

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
Undergraduate Programs
Special Topics Proposal

Education 378 -

Credit hours: 3

Vector: _____

Semester to be offered: summer session 1998

Title of course: Developing Skills for Learning and Teaching French for the classroom

1. Description of Course: *This course is intended for student teachers who wish to examine, acquire and/or improve the development of their own written and oral proficiency in French as well as the literacy of second language learners in their classrooms. During a five week stay in Quebec, participants will be engaged in a program that will concentrate on improving communication skills, both oral and written. Participants will also be involved in activities to promote French culture and communication. Finally, classes in second language methodology will tie in their own learning to the teaching of students in elementary and secondary classrooms in British Columbia. Upon their return, students will be asked to submit a portfolio of learning experiences and reflections to be later implemented in the classroom.*

Prerequisites (or special instructions): *Education 401/402.*

2. Objectives: *All activities and assignments are embedded in a communicative competence theory of language acquisition and literacy as well as a socio-constructivist perspective of education. Students will develop an understanding of a variety of pedagogical issues related to literacy development in French first and second language classrooms through their own experience of language learning in Quebec and the analysis of that experience for this course. They will develop an understanding of the following:*

- *the role of the teacher and the learner in an experiential-communicative language classroom;*
- *the relationship between acquiring knowledge, skills and attitudes and the development of literacy;*
- *the role of the teacher in the development of autonomous language learners;*
- *design a portfolio that will reflect an understanding of the of various language learning styles and provide multiple opportunities for language acquisition.*

3. Rational for course offering (reasons why course is needed):

The Faculty of Education is presently not offering a course that allows future teachers the opportunity to engage in a language learning experience in a francophone setting and then, through a directed study, the opportunity to critically examine the impact in a second language setting in B.C. This is especially relevant in light of the new French Second Language mandate from the Ministry of Education and the new French Language IRPs.

4. Budgetary and Space Requirements (for information only).

What additional resources will be required in the following areas:

Faculty - *tutor marker for assignments*

Staff -

Library -

Audio Visual -

Space -

Equipment

Funds

5. **Bibliography and list of learning materials:** *A selection of materials will be provided on sight, at Laval university, as well as a series of articles on second language acquisition. These articles will be mailed to students prior to their departure, as well as a clear outline of their assignment. Articles being considered are:*

Day, E. and S. Shapson. 1991. "Integrating formal and functional approaches to language teaching in French Immersion: An experimental study," *Language Learning* 41 (1):25-58.

Harley, B. 1993. "Instructional strategies and SLA in early French immersion," *Studies in Second Language Acquisition* 15:245-259.

Hullen, J. et Lentz, F. 1991. "Pour une rentabilisation des pratiques pédagogiques en immersion," *Etudes de linguistique appliquée*, 82:63-76.

Krashen, S. 1982. *Principles and Practices in Second Language Acquisition*. New York: Pergamon Press.

Laplante, B. 1993b. "Stratégies pédagogiques et enseignement des sciences en immersion française: le cas d'une enseignante," *La Revue canadienne des langues vivantes/ The Canadian Modern Language Review*, 43, 3:567-588.

Lentz, François. 1993a. "Les stratégies pédagogiques en immersion: quelques enjeux didactiques," *Le journal de l'immersion Journal*, 16, 2:13-17.

Mian, C. 1986. "Integrating language and content through skill development," *CONTACT* 5(3):14-16 & 28.

Netten, J. E. and Marguerite Noonan, 1991. "The development of discourse competence in French immersion pupils in the primary grades," Annual conference of the Canadian Association of Applied Linguistics. McGill University, Montréal, Québec.

Snow, M., Miriam Met and Fred Genesee. 1989. "A conceptual framework for the integration of language and content in second/foreign language instruction," *TESOL Quarterly* 23(2):201-217.

Swain, M. 1988. "Manipulating and complementing content teaching to maximize second language learning," *TESL Canada Journal* 6(1): 68-83.

Tardif, C. 1991. "Quelques traits distinctifs de la pédagogie d'immersion," *Etudes de linguistique appliquée* 82:39-51.

6. Assignments:

- *critically thoughtful reflections on their language learning experience;*
- *submission of a project /portfolio of learning activities reflecting an understanding of the development of literacy in first and second language classrooms.*

7. Description of student assessment and grading procedure:

Assessment and evaluation will be based on the following:

- *attendance and participation in all sessions in Quebec and the grade provided by the instructors*
- *journal reflections*
- *submission of portfolio*

8. Instructor's curriculum vitae: *Possible tutor markers for this course are former and current FA's whose CV are available in the PDP files (Joanne Hanson, Tasnim Dharamsi, Pam Waygood).*

9. Proposed by: *Josette Desquins*

Supportive Faculty Member: *Diane Dagenais*

Date: *April 1, 1998*

UPC, Chairperson: