

EDUC 5107

French as a Second Language in Elementary Schools

Instructor:

Dr. Rosanne Abdulla (she/her)

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Office Hours: by appointment

Schedule:

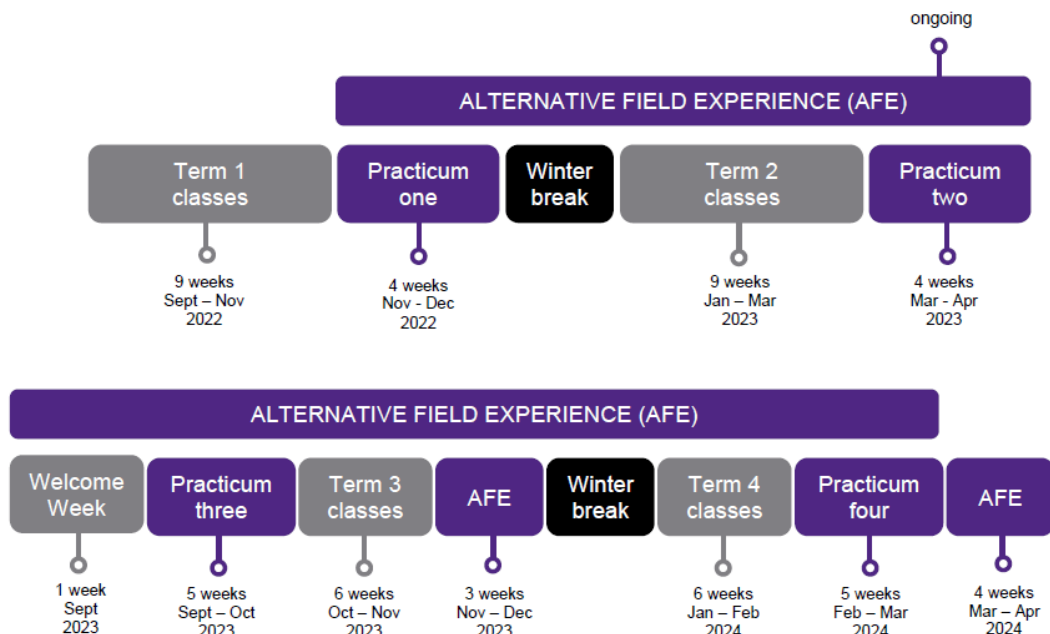
Section 001: Mon, 4:30pm to 6:30pm (Room 2046)

Program Context:

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

Bachelor of Education

Program Overview – Class of 2024



Course Description:

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 for teaching and testing French in a variety of situations. Two hours per week, full year, 0.5 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 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 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, (French Immersion or Core; Primary, Junior, or Intermediate). This course will also provide a variety of resources that teachers can bring to their own classrooms (websites, lesson ideas, games, templates, etc.).

Course 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 FSL in Ontario?

How is the Common European Framework of Reference for Languages (CEFR) reflected in the Ontario curriculum?

Learning Activities

Type	Name	Description
		http://www.edu.gov.on.ca/eng/amenagement/fls.html
Reading	Week 1 Materials & Readings	https://youtu.be/jVskw3JqwPI https://rm.coe.int/16802fc1bf 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 FSL classroom?

Planning with the end in mind in an inclusive classroom

Learning Activities

Type	Name	Description
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Learning Activities

Type	Name	Description
		https://transformingfsl.ca/wp-content/uploads/2015/09/Listening-to-Learn-English-2015-12-01.pdf
Reading	Week 2 Materials & Readings	https://www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf 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 dive into differentiation

Learning Activities

Type	Name	Description
		https://transformingfsl.ca/wp-content/uploads/2015/09/Listening-to-Learn-English-2015-12-01.pdf
Reading	Week 3 Materials & Readings	https://www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf 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
		https://transformingfsl.ca/wp-content/uploads/2015/09/Listening-to-Learn-English-2015-12-01.pdf
Reading	Week 4 Materials & Readings	http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf

Week 5: Speaking in a Primary FSL classroom

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

A deeper dive into the CEFR

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	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	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	http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3_ActionOrientedApproac

Week 8: Review of oral-based activities for Ontario FSL elementary classrooms

An opportunity to share and review oral-based activities for FSL elementary classrooms & begin building our class toolkit of FSL resources

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	No readings

Week 9: Reflecting on practicum experiences

An opportunity to reflect on practicum placements & share useful resources and learning experiences

An opportunity to pose questions and provide course feedback

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	No readings

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	https://viurrspace.ca/bitstream/handle/10613/6078/Dixon.pdf?sequence=1&isAllowed=y

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	http://www.atelier.on.ca/edu/resources/guides/Fascicule_6-2008.pdf

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	http://etfvoice.ca/node/556
		http://www.edugains.ca/resourcesCurrImpl/Secondary/FSL/SupplementaryMaterials/Lesstrategiesdelectu

Week 13: Writing in a Primary FSL classroom

How do we effectively teach and assess writing in a Primary FSL classroom?

Picture Word Inductive Model

Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	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	http://www.atelier.on.ca/edu/resources/guides/Fascicule_7-2008.pdf
		https://www.unb.ca/fredericton/second-language/_resources/pdf/ManuelEnsLangSecL2RICSept2108version.pdf

Week 15: Writing in an Intermediate FSL 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 students 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: Learning cycle sharing

Teacher Candidates share their learning cycles and provide peer feedback

Learning Activities

Type	Name	Description
Reading	Week 16 Materials & Readings	No readings

Week 17: Learning cycle sharing

An opportunity to ask questions & discuss extensions and parallel tasks

Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	No readings

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Participation & 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 to the learning of others. Success criteria 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, in-class activities/discussions, taking an active approach to learning, preparedness, and overall effort. Professionalism is demonstrated by appropriate attitude, behaviour and communication.
Assignment	Due Wk 08: Present an oral-based activity	Individually or in groups (4 maximum), Teacher Candidates will present an oral-based activity that engages students of varying abilities. The goal of this activity is to highlight the importance of oral-based exercises and differentiation, and to provide a practical application of concepts studied. The activity presented should have an interactive listening AND speaking component, be based on the Ontario FSL curriculum, be accessible to all students, and be differentiated.
Assignment	Due Wks 10 & 17: Reflection Papers	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.] Week 10: Teacher Candidates will submit a reflection of their practicum, which highlights their understanding, questions, and lived experiences of topics studied in class to date. Week 17: Teacher Candidates will submit a two-page reflection paper on their own participation in the course. All success criteria will be outlined in class.
Assignment	Due Wk 16: Learning cycle sharing	Teacher Candidates will independently plan a four-part learning cycle to be shared in class. 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, etc.). A template will be provided in class, however Teacher Candidates are free to use their own. A detailed outline, rubric, and success criteria will also be provided.

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 on-site) 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.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus 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