

SIMON FRASER UNIVERSITY

EDUCATION 384-3 AND 385-3

**SPECIAL TOPIC:
IMPLEMENTATION OF THE FSL CURRICULUM IN THE
INTERMEDIATE CLASSROOM (GR. 4-10)
(E3.00)**

Fall Semester, 1991
(September 3 – November 29)

Instructor: Cynthia Lewis

Locations: Okanagan, Surrey, Nelson,
Kamloops, Fernie, Vancouver,
Campbell River, Chilliwack

PREREQUISITES

Attendance at one of seven 3–5 day regional FSL Institutes at Surrey, Vancouver, Kamloops, Kelowna, Fernie, Nelson and Chilliwack.

DESCRIPTION OF COURSE

The course is intended for teachers who wish to develop strategies for implementing the new FSL curriculum into their educational program. As much as possible and depending on the level of French of the participants, the course will be conducted in French so that participants may practice their French language skills.

OBJECTIVES

- a) To review major approaches to second language acquisition in order to understand the objectives of the new FSL curriculum.
- b) To develop strategies for the implementation of the FSL curriculum in light of the principles of language acquisition discussed in the literature.
- c) To practice specific strategies and organize specific learning sequences in the classroom which reflect (a) and (b) above and reflect on the success of these strategies.

REQUIRED READINGS

- a) Case R. (1990). *Implementation through informed reflection*. Simon Fraser University.
- b) Comet materials
- c) Selected articles on implementation
- d) Articles on FSL to be selected by Cynthia Lewis and Razika Sanaoui

STUDENT ASSIGNMENTS

Activities:

Group sessions (number and length to be determined) to explore the following aspects following the principles of curricular implementation.

- a) the principles of second language acquisition
- b) goals and objectives of the B.C. FSL curriculum

- c) strategies and processes appropriate to the second language context
- d) strategies to integrate FSL and the other subject areas
- e) application of the principles of language acquisition to the second language context
- f) strategies of co-operative learning in the second language context

Classroom practice:

Participants will plan, teach and evaluate FSL learning experiences in their own classrooms. They will work together during group sessions to reflect on these experiences. With the co-operation of the school districts involved, there may be opportunities to set up support groups for peer coaching sessions during these experiences.

STUDENT ASSESSMENT AND GRADING PROCEDURE

Evaluation will be based on attendance, readings, participation, the self-evaluations of the participants and the following assignments, as described in the Comet materials:

- a) an implementation project
- b) an ongoing double entry journal
- c) a summarizing reflections paper