

Intersession 2000

EDUC 480 - 4
French as a Second Language

*Schedule:

Mondays, Wednesdays, Fridays (April 10-21)
 and then Fridays (May 5-June 9) at
 13:00-16:50 in room MPX 8651/2

F01.00

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PREREQUISITE

Educ 401/402. Note: Restricted to PDP students going on the french immersion program at laval. Instruction given in English.

COURSE DESCRIPTION

In this course, we will critically examine assumptions about language and learning underlying current approaches to teaching French as a second language (FSL) in Canada. We will review new developments in second language theory and research that have implications for FSL practice. Through a variety of directed large group, small cooperative group, and individual activities, we will explore our own processes as second language learners and work on classroom strategies that can be applied to teaching French as a second language. Current curriculum documents and materials for FSL will be analyzed in light of recent advances in this field.

OUTLINE OF TOPICS

Developments in second language theory and research
 Communicative-experiential approaches to teaching French as a second language
 Language awareness approaches in second language teaching
 Social interactions and classroom processes
 Supporting literacy in second language classrooms
 Responding to interlanguage and language errors
 Authenticity of teaching materials and resources
 Assessment in second language classrooms

COURSE REQUIREMENTS

Research article critique	25%
Strategy presentation	25%
Resource portfolio	25%
Reading response log	25%

REQUIRED TEXTS

Shrum, J., & Glisan, E. (1994). *Teacher's handbook: Contextualized language teaching*. Boston, Mass: Heinle & Heinle Publishers. ISBN 0-8384-40614

Additional readings will be made available to students at the beginning of the course.

RECOMMENDED TEXTS

Jean, G. (1996). *Avec Brio: guide pratique de communication*. Scarborough, ON: Prentice-Hall. ISBN 0-13-5692458

Edwards, V., & Rehorick, S. (1994). *A touch of class! Practical teaching tips for second language teachers at the secondary level*. Welland, ON: The Canadian Modern Language Review. ISBN 0-9691796