

SIMON FRASER UNIVERSITY

EDUCATION 480-4
DESIGNS FOR LEARNING: FRENCH AS A SECOND LANGUAGE
(F3.00)
(Cat. # 27548)

Summer Session, 1993
(July 5 - 30)
Monday-Friday, 8:30-10:50 a.m.
Location: EAA 1100

Instructor: Diane Dagenais
Office: MPX 8648
Phone: 291-3222

PREREQUISITE

EDUC 401/402. For PDP Elementary Generalists. Instruction given in English & French.

COURSE DESCRIPTION

This course aims at demystifying second language instruction by examining the links and the differences between first and second language acquisition. Literature in the field indicates that theorists, researchers and practitioners have drawn on knowledge about first language learning to trace a picture of second language development. Recent work in this area highlights the similar focus on making meaning during the acquisition processes across languages. Yet, there remain differences in the surface features of each linguistic system and in the cultural practices associated with language use. Moreover, the status of the first and second language can vary according to social and educational contexts. This naturally has an impact on the particular type of classroom support needed to foster growth in a given language.

Through a variety of large group, small cooperative group, and individual activities, we will explore our own processes as second language learners and work with a number of classroom approaches that can be applied to teaching French as a second language. Current Ministry documents, curriculum practices, and teaching materials related to the second language classroom will also be examined.

OUTLINE OF TOPICS

Processes in second language acquisition
Language status and contexts for second language education
Recent developments in second language theories, research and practice
Classroom practices that promote development in a second language
Connections between oral and written communication in a second language classroom
The social and physical organization of the classroom
Critical selection of appropriate materials: authentic vs contrived texts and activities
Evaluation of second language development

COURSE REQUIREMENTS

Attendance and participation in all activities
Preparation of a portfolio of resources and materials
Project: Paper & presentation of a unit plan drawing on authentic texts and activities
Response log

REQUIRED TEXTS

Rivers, Wilga. (1987). Interactive Language Teaching. Cambridge: Cambridge University Press.
Richard, J. & Rodgers, T. (1986). Approaches and methods in language teaching. Cambridge: Cambridge University Press.