

EDUC 5107

French as a Second Language in Elementary Schools

Instructor:

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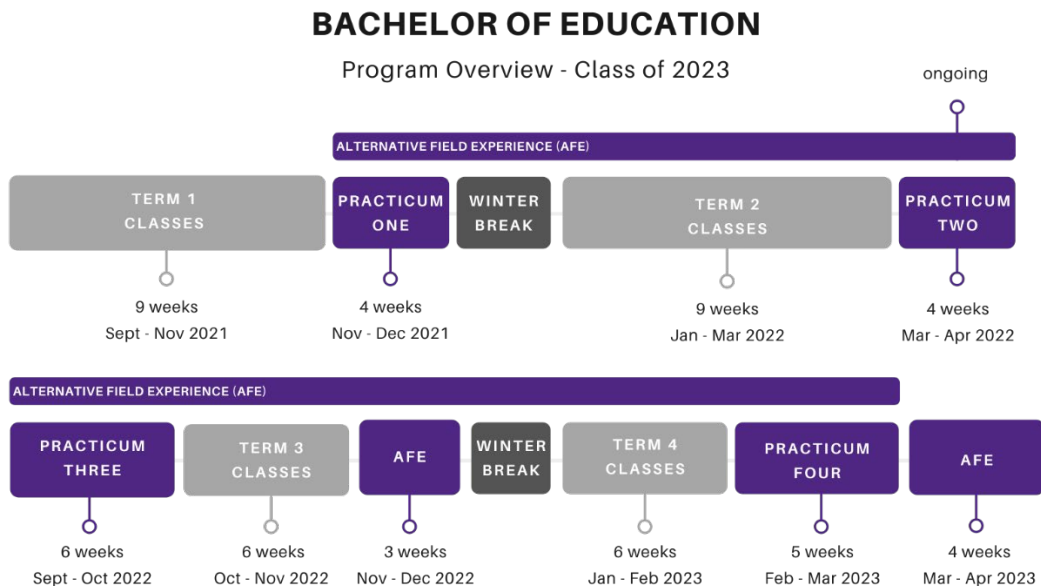
Office Hours: by appointment

Schedule:

Section 001: Mon 4:30PM-6:30PM,
Room: 2046

Program Context:

This is a **French Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.



French as a Second Language in Elementary Schools (EDUC 5107)

This course is intended for students who plan to teach French as a Second Language, Core or Immersion, in elementary schools. It will familiarize them with both past and current approaches to teaching French, textbooks commonly used, and techniques, and techniques for teaching and testing French in a great variety of situations. Two hours per week, full year, .5 credit.

The goal and vision for this course stems from the FSL curriculum document. If we want our students to communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives, then we as educators must ask the same of ourselves. Throughout this course Teacher Candidates will be introduced to various theories and best practices outlined in pedagogical readings, FSL curriculum, and in ministry documents. Teacher Candidates will receive weekly class time to complete practical hands-on activities that will consolidate the learning gained during the lecture. Teacher Candidates will have the flexibility to self-regulate their learning based on their choice of grade level and subject matter preference, (ie. French Immersion, Core, and Primary, Junior, Intermediate). This course will also provide a variety of resources that teachers will bring to their own classrooms (ie. websites, practical classroom ideas, games, templates and so on).

Number of Credits : 0.5

Number of Weeks: 17

Week 1: An Introduction to FSL in Ontario

- What is the role of the FSL teacher?
- What are the components of French as a Second Language in Ontario?
- How is the Common European Framework reflected in the Ontario curriculum?

Learning Activities

Type	Name	Description
		http://www.edu.gov.on.ca/eng/amenagement/fls.html
		Le CECR: https://youtu.be/jVskw3JqwPI
Reading	Week 1 Materials & Readings	Document: https://rm.coe.int/16802fc1bf
		Le Curriculum: http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf

Week 2: Listening in a Primary FSL classroom

- What are the characteristics of the primary learner in FSL?
- How do we effectively teach and assess listening in a Primary French Immersion classroom?
- Planning with the end in mind in an inclusive classroom.

