

**EDUCATION 481-4:  
DESIGNS FOR LEARNING:  
FRENCH IMMERSION & PROGRAMME-CADRE DE FRANÇAIS  
(French Summer Institute)**

June 29 - July 24, 1987  
Monday through Friday  
8:30-11:00

Instructor: Rhoda Tafler

Location: MPX 7504

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**PREREQUISITES:**

Educ. 401/402 (French Immersion) or equivalent. Instruction given in French. Fluency in French\* (knowledge equivalent to Mother Tongue). Possess a teaching certificate or some experience in Immersion or Programme-Cadre de français.

\*Competence in French will be evaluated during the first week of the course. Those who do not have sufficient competence in French may audit the course.

**CALENDAR DESCRIPTION:**

History, definition and growth of immersion (a Canadian phenomenon and its relation to Programme-cadre in British Columbia. Emphasis on integration of four skills (listening, speaking, reading and writing) particularly on speaking and reading. Error analysis, teaching techniques and development of activity centres. Exploration and adaptation of various commercial programs in different subjects (e.g., French, Reading, Math).

**GENERAL OBJECTIVES:**

1. To become familiar with the most recent research in the areas of: immersion, learning styles and teaching strategies.
2. To know the B.C. French Immersion and Programme-Cadre curriculum and the authorized and prescribed material.

**CONTENT:**

1. The use of the components of the Communicative Approach: why, how and evaluation techniques in the four skills.
2. The thinking skills common to French and Social Studies.
3. The development of integrated units which take into account the diversity in learning styles.
4. Teaching strategies necessary in order to achieve the aims of the programs as well as the needs of the students.
5. Study of the notion of cooperative planning, organization, implementation and evaluation between teachers.
6. Analysis of mistakes made by students and appropriate follow-up.

**ACTIVITIES:**

1. To spend a few days in Resource Centres and Immersion School libraries in order to examine available resources.
2. To use computers and A-V material.
3. To have experiences in the areas of: teaching for thinking, cooperative planning, field trips in order to meet the objectives of the course.

**REQUIREMENTS:**

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|---|-----|
| 1. a study of the research and its application to the classroom | 20% |
| 2. preparation of a unit  | 30% |
| 3. demonstration of an approach or strategy                     | 20% |
| 4. personal inventory of resources for the class                | 15% |
| 5. attendance, participation and self-evaluation                | 15% |

**PLEASE NOTE:**

This course is linked to another course: Designs for Learning: L'intégration des sciences humaines au programme d'études." Each course is independent due to the content but the orientation and the process stressed are the same. Those who take both courses will be able to discuss assignments with the instructors to avoid repetition. Some activities will be done together and the two instructors, Cynthia Lewis and Rhoda Tafler, will share the responsibilities of the two courses. If time and schedule permit, it would be worthwhile to take both courses.

(Kindergarden to Grade 12)

Intersession: 1986 Instructor: L. Savard  
Tuesday & Friday (1:00-4:50) Location: MPX 9511

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## I. OBJECTIVES

This course is the following sequence of a general introductory given in 401-402, to French Immersion Programs (F.P.I.) and Programme-Cadre de Francais (P.C.D.F.).

It covers definition, history, research overview, examination of P.C.D.F. and various types of F.I.P. in Canada and in B.C.

The emphasis will be on the integration of the four skills, teaching techniques and curriculum resources.

## II. OUTLINE OF TOPICS

1. F.P.I. In Canada, in B.C. and in U.S.A.: Definition, history, differences and similarities.
2. The F.I.P. and P.C.D.F. teacher in an English School and in a specific center in a regular district: rapport with parents, principal and colleagues.
3. Approaches to language learning and language teaching. Immersion versus French as a second language regular program.
4. Integration of the four skills: listening, speaking, reading and writing. Oral expression and creative writing (Introduction to self-corrective grid).
5. Individualized instruction and learning centres.
6. Speaking Skill: Drama, improvisation, poetry, song, structural exercises.
7. The "fifth skill" : Audio-visual".
8. Curriculum and resources.
9. Other topics suggested by the students and meeting with their specific needs: Orthopedagogy, field trip, extra-curricular activities, etc.

## III. REQUIREMENTS

1. An oral presentation
2. A mid-term paper
3. A group project
4. Active participation in class activities.

## IV. ELIGIBILITY

1. Native-like fluency in French.
2. Education 401-402.

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