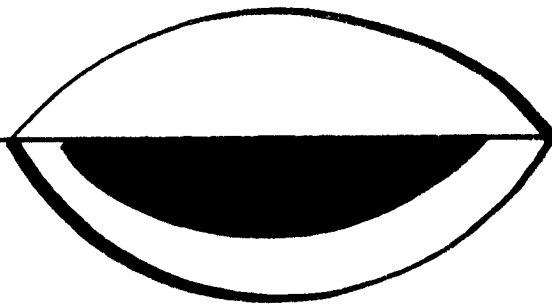


education 486-4
designs for learning:
French



Sabina Harpe
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Simon Fraser University
intersession, 1980

INTRODUCTION

Language is a vehicle of communication. It is a social skill. We believe that students, at whatever level, can use a second-language in the classroom:

"... can talk in French rather than about French..."

The French classroom can be alive and throbbing. Children can enjoy themselves, learn a lot of French, and be challenged to learn through French.

This is an intensive practical course focussing on the application of instructional theory to the teaching of French as a Second Language. It will deal with planning for learning: creating learning environments and developing teaching strategies and materials.

One of the objectives of this course is to increase your knowledge about the theory and practice of second-language teaching. To that end, experiences and activities have been designed to further your understanding with respect to the following questions:

- How do I teach the four language skills?
- What are the stages of language learning?
- How do the skills and stages fit together?
- How do I teach vocabulary, grammar, dialogues?
- What are the current trends in French as a second language?
- What programmes are being used in B.C.?
- What texts are prescribed by the Ministry of Education?
- What resources are available to teachers of French?

A second objective of this programme is to provide activities which will help you to develop teaching skills required to implement successful and effective second-language experiences. Tasks will include:

- planning units, sequences and lessons with a thematic approach
- choosing strategies and techniques for the teaching of listening, speaking, reading and writing skills
- presenting a sample lesson
- analysing, adapting and constructing instructional materials
- evaluating learning of children, of self, of peers.

It is intended that the above activities combined with suggested readings will allow you to develop or confirm your own philosophy of second language instruction.

Experiences and Activities

The instructional format of the course includes the following experiences and activities to help you to increase your knowledge base as well as to develop second language teaching skills. While there will be activities that are teacher-directed, and occasionally sessions of information by invited speakers, you will be expected to actively participate in discussions, presentations and centres tasks.

The experiences and activities included in the course are:

1. Readings--so that you may be aware of some of the theories of second-language teaching and current research in the field and, thereby, participate fully in workshop and seminar discussions.
2. Workshops--so that you may learn about specific curriculum and instructional skills.
3. Discussions--so that you may examine issues and questions related to aspects of the course.
4. Practice tasks--so that you may increase your skill in specific instructional strategies.
5. Centres--so that you may experience an optional instructional strategy while looking into resources in the field.

Course Requirements

Students are required to attend and participate in all parts of the programme.

Students are required to complete assigned readings.

Students are required to demonstrate competency in assigned tasks.

Evaluation

The completion of the course requirements presented above form the basis for evaluation. There are three components in the final evaluation.

- a) Self-evaluation. Students assess their fulfillment of course requirements on a self-evaluation form.
- b) Faculty evaluation. Students discuss their self-evaluation with their faculty advisor in a final interview during which time the faculty advisor also assesses student performance.
- c) Grading. Final grades are determined by the faculty advisor. They are based upon two criteria:
 - (1) the degree to which students have demonstrated fulfillment of course requirements.
 - (2) the quality of students work.

Grade References

Course assignments are listed in checklist form on a separate page. Those tasks marked with an asterisk must be completed in order to receive credit for this course.

Grades will be assigned as follows:

- C - A grade of C represents good quality in the completion of minimum course requirements or acceptable quality in the completion of most course requirements.
- B - A grade of B represents outstanding quality in the completion of most course requirements or good quality in the completion of all course requirements.
- A - A grade of A represents outstanding quality in the completion of all course requirements.



Office hours: 3:00 - 4:30 Mon & Wed.
after course
By appointment
Home phone: Barbara 939-4239
: Sabrina 734-8159.

Required Reading

Finocchiaro, Mary and Bonomo, Michael. The Foreign Language Learner: A Guide for Teachers. Regents Publishing Company, Inc., 1973.

Additional Readings (Available in S.F.U. Library)

Gougher, R.L. Ed., Individualization of Instruction in Foreign Languages: A Practical Guide (P 11 L35 V13)

Billows, F.L. The Techniques of Language Teaching (P 51 B54)

Brooks, N., Language and Language Learning: Theory and Practice (P 51 B73 1964)

Lado, R., Language Teaching: A Scientific Approach (P 51 L3)

Altman, H.B. and Politzer, R.L., Individualizing Foreign Language Instruction (PB 11 C66)

* Allen and Valette, Modern Language Classroom Techniques (PB 35 A57)

Chastain, Developing Second Language Skills (PB 35 C532 1976)

* Finocchiaro, Mary and Bonomo, Michael, The FL Learner: A Guide for Teachers (PB 35 F56)

* Rivers, W.M., Teaching Foreign Language Skills (PB 35 R43)

Altman, H.B., Individualizing the Foreign Language Classroom: Perspectives for Teachers (PB 36 A4)

Lee, W.R., and Coppen, Helen, Simple Audio-Visual Aids to FL Teaching (PB 36 L38 1964)

Politzer, R.L., Foreign Language Learning (PB 36 P6 1970)

* Rivers, W.M., The Psychologist and the Foreign Language Teacher (PB 36 R58)

Papalia, Anthony, Learner-Centered Language Teaching Methods & Materials (PB 38 U6 P3)

Smith, George E. and Leamon, M. Phillip, Effective Foreign Language Instruction in the Secondary School (PB 38 U6 S59)

Stanislawczyk, Irene E. and Yauener, Symond, Creativity in the Language Classroom (PB 38 U6 S73)

Valette, Rebecca U., Modern Language Testing (PB 71.5 V3)

Seibert, Louise C. and Crocker, Lester G. Skills and Techniques for Reading French (PC 2065 S4)

Graham, Victor E., How to Learn French in Canada: A Handbook for English Canadians (PC 2068 C3 G7)

* Rivers, W.M., A Practical Guide to the Teaching of French (PC 2068 U7 R5)