

SIMON FRASER UNIVERSITY

S. 80-109

MEMORANDUM

To..... Senate

From Office of the Dean of Graduate Studies

Subject Graduate Curriculum Changes - Master
of Arts - Teaching of French Program

Date July 14, 1980

MOTION: That Senate approve and recommend approval to the
Board, as set forth in S.80-109 - Graduate Curriculum
Changes in the Master of Arts - Teaching of French Program.

MOTION: That Senate approve and recommend approval to the
Board, as set forth in - new graduate course
proposal, DLLL 603-5

These changes were approved by the Senate Graduate Studies Committee
on July 14, 1980.

Bryan P. Beirne
Dean of Graduate Studies

mm/
attachs.

SIMON FRASER UNIVERSITY

MEMORANDUM

MAY 13 1980

STUDIE
GRADUATE

To..... Bryan P. Beirne

Dean of Graduate Studies

CURRICULUM CHANGES: Master of Arts -

Subject Teaching of French Program

From William L. Cleveland, Chairman

Faculty of Arts Graduate Studies Committee

Date May 9, 1980

At its meeting of 8 May, 1980, the Faculty of Arts Graduate Studies Committee approved the attached modifications to the degree requirements of the Master of Arts Teaching of French Program. The Committee also agreed to recommend to you that the changes be in effect so as to govern students entering the program for the first time in 80-2. Naturally, these students would have the option of choosing to be subject to the requirements of the current calendar. Thank you for your consideration of this matter.



W. L. Cleveland

WLC/md

Attachment

c.c. H. Evans, Registrar

B. Bartlett, D.L.L.L.

N. Lincoln, D.L.L.L.

R. DeArmond, D.L.L.L.

RECEIVED

MAY 14 1980

REGISTER'S OFFICE
MAIL DESK

These changes were approved by the Executive Committee, Senate Graduate Studies Committee at their meeting on June 16, 1980.

Proposed calendar change: Master of Arts - Teaching of French Program

Delete:

Projects

Project I (5) to be carried out between the first and second sessions.

These projects — set up individually — will deal with the study and documentation of the problems related to the behavior of the language learner. An outline of the project must be submitted by December 15 and the definitive project must be submitted by the following June 1.

Project II (5) to be carried out between the second and third sessions.

These projects will be directed at the practical problems encountered in the preparation of classroom material and evaluation procedures. The same regulations apply as for Project I.

(p. 98 - 1979/80 Graduate Calendar)

Substitute:

Project (5)

Graduation from the program requires the completion of a project dealing with a theoretical, experimental, evaluative or practical aspect of the teaching of French as a second language.

Students should attempt to select and delimit a project topic before arriving for the second Summer Semester. Topics must be approved by the supervisory committee. Before the project is undertaken, students must submit for approval a fully developed outline and bibliography. Work on the project is undertaken between the second and third sessions. In the third session, time will be provided for what should be final work on the project and for detailed discussion where required.

Students can realistically expect to complete the project requirements (as per General Regulations) no later than April following the third and final session and thereby to graduate at the first Spring Convocation following completion of the course work.

Add (immediately after above):

DLLL 603 (5) - Reading course

At the end of the first Summer Session, students will be furnished with a reading list which they should have completed by the beginning of the third Summer Session. This reading course will be evaluated on a satisfactory/unsatisfactory basis by written examination in the third Summer Session. The examination may not be taken more than twice. Students will register for the course concurrently with DLLL 602.

Approved: M.A. - Teaching of French Cttee. March 5, 1980
DLLL Graduate Studies Committee. March 13, 1980

Justification of above Deletion, Substitution and Addition.

1. Deletion

The deadlines for the planning, execution and submission of the projects have proved to be impractical. This is due to the fact that:

1) students in this program are all full-time teachers who, upon their return to school in the fall, are far too busy to be giving time to meeting the deadline for outlines,

2) after only one session in the program, students are still ill-prepared to undertake a project,

3) any such projects undertaken generally require substantial reworking by the student in the light of knowledge and experience gained in the subsequent sessions of the program.

In practice, few of the students succeed in delimiting a topic, submitting an outline and starting work on even the first of the two projects before the third year of the program.

The requirement of two projects proves to be unduly onerous for both the student and the supervisory committee. Thus, students undertake the projects either between summer sessions or after completion of all three summer sessions, i.e. always in off-campus (on leave) status, while working full-time, and while dispersed virtually across Canada. This means that the on-going supervision is maintained, for the most part, only by mail (with, where possible, the occasional visit by some of the students to campus). Working under such conditions on their first project, students tend to become frustrated and discouraged, particularly by the inevitable hiatuses in communication; the realization that they must undertake yet another project under similar circumstances frequently leads to the abandonment of both projects (and consequently to the loss of their and the supervisory committee's work on the first) and, of course, to a failure to graduate even after the successful completion of three years' course-work.

On the basis of these arguments, we request the proposed deletion.

