Faculty of Arts & Science
Major Modification to Program Form

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<th>Program Title</th>
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<td>French Language Learning Major</td>
<td>ASMAJ020</td>
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<td>Arts &amp; Science</td>
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**Effective Date**
March 1, 2018

**Program Information**
*(Provide the proposed text as it will appear in the Calendar.)*

**Current Calendar Copy**

**Completion Requirements**

- (8 full courses or their equivalent including at least 2 F.C.E.s FRE courses at the 300+ level)
  - FSL221Y1 (63%) (Students not placed in FSL221Y1 or higher by the Placement test must first complete FSL121Y1 before starting this program. Students exempted from FSL221Y1 must replace it with FSL271H1 and any FSL or FRE half-course. FSL271H1 must be completed before enrolling in any higher-level FSL course.)
  - FRE225Y1, 0.5 full-course equivalent among FRE210H1/FRE240H1/FRE250H1, FRE272H1, FSL321Y1 (Students exempted from FSL321Y1 may replace it with any FRE course)
  - FRE379H1, FRE383H1, FRE384H1, FRE388H1, FSL421Y1/FSL375Y1
  - FRE483H1, FRE485H1

**Proposed Calendar Copy**

**Completion Requirements**

- (7 full courses or their equivalent including at least 2 F.C.E.s FRE courses at the 300+ level)
  - FSL221Y1 (63%) (Students not placed in FSL221Y1 or higher by the Placement test must first complete FSL121Y1 before starting this program. Students exempted from FSL221Y1 must replace it with FSL271H1 and any FSL or FRE half-course. FSL271H1 must be completed before enrolling in any higher-level FSL course.)
  - FSL321Y1 (Students exempted from FSL321Y1 may replace it with 1.0FCE from among FRE course), FSL421Y1, FSL442H1, FSL443H1
  - FRE226H1, FRE272H1, FRE273H1, FRE379H1, FRE383H1, FRE388H1

**Proposal Questions - General**

*Brief Description of the Proposed Changes (Provide a brief summary.)*
The revisions proposed to this major seek to (i) reduce the total number of courses required from 8.0 FCEs to 7.0 FCEs to bring the program in line with norms within the Faculty; and (ii) refine the focus from French language learning including formal linguistic study of the structure, use, and learning of French (currently major focus, 5.5 of 8.0FCE total) and French language teaching (secondary focus, 2.5FCE) to French language learning alone (see ‘Rationale’ below).

*Details of the Proposed Changes (Changes to program description, requirements, and program learning outcomes.)*
1. The total number of FCEs required will be reduced from 8.0 to 7.0
2. The requirement for a half-course in literature (FRE210H1/FRE240H1) will be replaced by a half-course on the history of the French language (FRE273H1)
3. The full-course ‘Second Language Learning’ (FRE225Y1), which has a mainly theoretical orientation including as concerns second language teaching, will be replaced with a new course ‘Tools and Strategies for French Language Learning’ (FRE226H1) that will focus exclusively on learners (as opposed to teachers as well) and adopt a practical orientation including the use of on-line learning tools (e.g., French language databases)
4. ‘Bilingualism and Second Language Acquisition’ (FRE388H1) will be replaced with ‘Bilingualism, Multilingualism, and Second Language Acquisition’ (JFG388H1). This new course is being proposed to the Faculty as part of the French Department’s current initiative to increase its teaching interaction with cognate departments
5. The option to take either FSL375Y1 ‘Practical Translation: French-English’ or 421Y1 ‘French Language IV’ will be reduced to taking FSL421Y1 alone, as the former includes many theoretical concepts of translation not in keeping with the more action-oriented approach to language learning adopted in the new major
6. In order to increase the amount of French language training, students will be required to take FSL442H1, FSL443H1, the French Department’s most advanced French language courses
7. The 2.5FCE of courses on French language teaching in the current major (FRE225Y ‘Second Language Learning’, FRE384H1 ‘Teaching French as a Second Language’, FRE483H1 ‘Teaching in Context: Language, Culture and Society’, FRE485H1 ‘Teaching Young People’s Literature’) will be eliminated given the program’s change in focus and in order to allow more space in the program for French-as-a-second-language courses

Rationale (Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit’s priorities, recent reviews or institutional planning, or alignment with other programs.)