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Transforming FSL: https://transformingfsl.ca/wp-content/uploads/2015/09/Listening-to-Learn-English-2015-12-01.pdf
		https://transformingfsl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf
		https://www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf
		Le Curriculum: http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf

Week 3: Listening in a Junior FSL classroom

- What are the characteristics of the Junior learner in FSL?
- How do we effectively teach and assess listening in a Junior FSL classroom?
- What is interdisciplinary planning?
- A deeper look at differentiation.

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Transforming FSL: https://transformingfsl.ca/wp-content/uploads/2015/09/Listening-to-Learn-English-2015-12-01.pdf
		https://transformingfsl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf
		https://www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf
		Le Curriculum: http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
		https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_fra.pdf

Week 4: Listening in an Intermediate FSL classroom

- How do we effectively teach and assess listening in an Intermediate French Core classroom?
- What is the difference between accommodations and modifications?

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Transforming FSL: https://transformingfsl.ca/wp-content/uploads/2015/09/Listening-to-Learn-English-2015-12-01.pdf
		https://transformingfsl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf
		Le Curriculum: http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf
		http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf

Week 5: Speaking in a Primary FSL classroom

- How do we effectively teach and assess speaking in a Primary FSL classroom?
- Digging deeper into the CEFR.
- A look at the outline for the FSL Oral Assignment

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	Du communicatif à l'actionnel : UN CHEMINEMENT DE RECHERCHE par: Dr. Enrica Piccardo: http://www.edugains.ca/resourcesFSL/PDF/CommunicativeToActionApproach/CommunicativeToActionOri
		https://webzine.idello.org/des-ressources-idello-pour-apprendre-des-premiers-peuples/

Week 6: Speaking in a Junior FSL classroom

- How do we effectively teach and assess speaking in a Junior FSL classroom?

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Transforming FSL: https://transformingfsl.ca/en/components/example-2-a2-3/

Week 7: Speaking in an Intermediate FSL classroom

- How do we effectively teach and assess speaking in an Intermediate FSL classroom?

Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	Edugains: http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3_ActionOrientedApproac
		https://carrefourpedagogique.ophea.net/plans-de-lecons/EPS https://carrefourpedagogique.ophea.net/ressources/ressources-deduction-sur-le-cannabis

Week 8: Review of oral based activities in Ontario FSL Elementary classrooms

- An opportunity to share and review French oral based activities for FSL classrooms and begin our collection for our class toolkit of FSL resources.

Week 9: Reflecting on practicum experiences

- An opportunity to reflect on practicum placements and share useful resources and learning experiences.
- Discuss questions and an opportunity to give course feedback.

Week 10: Reading in a Primary FSL classroom

- How do we effectively teach and assess reading in Primary FSL classroom?
- What is the profile of a second language reader?

Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	Shedding a Light on French Immersion Research, Policy, and Practice: Kirsten Dixon: https://viurrspace.ca/bitstream/handle/10613/6078/Dixon.pdf?sequence=1&isAllowed=y
		Soutenir les lecteurs en langue seconde Renee Bourgoin Nancy Wise: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/At_Risk_Readers_en.pdf

Week 11: Reading in a Junior FSL classroom

- How do we effectively teach and assess reading in a Junior FSL classroom?
- What does a reader at risk look like and how can we help them?

Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	Le Guide d'enseignement efficace en matière de littératie, de la 4e à la 6e Année: http://www.atelier.on.ca/edu/resources/guides/Fascicule_6-2008.pdf
		Soutenir les lecteurs en langue seconde Renee Bourgoin

Week 12: Reading in an Intermediate FSL classroom

- How do we effectively teach and assess reading in a Intermediate FSL classroom?