2. Substitution

Para. 1 - self-explanatory

Para. 2 - Experience of four cycles of the program shows that this timing is more realistic. The approval of topic, outline and research bibliography ensures that the work undertaken in on-leave status is well-founded. Supervision of drafts of the projects will continue as before. Providing time for work on the projects in the third session will ensure that the final details that are so difficult to write about in a letter can be thoroughly discussed so that students will be in a position to prepare the final manuscript form.

Para. 3 - Experience again shows that only such a statement honestly reflects a reasonable and achievable completion date for graduation. It is therefore important if only in terms of 'fair advertising'.

On the basis of these arguments, we request the proposed substitution.

3. Addition

Practical justification

1) This M.A. program must maintain a total of 40 credits. Hence the 5 credits assigned to this course.

2) The proposed entry is designed to ensure that students who are full-time teachers are fully aware, right from the start of the program, of this requirement and that they will have time to a) obtain the books, and b) organize their study of them.

Academic justification

It is believed that the proposed reading list will provide a broad context and setting for the course-work (and the readings required for each course) and that it will therefore furnish the basis for an even greater coherence of the total program.

The readings have been selected to cover three major areas: a) an historical view of second-language teaching developments in the twentieth century with particular emphasis on b) the philosophical and psychological foundations of the audiolingual method (almost exclusively the method used in B.C. schools) and on the audiolingual method; c) a selection of current views and developments emerging in opposition to both a) and b).

The restricted reading list lends itself to a final written exam. To a certain extent - given the coherence of the total program and the timing of the examination - the exam will inevitably act, in some degree, as a comprehensive exam without, however, this being its principal purpose.

On the basis of these practical and academic arguments, we request the proposed addition.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures and Linguistics Course Number: DLIL 603

Title: Reading Course

Description: A reading course covering the broad categories of audiolingual, audiovisual and other diverse SL teaching philosophies.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: DLIL 601, 602

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 min. When will the course first be offered: 1982

How often will the course be offered: as part of each M.A. - Teaching of French program.

JUSTIFICATION:

see attachment, p. 3.

RESOURCES:

Which Faculty member will normally teach the course: nil

What are the budgetary implications of mounting the course: nil

Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: March 13, 1980

Faculty Graduate Studies Committee: [Signature] Date: 8 May, 1980

Faculty: [Signature] Date: _____

Senate Graduate Studies Committee: [Signature] Date: 14 July 80

Senate: _____ Date: _____

The assigned readings have been selected to cover three major areas: a) an historical view of second-language teaching developments in the twentieth century, with particular emphasis on:
 b) the philosophical and psychological foundations of the audiolingual method and of the audiovisual method, and
 c) a selection of current views, trends and developments emerging in opposition to both a) and b).

Bibliography:

- Besse, H., 1974. "Signes iconiques, signes linguistiques", in Langue française, 24, December.
- Brooks, Nelson, 1964. *Language and Language Learning*. Harcourt, Brace and Jovanovich.
- Diller, Karl C., 1978. *The Language Teaching Controversy*, Newbury House.
- Girard, Denis, 1972. "Méthodes directes et méthodes audio-visuelles", in R. Filipovic.
- Filipovic, R. (editor), 1972. *Active methods and modern aids in the teaching of foreign languages*, Oxford University Press.
- Mackey, William F., 1965. *Language Teaching Analysis*, Longmans.
- Mirand, S., 1974. "'Audio-visuel intégré' et communications(s)", in Langue française, 24, December.
- Montani, Klara. "Les procédés didactiques en fonction des étapes successives dans l'apprentissage des langues vivantes", in R. Filipovic.
- Porquier, R. and R. Vives, 1974. "Sur quatre méthodes audio-visuelles, essai d'analyse critique", in Langue française, 24, December.
- Reboullet, Andre, 1973. *L'enseignement de la civilisation française*, Hachette, Paris.
- Rivers, Wilga M., 1964. *The Psychologist and the Language Teacher*, University of Chicago Press.
- Roullet, E., 1979. *Théories grammaticales: description et enseignement des langues*. Nathan, Paris.
- Savignon, Sandra J., 1972. *Communicative competence: an experiment in foreign-language teaching*. The Center for Curriculum Development, Inc.
- Taggart, G., 1974. "L'utilisation de l'image dans les exercices structuraux", in Langue française, 24, December.
- Titone, Renzo, 1968. *Teaching foreign languages - an historical sketch*. Georgetown University Press.
- Wilkins, David A., 1976. *Notional syllabuses: a taxonomy and its relevance to foreign language curriculum development*, Oxford University Press.

Competence of Faculty to give course

Not a consideration.

The M.A. - Teaching of French Committee will be responsible for setting and evaluating the final written examination.

Library resources

Most of the books are currently available in the Library with at least one copy.

A series of journal articles will be provided in photocopy form.

All published books in print will be ordered through the bookstore for purchase by students.

Library copies will hopefully be available through the Telebook service.