- **Program orientation:** The French language skills as well as general literacy skills of incoming students have declined significantly over the last fifteen years, in part due to the elimination of Grade 13 but also due to the growing importance of social and visual media which involve a very different engagement with written language in particular. While the French Department has been able to remediate this problem in some ways (e.g., introduction of teaching of self-correction skills for writing in many FSL classes), there is nonetheless a large gap between students’ actual French language abilities at the completion of this major and the language skills required for the realization of future professional goals including language teaching. The development of such skills is the primary goal of this major. Unlike other languages taught at the Faculty, French is an official national language and prospective employers, regardless the field, infer that a major in French attests to the ability to be able to work fluently in the language. The only solution to this problem is to provide students with a greater number of courses dedicated first and foremost to the development of their French language skills. As concerns the removal of courses on French language teaching, for students interested in public school teaching, at least at U of T, the concurrent teacher education programs have been replaced with a two-year master’s degree at OISE. That future teachers’ undergraduate education focus more on the subject areas to be taught, leaving pedagogical training for subsequent study by learners having already mastered their subject areas, is very much to be in keeping with this change. Moreover, the vast majority of current graduates from this major do not have the mastery of the French language that we would wish. In other parts of the world, a semester or longer immersion program experience is required to qualify to be a public school language teacher. The Department has thought of requiring such an option, however, based on current extremely low participation in our exchange with Nice, France, we have decided that the time-on-task must occur first and foremost in classes. In sum, in order to ensure first and foremost the highest levels of achievement in French language skills for the widest possible range of professional interests, the current majority focus on French language learning will be expanded to a unique focus on this.

- **Changes to requirements**
  1) **Number of FCEs:** the number of courses currently required (8.0) is the most permitted and far more than the majority of major programs in the Faculty. The Department wishes to bring the number in line with Faculty norms and, at the same time, reduce the time to completion and students’ flexibility within their entire degree;
  2) **Knowledge of the historic origins of French in Europe, its arrival and subsequent development in North America including Canada as well as the rest of the French-speaking world is an important part of an in-depth training in the French language.** The addition of FSL273H1 ‘Introduction to the General History of the French Language' will ensure this. The types of cultural elements taught in the currently required introductory half-literature courses...
(FRE210H1/FRE240H1) are covered elsewhere in the program including in the advanced language courses (FSL442H1, FSL443H1) to be required in the new version;

3) The introduction of FRE226H1 ‘Tools and Strategies for French Language Learning’ stems from the desire to move from a teacher/teaching-focused orientation to one providing students with skills for autonomous learning. This includes offering explicit instruction concerning what is involved in the learning of vocabulary, grammar, and the four main competences (reading, writing, listening, and speaking) as well as general strategies and web-based tool to facilitate such learning;

4) Given the multilingual nature of many of the program’s student for whom French is not a second but rather third (or fourth or fifth) language, the redesign of FRE388H1 as JFG388H1 with the inclusion of topics related to multilingualism and languages beyond English and French is desirable;

5) The requirement that students take FSL421Y1 ‘French Language IV’ as opposed to having a choice between this course and FSL375Y which focuses on translation seeks to increase the range of skills covered in students’ third year. Whereas the translation course focuses on writing alone, FSL421Y covers all four core skills (reading, writing, listening, speaking) as well as francophone culture;

6) The addition of FSL442H1 and FSL443H1 to the program will ensure that all students in a major whose focus is first and foremost on French language ability take the highest level FSL courses offered by the Department;

7) The removal of the 2.5FCE of teaching-oriented courses (FRE225Y, FRE384H1, FRE483H1, FRE485H1) reflects the pedagogical decision to focus on French language learning alone. The only departmental faculty member with a PhD in pedagogy/language teaching retired in July 2017.

**Impact** *(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)*

The sharpening of the focus on French-as-a-second-language skills including via the introduction of a new course on strategies and tools for autonomous French language learning (FRE226H1) as well as the addition of our most advanced writing and speaking courses (FSL442H1, FSL443H1) will better prepare students enrolled in this major, ensuring that they finish their studies with all of the French language skills required for their subsequent professional lives, including those seeking to become professional language teachers. While this latter group will not have had the preparatory courses in language pedagogy presently offered (NB. The 2.5FCE in the current program is not even equivalent to a minor), they will enter teacher’s college much more competent in French. At present, it is rare for students in this major who did not enter U of T with already high levels of French competence to speak and write French in a way that would allow them, for example, to teach high school French immersion. Programs such as the MED at OISE provide all of the teacher training necessary. In contrast, they provide no French language training. As such, students who arrive at the point of teacher training lacking the high level of French language skills required to be a truly effective language teacher simply cannot make up for deficiencies at this point. It is the French Department’s belief that, as specialists in French language and not pedagogy, we should educate students in the former.

