

Summer Semester 2002

EDUC 480 - 4

**Designs for Learning:
French as a Second Language
E01.00**

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***Starts May 2, 2002 ***

Thursday 17:30-21:20 in EDB 8620

Also, Saturday May 11 and Saturday, June 22

PREREQUISITE: EDUC 401/402

Note: Restricted to PDP students going on the French immersion program at Laval University. This course is being taught in conjunction with EDUC 298-2: Special Topics: Curriculum Resources and Theory (IRPs). While on campus at SFU, the language of instruction will be English, but while at Laval University the language of instruction will be French.

DESCRIPTION

In this course we will critically examine assumptions about language teaching and learning. We will look at current approaches to teaching French as a second language (Core French) in Canada. We will explore our own processes as second language learners. We will look at how to plan for lessons and courses keeping the learners as the central focus of our plans. Activities will be done in a large group, small groups, and individually. One of the main aims of the course is to develop and enhance skills in the French language so that students will be better prepared for the world of the French speaking classroom. The cultural bias of the activities will lead to a better understanding of French as a living language in constant change spoken by Francophones around the world.

OBJECTIVES

1. To enable students to assess their own language needs and to work toward improving their skills.
2. To familiarise students with the current pedagogical principles of second language teaching including assessment and evaluation.
3. To present students with strategies for teaching Core French in a communicative / experiential manner.
4. To engage students in a wide variety of French experiences involving the four skills of listening, speaking, reading, and writing. These will be accomplished through activities using conversation, discussion, debate, reporting, media, role-play, field trips and co-operative activities.
5. To enhance the appreciation of French culture through the class activities and visiting sites in Quebec city.

REQUIREMENTS

Participation in all activities and a desire to be immersed in a French experience is essential.

1. A self-evaluation of one's language competency and a needs assessment (at SFU). (part of #6)
2. The researching, writing and presentation of a collaborative article on one aspect of the theory of second language learning or teaching (at SFU). (20%)
3. The development and presentation of a mini-lesson (at SFU). (20%)
4. The development of a French Resource Binder (at SFU and in Quebec). (40%)
5. The gathering and sharing of authentic documents and trade books (in Quebec). (part of #4)
6. A self-evaluation of one's language development and implications for future learning as well as personal journals to be submitted in person and by email (in Quebec). (20%)

REQUIRED READING

Jean, G. (1996). avec BRIO: *Guide pratique de communication*. Scarborough, ON: Prentice Hall.
 Ministry of Education. (2001). *Core French IRP Grades 5-12*. Victoria, BC.: Queen,s Printer. (New edition.)
 Shrum, J, and Glisan, E. (2000). *Teacher's Handbook: Contextualized Language Instruction*. Boston, MA: Heinle and Heinle.

RECOMMENDED TEXTS

Boissy, J., Allain, N., and Maillé, S. (1997). *Coup de pousse: Lexique thématique*. Laval, Québec: Beauchemin.
 National Textbook Company. (1997). *Reprise: A Complete Review Workbook for Grammar, Communication, and Culture*. Lincolnwood, Illinois: National Textbook Company.
 Rivers, W. M. (Ed.) (1994). *Interactive Language Teaching*. Cambridge Language Teaching Library. Cambridge, UK: Cambridge University Press.