

DESIGNS FOR LEARNING FRENCH (SECONDARY)

July 8 - July 31, 1980

French Language Training Centre
Simon Fraser University

Sessional Instructor - Cynthia Lewis

GOALS

This course should enable the participants to familiarize themselves with and critically evaluate the practical applications of the new B.C. Secondary French Curriculum Guide and proposed Resource Binder to accompany the Guide.

It should also enable the participants to relate the theories of learning French as a Second Language to practice and techniques relevant to the classroom.

OBJECTIVES

By the end of this course, the participants should

- be able to understand the theoretical assumptions of the new Curriculum
- be familiar with the organization of the Guide and its contents
- be able to relate the Guide to the newly prescribed programs as this directly affects the implementation of the new programs in the classroom
- have discussed and considered problems anticipated in the implementation of the Guide
- be familiar with the contents of the proposed accompanying Resource Binder
- have considered new ideas for expansion of the Resource Binder
- have worked with their own sample test questions and evaluative techniques as directly related to the learning outcomes of the new Guide.

ACTIVITIES

The activities in which the participants will be involved include:

- Information sessions presented by the instructor or invited guests
- Discussion of selected readings
- Practice tasks
- Small group discussions
- Presentations of mini lessons
- Visit to Ministry of Education: French Language Services, Richmond

COURSE REQUIREMENTS

Students are required to attend and participate in all parts of the program.

Students are required to complete all assigned readings, written tasks, and compulsory oral presentations. Beyond these requirements, students may choose from a number of optional tasks.

EVALUATION

The completion of the course requirements forms the basis for evaluation. There are three components to the final evaluation:

- a) Self-evaluation - Participants assess their fulfillment of course requirements on a self-evaluation form
- b) Faculty interview - Participants discuss their self-evaluation with the instructor in a final interview during which time the instructor also assesses the success of the participant in relation to the objectives of the course
- c) Grading of assignments - The instructor will grade compulsory written assignments and oral presentations, and also take into direct consideration optional assignments completed. There will be a final examination of one hour.

SPECIFIC REQUIREMENTS

This list may not necessarily be complete.

I - Readings

A) Compulsory

1. Allen, Patrick "Structural and Functional Models in Language Teaching"
2. From Chastain, Kenneth The Development of Modern Language Skills: Theory to Practice
"Chapter 3 - Audio Lingual Theory"
"Chapter 4 - Cognitive Theory"
3. From Finocchiaro, Mary and Bonomo, Michael The Foreign Language Learner: A Guide for Teachers
"I - Teaching and Learning a Foreign Language"
"II - Developing a Curriculum"

B) Additional Readings (available in SFU Library)

Gougher, R.L. Ed., Individualization of Instruction in Foreign Languages: A Practical Guide (P 11 L35 V13)

Billows, F.L. The Techniques of Language Teaching (P 51 B54)

* Brooks, N., Language and Language Learning: Theory and Practice (P 51 B73 1964)

Lado, R., Language Teaching: A Scientific Approach (P 51 L3)

Altman, H.B. and Politzer, R.L., Individualizing Foreign Language Instruction (PB 11 C66)

* Allen and Valette, Modern Language Classroom Techniques (PB 35 A57)

* Chastain, Developing Second Language Skills (PB 35 C532 1976)

* Finocchiaro, Mary and Bonomo, Michael, The FL Learner: A Guide for Teachers (PB 35 F56)

* Rivers, W.M., Teaching Foreign Language Skills (PB 35 R43)

Altman, H.B., Individualizing the Foreign Language Classroom: Perspectives for Teachers (PB 36 A4)

Lee, W.R., and Coppen, Helen, Simple Audio-Visual Aids to FL Teaching (PB 36 L38 1964)

Politzer, R.L., Foreign Language Learning (PB 36 P6 1970)

* Rivers, W.M., The Psychologist and the Foreign Language Teacher (PB 36 R58)

Papalia, Anthony, Learner-Centered Language Teaching Methods & Materials (PB 38 U6 P3)

Smith, George E. and Leamon, M. Phillip, Effective Foreign Language Instruction in the Secondary School (PB 38 U6 S59)

Stanislawczyk, Irene E. and Yauener, Symond, Creativity in the Language Classroom (PB 38 U6 S73)

Valette, Rebecca U., Modern Language Testing (PB 71.5 V3)

Seibert, Louise C. and Crocker, Lester G. Skills and Techniques for Reading French (PC 2065 S4)

Graham, Victor E., How to Learn French in Canada: A Handbook for English Canadians (PC 2068 C3 G7)

* Rivers, W.M., A Practical Guide to the Teaching of French (PC 2068 U7 R5)

II - Written Assignments

A) Compulsory

1. Topic: discuss the goals, objectives, and content of the New Curriculum Guide in relation to the various approaches identifiable in the theory of second language teaching.