**Consultation** *(Describe consultation that has already been done with students, faculty, and other units.)*

- **Student consultation**: the French Department’s undergraduate student body was widely consulted via a Blackboard survey run in the Winter 2017 term sent to students registered in one or more of the Department’s FSL or FRE courses (1141 students; 160 respondents (11%) of which 91% were from FAS and 66% were registered in a French Minor or Major program). Support for the proposed re-orientation of the program was overwhelmingly positive (e.g., To the main question, “How would the changes we are proposing, including the increased number of French language courses (3.0 > 4.0) and reduced number of French teaching & learning courses (2.5 > 0.5), affect your interest in this program? ”, 52% responded being ‘more’ or ‘much more’ interested, 31% indicated no change).

- **Faculty consultation**: the changes proposed here were made by the French Department’s French-as-a-second-language group, consisting of all faculty with an on-going, regular involvement in the planning and teaching of the language and linguistics courses in this major. All changes were approved by the French Department Curriculum Committee then approved at the Department’s General Meeting in April 2017.

- **Other consultation**: informally, the Department has had on-going discussions with colleagues in the Department of Curriculum, Teaching and Learning at OISE responsible for the training of future FSL teachers. While not all such students will have completed their undergraduate studies at U of T, St. George, there is a general consensus
that many of them lack the French language proficiency necessary to be competent public school language teachers.

Diversity *(How does the proposed program or modification support diversity? E.g. through curriculum design supporting different learners, accommodation, etc.)*

The introduction of FRE226H ‘Tools and Strategies for French Language Learning’ will allow learners less well served by traditional methods of French language learning to become aware and acquire expertise in various autonomous learning tools including language corpora and automatic text assessors so that they may work at language learning in a way that best meets their own learning styles.

Resource Implications *(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.)*

All courses within the program will be taught with existing resources including a new teaching-stream faculty member to be hired in 2017-18 specifically for the FSL program. Current language pedagogy courses (FRE225Y, FRE384H1, FREG83H1, FRE485H1), which are only taken by students in this program, will be retired once the current cohort of students enrolled in the major have graduated in 2019-20. The only departmental faculty member with a PhD in pedagogy/language teaching retired in June 2017.

Faculty and TA Support

The proposed changes will be met with existing faculty complement.

Arts & Science - Divisional Data: For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).

Academic Context *(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students’ interests, career paths, etc.)*

Our current majors focus first and foremost on providing disciplinary training in French language, linguistics, and literature. With a growing awareness that most students enrolled in our courses and programs will not go on to graduate studies in the field or become professional language teachers, linguistics or literary scholars, the French Department is currently rethinking the overarching pedagogical objectives of our programs. One of these is to provide students with the best base possible in French language (vocabulary, grammar, reading, writing, listening, and speaking) and cultural skills (understanding of modern day French via study of its history and the ways in which it varies based on geography, social class, and other variables). The changes proposed here are very much in keeping with this objective and, we hope, will be followed by changes in our other programs.

Learning Outcomes *(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)*

Upon completion of the major, students will:

1) Have an in-depth knowledge of the French language (vocabulary, syntax, pronunciation, geographically and socially conditioned variation) as spoken across the French-speaking world as well as of the cultures of the Francophonie;

2) Understand how French is learned both implicitly and explicitly including what conditions favour learning and what they can do to be autonomous learners and language users;

3) Be able to express themselves fluently and accurately in writing and in speaking in the majority of professional and social contexts that they will encounter;

The 1.0FCE increase in the number of FSL courses will improve students’ success in achieving Objectives 1) and 3). The addition of FSL273H1 ‘The History of the French Language’ and of JFG388H1 will also contribute to the realization of Objective 1). The addition of FRE226H1 ‘Tools and Strategies for French Language Learning’ addresses the autonomous aspect of Objective 2).

Depth of Knowledge *(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)*
The Major program is based on the principle of a comprehensive and clear progression between our 200-, 300-, and 400-level courses in both language and linguistics sequenced as follows:

1) Year 1 (1.0FCE): FSL221Y1. This course provides a general introductory to university-level study of French including language and culture. For students whose high school preparation did not meet all of the requirements for University-level study, this course allows existing lacunae to be remediated.

