in the program should this be possible speak for themselves. The following comments touch upon the less positive aspects of their responses. In general, these relate to the problems of i) evaluation and ii) practice.

Comments

i) In the light of the comments on evaluation procedures (cf. Capelle and Politzer) we have specified in more detail (See 5.0) our plans for external and internal evaluation of the program particularly in relation to 'before' and 'after' competence.

We note Capelle's suggestion of the use of "categorical grills", but since these are only appropriate to the teaching of a highly specific and set methodology, they are inapplicable to this program.

ii) The point is well taken that the program should attempt to include some practice of techniques before a simulated class. The Seminars and the Experimental Teaching components were designed with this in mind, but we have now specified that they will incorporate micro-teaching sessions (using volunteer SFU French students as the class) to provide the M.A. student with the opportunity to practise what he is learning and, more importantly, to analyze his own and others efforts. As Politzer points out, this will also provide an evaluation technique.

To the possible suggestion that the program is not 'practical' enough (in some everyday sense), the Committee adopts the position that a professional degree should not attempt to provide a step-by-step guide to classroom procedures and teaching techniques (an attitude which can only stem from one set methodology). Such procedures and techniques should be the practical outcome of the program only in the sense that the language teacher will be in a better position to establish and develop such practical devices to suit his specific teaching situation. Moreover, 'practical' courses are more the province of the workshop established by the teachers' own professional organizations.