



ORIGINAL COURSE IMPLEMENTATION DATE: September 2025  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> EDUC 480	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Designs For Teaching French as a Second Language (FSL) <b>Course Short Title:</b> Teaching FSL											
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.	<b>Department/School:</b> School of Education										
<p><b>Calendar Description:</b></p> <p>Provide prospective and practicing French teachers with an understanding of current theories, curriculum frameworks, and pedagogical approaches for teaching French as a second language (Core French and French Immersion) in British Columbia. Students will explore their own identity as French language learners and teachers, examine the concept of bilingual education within the multicultural Canadian context, and deepen their understanding of language learning (theory and practice) to enhance their understanding of innovative curriculum design for FSL instruction and expand their repertoire of engaging, inclusive, and decolonized FSL teaching strategies and resources.</p> <p>Note: The primary language of instruction for this course is French. Students are recommended to have an independent level of French proficiency, equivalent to a B1 Diplôme d'Etudes en Langue Française (DELFI) level. Students who are unsure about their proficiency level are encouraged to contact the course instructor for a consultation.</p> <p>Note: Students with credit for EDUC 483J cannot take this course for further credit.</p>											
<b>Prerequisites (or NONE):</b>	Permission of the School of Education.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<p><b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i></p> <p>Former course code/number: <b>EDUC 483J</b></p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>	<p><b>Course Details</b></p> <p>Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Credit/No Credit</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>32</b></p>										
<p><b>Typical Structure of Instructional Hours</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	25	Tutorials/workshops	15	Experiential (cultural/elder learning or participation)	5			<b>Total hours</b>	<b>45</b>	<p><b>Prior Learning Assessment and Recognition (PLAR)</b></p> <p>PLAR is available for this course.</p>
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<b>Total hours</b>	<b>45</b>										
<p><b>Scheduled Laboratory Hours</b></p> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>	<p><b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a>)</p> <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>										
<b>Department approval</b>	<b>Date of meeting:</b> December 15, 2025										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> March 20, 2026										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> April 24, 2026										

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Describe the factors that shape bilingual/multilingual identities as language learners and teachers.
2. Critically examine personal/professional goals regarding their linguistic and professional competencies and identities as FSL learners and teachers.
3. Demonstrate knowledge of the historical context of FSL programs in Canada, and the local context of teaching and learning Core French and French Immersion in British Columbia.
4. Analyze second language theories and pedagogical approaches to FSL teaching K-12.
5. Apply second language theories and pedagogical approaches to FSL teaching K-12.
6. Use the Core French (5-12) and French Immersion K-8 curricula to design rich and engaging FSL learning experiences (lessons/unit plans) for diverse learners.
7. Use French resources to effectively engage FSL learners in topics related to equity, diversity, inclusion, and decolonization (EDID) and social justice.
8. Develop a curated collection of FSL resources that promote the principles of EDID and foster understanding of Indigenous cultures, worldviews, and knowledges.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Holistic assessment:	10%	%	%
Assignments:	90%	%	%

**Details:**

Assignments: group lesson/action plan (20%), reading sequence (20%), reflections (20%), lesson sequences (30%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Field trip, small group, lecture, presentations.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Book	Bourgoin, R.	<i>Soutenir les lecteurs en langue seconde</i> . Pearson.	2019
2. Book	Arnett, B. & Bourgoin, R.	<i>Accès au succès: Faciliter l'inclusion pour les apprenants de langues</i> . Pearson.	2018
3. Book	Lyster, R.	<i>Vers une approche intégrée en immersion</i> . CEC.	2016
4. Book	Brochet, J.F.	<i>Le français en images</i> . CEC.	2021
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

**Course Content and Topics**

1. History of second language acquisition (SLA) theories
2. Overview of FSL programs in Canada
3. Linguistic insecurity among language teachers and learners
4. Identity and dispositions of bilinguals
5. Krashen's hypotheses (comprehensible input, affective filter)
6. Contemporary approaches to FSL teaching communicative, task-based, action-oriented, neurolinguistic, TPRS, etc.)
7. Assessment of French language proficiency (Common European Framework of Reference - CEFR)
8. Developing oral language, reading, and writing skills in the FSL classroom
9. Integrating multimodal resources (children's literature, contemporary music, film, etc.) to decolonize the FSL curriculum and explore issues related to equity, diversity, inclusion, and Indigenization in the FSL classroom.