This topic shall be further discussed before a due date is definitely assigned.

2. Topic: plan a unit of 25 hours at any level using the scope and sequence and learning outcomes of the Curriculum Guide and the appropriate prescribed program of your choice. You may choose to use the Resource Binder for support.
3. Describe in detail your evaluative strategies for the unit in Topic 2.

III - Oral Presentations

A) Compulsory

1. Presentation of your unit plan and evaluative strategies as per II.
2. Presentation of one 20 minute linguistic lesson from your unit plan.
3. Presentation of one 20 minute cultural lesson from your unit plan.

B) Additional Presentations

1. Participants may choose to present to the class any ideas they have personally found effective in the classroom as they relate to the prescribed programs or the Resource Binder.

IV - Resource File

A) Compulsory

The participants are encouraged to build a resource file of sample materials as they relate to oral presentations made by others or by themselves. This file should be presented to the instructor at the final interview. Materials included should include:

- visuals, aids, etc.
- listening activities
- speaking activities
- reading activities
- writing activities
- cultural activities
- activities in the "attitudinal" domain

The materials should relate directly to one or more learning outcomes of the Curriculum Guide.

VERY TENTATIVE SCHEDULE

Day 1 - July 8

- Introduction
- Information cards
- Discussion of participants' objectives of course
- Background of Curriculum Guide
- First walk through Guide

Day 2 - July 10

- Discussion of approaches to second language learning
- Discussion of goals, objectives, learning outcomes of Guide
- Scope and sequence
- Levels system
- Articulation

Day 3 - July 15

- Tasks and orientation to the Guide
Guest: Michael Massey
Approaches to second language learning and development
commercial materials
- Discussion of topics of written assignments

Day 4 - July 17

- Evaluation
- Literature
- Resource Binder
- EPIE analysis
- Prescribed programs

Day 5 - July 22

- Topic on approaches due
- Some oral presentations

Day 6 - July 24

- Some oral presentations
- Guest speaker on evaluation: Bob Laval

Day 7 - July 29 (at Ministry of Education)

- More on Resource Binder
- Written topic on planning and evaluation due
- Work on Resource File
- ~~Some other assignments to complete~~

Day 8 - July 31

- Oral presentations
- Interviews
- Final examination - one hour

Percentage Composition of grade

- 1 Paper - 20%
- 2 Unit plan and resource file 35%
- 3 Oral presentations (3) 30%
- 4 Final examination (1 hour) 15%

Send to:
Ston Shupron
Mike Mossey
Sabina Harp
Barb Newman

ATTENTION TEACHERS

THE FACULTY OF EDUCATION AT SIMON FRASER UNIVERSITY IS OFFERING:

EDUCATION 486-4, DESIGNS FOR LEARNING: FRENCH (SECONDARY)

ON THE SIMON FRASER CAMPUS DURING JULY

I hope I had contact with Cynthia before the course

This flyer went out shortly after our meeting. We need at least 10 people in the course to warrant its offering

WHO IS ELIGIBLE TO APPLY?

The course is intended primarily for teachers preparing to teach the new French Program in Secondary Schools. The course can be used for both degree completion and towards an Extended Studies Diploma Program.

HOW DOES ONE REGISTER?

Former S.F.U. students and persons who are not S.F.U. students must return an application for admission and all official documents by June 18th. Application forms are available from the Registrar's Office.

Continuing students must return their pre-registration form by June 18th. If you have not pre-registered, you must submit your request to register, in person, by no later than June 20th. In-person registration will be held on July 7th which is also the final day to pay tuition fees.

DATES AND LOCATION

Tuesday/Thursday 9:30 - 3:20
French Centre

EDUCATION 486-4 DESIGNS FOR LEARNING: FRENCH (SECONDARY)

This is an intensive practical course focusing on the application of instructional theory to the teaching of french as a second language. It will deal specifically with the implementation of the new secondary guide and resource book.

The course will be taught by Cynthia Lewis, who was integrally involved in working on the development of the resource book which supplements the guide. Cynthia is an experienced secondary teacher, presently employed in Campbell River. She will be employed as a Faculty Associate in September, 1980.

For more information, call Michael Massey at 291-3187 or Undergraduate Programs in the Faculty of Education, Simon Fraser University at 291-3643.