

Summer Session 1999

EDUC 378 - 3
**ST-Developing Skills for Learning &
Teaching French as a Second Language**

J. Hanson

Office

Tel: 291-3395

E-mail: : jahanson@sfu.ca

Interession, 1999 (2 sessions at S.F.U.)
Summer, 1999 (On-line from Laval U.)

Room: T.B.A.

***F01.00**

PREREQUISITE

Educ 401/402

COURSE DESCRIPTION

This course is intended for student teachers who wish to improve their written and oral proficiency in French, to critically examine their own experiences as second language learners and to develop an understanding of the communicative-experiential theory of language learning as it applies to the F.S.L. classroom. These student teachers will meet on campus at S.F.U. in June for two orientation sessions. Students will then fulfil 378 course requirements from Laval University as they participate in an intensive five week language learning program in Quebec City (July).

OBJECTIVES

1. To enable students to identify their own linguistic needs as learners of French and to put into action, during their stay in Quebec City, an individualized plan aimed at improving their competency in the language.
2. To briefly present current pedagogical principles of second language learning and to introduce students to the important components and recommendations of the B.C. Core Curriculum (5-7).
3. To enable students to reflect on their own experiences as learners of French. This critical reflection will allow students to develop a deeper understanding of pedagogical issues related to second language teaching.
4. To allow students the opportunity to develop pedagogically sound teaching principles, strategies and ideas that may be applied to the French Second Language classroom.

REQUIREMENTS

1. Attendance and participation in orientation sessions.
2. Personal analysis of oral and written ability in French and the establishment of a individual action plan aimed at improving competency in French.
3. Completion of six journal entries (**to be sent via e-mail from Laval to the instructor**). These journal entries will allow students to reflect on their formal and informal language learning experiences in Quebec City, and to engage in meaningful dialogue as they begin to develop their own set of beliefs regarding teaching French as a Second Language.
4. The development and presentation of a portfolio of five authentic language learning documents, with accompanying lesson plans. This portfolio should reflect the student's understanding of a communicative-experiential theory of language teaching.

REQUIRED TEXTS

Ministry of Education. *Core French 5 to 12 Integrated Resource Package*. IRP 021

Timmins, S. (1992). *French Fun: The Real Spoken Language of Québec*. John Wiley & Sons. (ISBN: 0471-64138-3)