SIMON FRASER UNIVERSITY

MEMORANDUM

TO: Senate   **FROM:** J.W.G. Ivany,
Chair, SCAP

SUBJECT: Faculty of Arts   **DATE:** Nov.19, 1987
French
Reference: SCUS 87-26; SCAP 87-17

Action undertaken by the Senate Committee on Academic Planning/Senate Committee on Undergraduate Studies gives rise to the following motion:

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.87-45 the following new course:

       FREN 216-3   French for Immersion Program Students"

1. Calendar Information: Department: FRENCH

   Abbreviation Code: FREN   Course Number: 216   Credit Hours: 3   Vector: 1-3-0

   Title of Course: FRENCH FOR IMMERSION PROGRAM STUDENTS

   Calendar Description of Course:
   A course designed to answer the specific needs of French Immersion Program graduates.
   Emphasis will be placed upon the development of self-monitoring techniques to improve
   correctness in the use of the oral and written codes of French.

   Nature of Course:
                       lecture-tutorial
   Prerequisities (or special instructions):
                                         High School
   Restricted to students entering SFU from French Immersion programs. Prior permission
   of chairman is required. May be taken in conjunction with other French language courses.
   May not be taken as part of the French Certificate program. Does not constitute a course
   What course (courses), if any, is being dropped from the calendar if this course
   is approved: challenge to any French
              Nil   language courses.

2. Scheduling:

   How frequently will the course be offered? Fall each year

   Semester in which the course will first be offered?   Fall 1988

   Which of your present faculty would be available to make the proposed offering
   possible? B. Bartlett, M. McDonald, J. Luu-Nguyen

3. Objectives of the Course:

   See attached

4. Budgetary and Space Requirements (for information only)

   What additional resources will be required in the following areas:

   Faculty   1) 3 base units for the participation of a francophone TA/LI
                2) S.I. stipend for faculty replacement
   Staff

   Library

   Audio Visual

   Space

   Equipment   Preparation and updating of diagnostic and material (tapes & textual material).
                (A summer work program or graduate TA will need to be involved initially.)

APPROVAL

Date: _June 26 1987_   _Sept 30 87_

_____   _____   _____
Department Chairman   Dean   Chairman, SCUS

SCUS 73-34b: (When completing this form, for instructions see Memorandum SCUS 73-34a.
            Attach course outline)

Proposal for a new French course - Rationale

French 216-3 French for Immersion Program students

French Immersion Program students exhibit a high degree of communicative competence but make persistent and frequent oral and written errors that often differ from the errors both of native French speakers and of other anglophone learners of French. It has been suggested that once learners "make themselves understood to their teachers and classmates ... there is no social incentive to develop further towards native speaker norms." (B. Harley and M. Swain, 'An analysis of the verb system used by young learners of French,' Interlanguage Studies, 1978, 3, p.38.)

The purpose of this course is first to re-establish the social necessity of speaking and writing as correctly as possible and then, after identifying the major persistent errors in the students' usage, to furnish students with a monitoring capacity enabling them to recognize/correct and foresee/avoid their own individual performance errors.

At present, Immersion Program students entering SFU may - after placement test - enter the French Division lower language courses (where they will generally find themselves with B.C. "core" program graduates), French Division upper level courses (where they could find themselves with - amongst others - native French speakers) or possibly the Education in French courses (i.e. in other departments - where they presumably mix with a majority of native speakers). In none of these instances are the immersion students in an ideal situation since current thinking favours "sheltered" courses for such students - i.e. special closed courses that recognize the students' still imperfect control of French. Although the hope has been expressed that "French language departments will begin to respond to the needs of this new clientèle with specialized advanced language courses for non-majors in areas such as academic writing, grammar, and franco-Canadian literature." ('What can the Universities offer to the bilingual student?' Marjorie Bingham Wesche, Canadian Modern Language Review, 1985, 41, 5, p.957.) no real attempt appears to have been made to address this imperfect control by providing a *sheltered course* to address the specific problems. Even our (so far) limited experience with this new type of student indicates the need for a sheltered offering that will help bridge the move between the highly sheltered school program and the less protected environment of SFU offerings in French (be they in the French Division or elsewhere in the University).

Objectives of the course

1. To re-establish the socio-cultural necessity of speaking and writing French within norms acceptable to francophone communities and with an awareness of the appropriateness of register.

2. To identify the major ingrained oral and written errors persistently committed by French Immersion Program students.

3. To furnish students with the means to monitor their own performance and to recognize/correct, foresee/avoid these errors.

4. To help the students to establish habits of vocabulary-building to control and reduce the paraphrastic techniques widely adopted.

Course Outline

The semester will be divided in overall terms into periods of identification and elaboration and practice of controls. This division will also characterize the weekly use of time.

Identification
Students will be required to record short tasks designed to force a specific linguistic behaviour; they will also be required to perform written tasks designed to produce specific responses.

Control
Control will depend on two two approaches - the cognitive and the behaviourist. At least one hour per week in the initial weeks will be spent on the study of language as code and will deal with such topics as redundancy, marking, economy, the need to understand the different organization of the oral and written codes of French. Explanations of the need for the principle of redundancy (for example) will establish the basis upon which to elaborate a means of monitoring its application to the written code and then to the oral code.

The understanding of what an error is and the ability to identify it will be followed by structural exercises - oral and written - of the classic behaviorist models, but using partially encoded forms as the starting point upon which the final encoding of the acceptable utterance/written form is

performed. Where deemed necessary, some of this repetitive work will be transferred to the language laboratory.

The 'cognitive' approach will require the introduction of some of the basic concepts of linguistics as well as a minimal control the the IPA. The concept of language as code and the explanation of the principles of code will entail the introduction of a simple generative-transformational model which will furnish the abstract partially encoded forms upon which the correct utterances will be based.

Evaluation

a) an ongoing participation in the identification/control process,
b) cumulative testing,
c) final oral/written test for a global view of achievement.

Required texts:

J.Dubois, R.Lagane, A. Mareuil, La nouvelle grammaire de base pour le secondaire, Les Editions Francaises, inc.

Le Nouveau Bescherelle. 3. La grammaire pour tous. Hatier.