Learning Activities

Type	Name	Description
Reading	Week 12 Materials & Readings	Teach Ontario Talk: https://www.teachontario.ca/projects/enhancing-language-proficiency-in-the-core-frencl-classroom/pages/growing-french-proficiency
		Le Français Sans Frontières: Teaching Core French to a Diverse Classroom in Windsor: http://etfovoice.ca/node/556 http://www.edugains.ca/resourcesCurrImpl/Secondary/FSL/SupplementaryMaterials/Lesstrategiesdelectur

Week 13: Writing in a Primary FSL classroom

- How do we effectively teach and assess writing in a Primary FSL classroom?
- Using the Picture Word Inductive Model as a strategy.

Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	Guide d' enseignement efficace de l'écriture: http://www.atelier.on.ca/edu/resources/guides/GEE_Ecriture_M_3.pdf

Week 14: Writing in a Junior FSL classroom

- How do we effectively teach and assess writing in a Junior FSL classroom?
- What are the various types of texts and how do we model writing?

Learning Activities

Type	Name	Description
Reading	Week 14 Materials & Readings	Guide d'enseignement efficace en matière de littérature, de la 4e à la 6e année: http://www.atelier.on.ca/edu/resources/guides/Fascicule_7-2008.pdf https://www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnLangSecL2RICSept2108version.pdf

Week 15: Writing in an Intermediate classroom

- How do we effectively teach and assess writing in an Intermediate FSL classroom?
- What are the 21st Century competencies and how can teachers help develop them?

Learning Activities

Type	Name	Description
Reading	Week 15 Materials & Readings	https://pedagogienumeriqueenaction.cforp.ca/wp-content/uploads/2016/02/Ontario-21st-century-competencies-foundation-FINAL-FR_AODA_EDUGAINS_Feb-19_16.pdf https://transformingfsl.ca/wp-content/uploads/2015/12/PE_Example_3_A2.pdf

Week 16: Cycle sharing

- Teacher Candidates share their learning cycles and give one another feedback.
- An opportunity to ask questions and discuss extensions and parallel tasks.

Week 17: Cycle sharing

- An opportunity to ask questions and discuss extensions and parallel tasks.

Assessment Activities

Type	Name	Description
Assignment	Due Wk 08: FSL Oral Activity	Individually or in groups (4 maximum), Teacher Candidates will present an oral based activity that engages all students, with varying abilities. The goal of this minds-on activity, is to highlight the importance of oral based exercises, differentiation, and to provide a practical application of concepts studied. The activity should have a listening and speaking component (be interactive), based on the Ontario FSL curriculum, be accessible to all students, and be differentiated.
Assignment	Due Wk 11/17: Assignment Reflections	As outlined in OCT's Standard of Practice, teachers must participate in Ongoing Professional Learning. 5.1 Teacher Candidates engage in ongoing professional learning and apply it to improve their teaching practices. 5.4 Teacher Candidates critically analyze the past and present and apply those understandings in planning for the future. Teacher Candidates will submit a 2 page reflection on their participation in the course. Criteria will be outlined in class. As well, Teacher Candidates will submit a reflection of their practicum, which highlights their understanding, their questions and their lived experiences of topics studied in EDUC 5107 to date. Teacher Candidates may choose their own format for presenting their information in Assignments of OWL.
Assignment	Due Wk 16: French Learning Cycle	Teacher Candidates will have an opportunity to plan a 4 part learning cycle. The learning cycle should be a reflection of key knowledge acquired during the course (sequencing of listening, oral, reading then writing, action oriented tasks, Universal Design, accommodations, inclusion , assessment, and so on). A template will be provided in class, however Teacher Candidates are free to use their own. A detailed outline, rubric and success criteria will be provided.

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Participation and Professionalism	Participation is essential to your success. Participating in weekly class activities, readings, and discussions is integral both as a contribution to your own learning, and also to the learning of others. Success criteria and look fors will be shared on the first day of the course, and will be revisited periodically throughout the year, with opportunities for self reflection, self assessment, and feedback. Participation includes online forum discussions, taking part in activities, taking an active approach to learning, and in class discussions. Professionalism is demonstrated by appropriate attitude, behaviour and communication.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca