

EDUC 5414Q Teaching French Immersion

Instructor:

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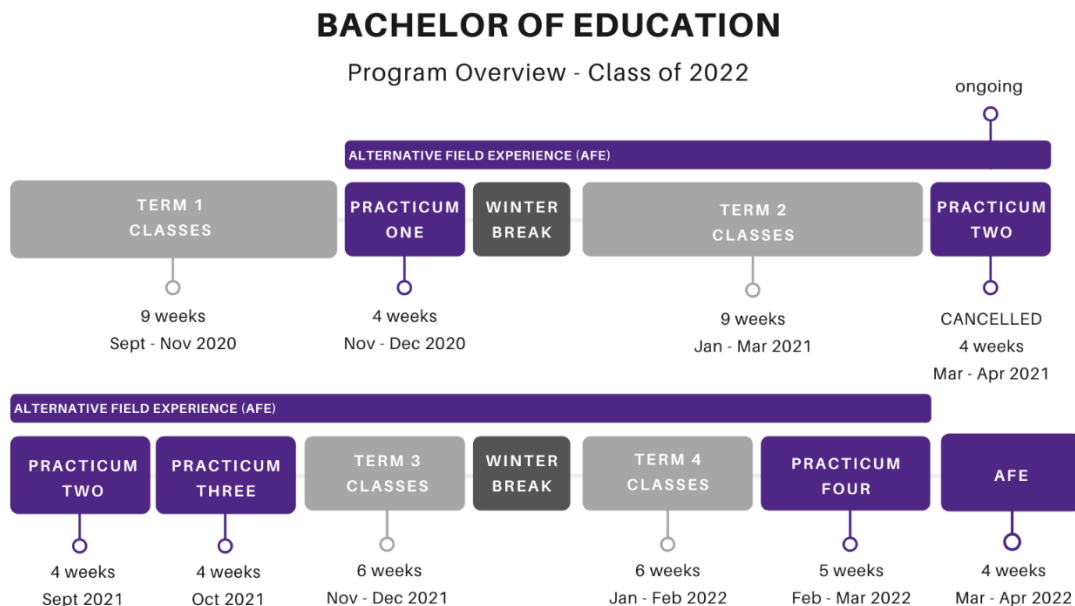
Office Hours: by appointment

Schedule:

Section 001: Wednesday 4:30PM-7:30PM,
Room: 2035

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Term 1** of the Bachelor of Education.



Syllabus Report

Teaching French Immersion (EDUC 5414Q)

Course Description: This course is designed to develop an awareness of the variety of programs that exist in Canada and of the instructional strategies needed to teach in such programs. Emphasis will be placed on the development of language in a French Immersion program through an integrated approach. 3 hours per week, first term, .25 credit

This course is designed for French as a Second Language (FSL) Teacher Candidates who plan on teaching in elementary French Immersion programs in Ontario. It further explores and deepens the methodologies introduced in EDUC 5107, and examines current approaches related to planning, teaching, assessing and evaluating FSL, specifically in French Immersion (FI) contexts. Most importantly, this course will assist Teacher Candidates in learning best practices related to helping students achieve the Ontario Ministry of Education's FSL vision: to "communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world" (OME, FSL, Revised 2013, pg. 6). Gradually as the course progresses towards completion, students will be provided with practical training that will prepare them for a more seamless transition into professional practice in the French Immersion field.

3 hours per week, first term, .25 credit.

Course Credits: 0.25

Number of Weeks: 6

Week 1: FOCUS: Listening Comprehension in FI / SUBTOPIC: Dispelling the Myths of FI

1. Je peux me familiariser avec le cours, mon prof, et mes co-apprenants.
2. Je peux développer mes connaissances de l'enseignement de la compréhension de l'oral (= l'écoute).
3. Je peux dissiper des mythes reliés à l'immersion française.

Learning Activities

Type	Name	Description
		Weekly Reading: Bourgoin, Renée. "In Support of Inclusion in French Immersion", pg. 34-43, Le Journal de l'Immersion, ACPI, Volume 42, Numéro 2, Printemps 2020.
Reading	Week 1 Materials & Readings	Supplemental Material: "The Ontario Curriculum: French as a Second Language - Core French, Extended French and French Immersion," Ministry of Education, Revised, 2013: http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf Hoerath, Elizabeth. "Listening to Learn: A Differentiated Approach to Teach Listening in Core, Extended, and French Immersion," Curriculum Services Canada, 2015: http://www.edugains.ca/resourcesDI/KnowingAndRespondingToLearners/ListeningToLearn-ADifferentiatedApproach.pdf

Week 2: FOCUS: Oral Production & Interaction in FI / SUBTOPIC: The CEFR & The Action-Oriented Approach

1. Je peux comprendre comment enseigner l'expression orale (la production orale/l'interaction orale) en immersion française.
2. Je peux mieux comprendre le CERL et comment se servir de l'approche actionnelle en immersion;
3. Je peux créer une tâche actionnelle pour une classe d'immersion française qui se base sur une activité d'écoute ("Listening-to-Speaking Action-Oriented Task").

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Weekly Reading: "Guide to Reflective Practices – Module 3: The Action-Oriented Approach", Transforming FSL, Curriculum Services Canada: https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-module-3.pdf
		Supplemental Material: "Action-Oriented Tasks: The Basics", OMLTA, 2015, https://www.omlta.org/wp-content/uploads/2015/04/B15-Developing-Action-Oriented-Tasks-for-Primary-and-Junior-Core-French-Presentation-Handout.pdf
		"10 Ways The CEFR Supports Powerful French Instruction," Pearson Canada, 2018: https://www.pearsoncanadaschool.com/index.cfm?locator=PS3529
		"Harmonisation de travaux d'élèves en français langue seconde: Communication orale," Tâches de communication orale et grilles d'évaluation (A1, A2, B1, B2) et les attentes curriculaires, TransformingFSL, 2018: https://transformingfsl.ca/wp-content/uploads/2019/03/lgy825_fsl_projectguide2017_v11.pdf

Week 3: FOCUS: Reading Comprehension & Fluency in FI / SUBTOPIC: Phonological Awareness in Early Immersion

1. Je peux développer mes connaissances reliées à l'enseignement de la lecture en immersion.
2. Je peux comprendre comment intégrer le transfert graduel de la responsabilité dans la façon dont j'enseigne la lecture.
3. Je peux mieux comprendre comment évaluer la lecture en immersion.
4. Je peux m'introduire à l'importance de la conscience phonologique au cycle primaire en immersion française.

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Weekly Reading: "Supporting Second Language Readers," Second Language Research Institute of Canada, University of New Brunswick, 2015: http://www.sgischools.com/cms/images/PDF/conference2015/handout-bourgoin4.pdf
		Supplemental Material: Introduction to GB+ French Reading Assessment Kit
		Phonological Awareness Sounds & High-Frequency Sight Words in Primary Immersion
		"Les stratégies de lecture à travailler de façon explicite," Conseil scolaire Portneuf, 2018: http://www.carrefourfga.ca/SMC-Federal/wp-content/uploads/2018/06/13-StrategiesLecture-_TravaillerFaconExplicites.pdf

Week 4: FOCUS: Writing & the Writing Process in FI / SUBTOPIC: Comprehensive Literacy in FI

1. Je peux développer mes connaissances reliées à l'enseignement de la production écrite (= l'écriture) en immersion.

2. Je peux développer mes connaissances reliées à la littérature compréhensive.
3. Je peux comprendre l'allocation du temps en immersion et créer un horaire de classe.

Learning Activities

Type	Name	Description
Reading		Weekly Reading: Hoerath, Elizabeth. "Grammar in Action: Dimensions of Effective Grammar Instruction within an Action-oriented Approach," TransformingFSL, 2019: https://transformingfsl.ca/wp-content/uploads/2019/07/FSL_GrammarinAction-1.pdf
	Week 4 Materials & Readings	Supplemental Material: "Harmonisation de travaux d'élèves en français langue seconde: Production écrite," Tâches d'écritures et grilles d'évaluation (A1, A2, B1, B2) et les attentes curriculaires, TransformingFSL, 2017: https://transformingfsl.ca/wp-content/uploads/2017/09/Guide_Production%C3%89crite.pdf
		"Qu'est-ce que le processus d'écriture?", Français immersion tardive, Nova Scotia Curriculum, 2020: https://curriculum.novascotia.ca/sites/default/files/documents/resource-files/Qu%E2%80%99est-ce%20que%20le%20processus%20d%E2%80%99%C3%A9criture_%20%28Tardive%29.pdf

Week 5: FOCUS: The Integrated Approach in FI / SUBTOPIC: Inclusive Education

1. Je peux comprendre l'approche intégrée en immersion française.
2. Je peux me sentir plus à l'aise avec l'enseignement des mathématiques en immersion française.
2. Je peux développer mes connaissances préalables reliées à l'éducation inclusive (les "IEP", les accommodations, les apprenants "ESL/ELL", des stratégies de soutien universelles, etc.) en immersion.
3. Je peux intégrer de la diversité dans ma programmation.

Learning Activities

Type	Name	Description
Reading		Weekly Reading: "La langue au cœur du Programme d'immersion française: Une approche intégrée dans la pédagogie immersive," Étude et enseignement Immersion Manitoba, 2016: https://www.edu.gov.mb.ca/m12/frpub/me/langue_coeur/docs/document_complet.pdf
	Week 5 Materials & Readings	Supplemental Material: Louis, Nancy. "Mathematics in French Immersion: A Teacher's Perspective," Gazette - Ontario Association for Mathematics, Caledon Vol. 59, Iss. 1, (Sep 2020): 46-47.
		"Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools," Ontario Ministry of Education, 2015: http://www.edu.gov.on.ca/eng/amenagement/includingfls2015.pdf
	"Welcoming English Language Learners into French as a Second Language Programs," Ontario Ministry of Education, 2016: http://www.edu.gov.on.ca/eng/amenagement/welcoming.pdf	

Week 6: FOCUS: Transition to Professional Practice in FI / SUBTOPIC: Interviews, Timetables, Report Cards, Professional Development

1. Je peux me préparer pour les entretiens d'embauche pour un poste en immersion.
2. Je peux faire un plan du jour en immersion.
3. Je peux rédiger un commentaire de bulletin pour n'importe quelle matière en immersion.
4. Je peux me familiariser avec des associations de développement professionnel en immersion.

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Weekly Reading: Gonzales, Jennifer. "Find Your Marigold: The One Essential Rule for New Teachers," Cult of Pedagogy, 2013: http://www.jennyray.net/uploads/1/2/9/7/12975776/find-your-marigold.pdf
		Supplemental Material: "Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Ontario Ministry of Education, 2010: http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf
		Introduction to Report Card Writing in French Immersion
		Interview Preparation for French Immersion Schools
		FI/FSL Professional Associations for Teachers

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Active Participation	Be it online or in person, students must be active, contributive learners to push their own learning - and the learning of their peers - further and deeper. In an attempt to foster a collaborative learning environment, students will be required to engage with their classmates orally in French during in-class discussions and learning activities. Students will also have the opportunity to engage in both self- and peer-assessment regarding their participation.
		Students will be required to complete and submit a weekly exit ticket in relation to the corresponding weekly lesson and/or assigned reading. As such, students are to ensure that their responses are directly linked to relevant course material, as well as to previous practicum experiences.
Assignment	Ongoing: Exit Tickets	The goal of the exit ticket is for students to demonstrate their understanding of the lesson's and/or reading's key concept(s), and to make personal connections to authentic experiences in the classroom setting.
		The exact format for the weekly exit tickets may vary (e.g., video/audio response, written reflection, quiz/multiple choice, etc.). Be it a written response or an oral recording, the weekly exit ticket must be completed in French.
Assignment	Wk 3: Listening-To- Speaking "Tâche Actionnelle"	Students will develop a couplet activity (2 linked lessons) for a French Immersion classroom/grade of their choosing.
		Specifically, they must create a listening comprehension lesson that serves as a springboard into students being successful in a subsequent/related speaking lesson, which incorporates the action-oriented approach.
		Each of the two lessons must be completed on proper lesson templates and must include all related rubrics/links/attachments so that the entire activity is "ready-to-go" and can be implemented by their colleagues.
		A 1-page (double-spaced) explanation of the overall goal/philosophy of this activity and of how it satisfies the needs of an action-oriented approach must preface the two lessons as a forward. There will also be a small oral component during which students will briefly explain their assignment to their peers.
		Specific criteria related to the oral component will be finalized with the students.

Assessment Activities

Type	Name	Description
Assignment	Wk 5: Practicum & Resource Reflection	As outlined in the OCT's Standard of Practice, teachers must participate in Ongoing Professional Learning, and they should also reflect on such learning in order to improve future practice.
		<p>As such, students will submit a two-page (double-spaced) written reflection in French of their most recent Year 2 practicum. This should highlight their theoretical understanding and their applied lived experiences of pedagogical topics studied in EDUC 5414Q thus far. In other words, what concepts/second language learning theories learnt in this course did you attempt or witness first-hand in the classroom?</p> <p>Specifically, students will elaborate on a "glow" and "grow": what worked well and what did not?</p> <p>Students will also select a minimum of one pedagogical resource that they found successful, and will explain how it will help one to be a successful French Immersion teacher in the same learning model, be it in person or remote.</p> <p>There will be a small oral component during which students will present their reflection.</p> <p>Specific criteria related to this assignment will be finalized with the students.</p>
Assignment	Wk 6: Comprehensive Literacy Assignment	<p>Using a provided template or one of their own choosing, students will plan a 100-minute comprehensive literacy teaching block including the four language competencies: listening, reading, speaking, and writing.</p> <p>Specific criteria related to this assignment will be finalized/co-created with the students.</p>

This course meets the following Course Outcomes:

Further explore and develop the knowledge and skills related to FSL acquired during Year 1 of the B.Ed program (EDUC 5107);

Understand the past, current and future vision for graduates of French Immersion programs;

Develop an understanding of past and current strategies and methodologies related to 2nd language teaching and acquisition, particularly in immersion-based programs;

Provide career preparation and professional mentorship for Teacher Candidates interested in teaching in French Immersion programs in Ontario.

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