2) Year 2 (2.5FCE): FRE226H1, FRE272H1, FRE273H1, FSL321Y1. Building on skills acquired in Year 1 via FSL221Y1, students are now given skills to become more autonomous FSL learners (FRE226H1). They are also introduced to more analytical approaches to the French language, both in its synchronic structure (FRE272H1) and historical evolution including in the Canadian context (FRE273H1). FSL321Y1 provides a year-long opportunity to hone language skills for subsequent advanced study.

3) Year 3 (2.5FCE): FRE383H1, FRE379H1, FRE388H1, FSL421Y1. The linguistics courses at this level introduce students to in-depth quantitative analysis (all courses), the myriad ways in which French varies across the French-speaking world including as it is influenced by gender, socio-economic status, and other speaker variables (FRE379H1), and provides a solid foundation in theories of and methods for the study of bi-/multilingualism (FRE388H1). This latter course builds strongly on knowledge and skills first introduced in FRE226H1. FSL421Y1, along with providing various opportunities to improve writing skills in particular, also focuses on the richness of culture across the French-speaking world.

4) Year 4 (1.0FCE): FSL442H1, FSL443H1. The final year of the program focuses on advanced writing (FSL442H1) and speaking (FSL443H1) skills, providing the students the opportunity to master their ability to perform effectively in their professional and personal lives.

**Competencies:** For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.

**Critical and Creative Thinking**

Critical thinking will first and foremost be targeted in all linguistics courses, particularly those at the 300-level (1.5FCE). Students will be provided with both core sets of qualitative and quantitative skills (FRE383H1) and then will learn and develop the ability to read and analyze critically theoretical and empirical studies in bi-/multilingualism and second language acquisition (FRE388H1) as well as language use and variation (FRE379H1). Creative thinking will be developed in both linguistics and FSL courses. As concerns the former, at the 300-level, a large portion of the evaluation involves data-based research projects that students must devise themselves.

**Communication**

By their very nature, all courses in the program allow varied opportunities for students to improve their written and spoken French. FSL courses are devoted to the development of all language skills (reading, writing, listening, speaking), which constitute the foundation of effective communication. Linguistics courses allow students to practice their French-language skills in a more content-focused environment, pushing students even closer to realities of real-world professional communication. In all 300- and 400-level courses, students will receive explicit training on the various aspects of effective writing as it pertains to academic communication (structure, argumentation, clarity, relevance, etc.) through essay and essay-type assignments as well as oral presentations, which constitute the majority of the marking scheme.

**Information Literacy**

All 300-level linguistic courses involve a component that seeks to teach students how to conduct bibliographic research, establish a set of pertinent and reliable sources, and then explore the content via qualitative and quantitative analysis. In some courses (FRE226H1, FRE388H1), the use of linguistic databases of written texts or speech provides students with the opportunity to learn how to work with primary data.

**Quantitative Reasoning**

All of the linguistics courses (FRE383H1, FRE379H1, JFG388H1) have a strong quantitative orientation including analysis of language data via inferential statistics.
Social and Ethical Responsibility

While the main goal of FSL courses is to develop language skills, they also focus on raising students’ awareness of the cultural and linguistic diversity that characterizes French-speaking communities, both locally and worldwide. FSL courses as well as FRE273H1 ‘The History of the French Language’ develop a clear understanding of international, social, and political aspects of the French language and Francophone cultures, through the exploration of cultural themes, which in turn provide the opportunity to raise questions of social and ethical relevance.

In FRE379H1, students will learn to recognize different linguistic behaviors as a reflex of social stratification and to become aware of the attitudes and judgments that result from these behaviors, in order to differentiate between acceptable judgments based on objective observations and prejudice.

Research on language discussed in all linguistics courses regularly involves the consideration of issues related to social and ethical responsibility. These include (i) linguistic descriptivism and prescriptivism, and the potential dangers of the latter for speakers and language communities of non-standard varieties (FRE272H1 and FRE379H1, in particular); (ii) the interaction of language and identity in individuals and speech communities (FRE379H1); and (iii) the ethical collection and use of data; characteristics of informed consent particularly in vulnerable populations (e.g. illiterate speakers; members of linguistic minorities; FRE383H1).

Integrative, Inquiry-based Activity

The proposed changes do not impact the achievement of this objective.

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<td>Consultation with Dean’s office (and VPAP)</td>
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<td>Dean’s Office Sign-off</td>
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<td>Undergraduate Curriculum Committee</td>
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<td>Reported to the Provost and included in annual report to AP&amp;P</td>
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<td>Ontario Quality Council – reported annually</td>
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