THE JUSTIFICATION OF AN INTERDISCIPLINARY APPROACH TO GRADE 12 CORE FRENCH CURRICULUM DESIGN

by

LESLEY ELLEN SISLER
B.A., University of Winnipeg, 1976

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
in the Faculty
of
Education

We accept this thesis as conforming
to the required standard

Dr. A. Oberg

Dr. J. Esling

Dr. D. Thaler

Professor G. Steeples

Dr. A. Olson

UNIVERSITY OF VICTORIA
August 1983

Supervisor: Professor Antoinette Oberg

ABSTRACT

Literature of the second language teaching profession recognizes the need for infusing second language curriculum with substantive content of significant educational validity. In response to this concern, the study designs and justifies an alternative interpretation of the grade 12 Core French curriculum. A framework is suggested for approaching the task of defensible curriculum design. A theoretical grounding is provided through the application of curriculum theory to the design of a curriculum. A situational grounding is disclosed through an exploration of the setting of the particular problem which lead to the study. These two layers of justification are translated into an interpretation of a new program of study for grade 12 Core French. A design is presented which promotes the French language as the medium in a unified program of interdisciplinary inquiry into the relationship between language, communication and culture. The focus and nature of the program are outlined through discussion of aims, content, possible strategies for developing instructional plans, and implementation guidelines.

Examining Committee: [redacted]

Dr. A. Oberg

[redacted]

Dr. J. Esling

[redacted]

Dr. D. Thaler

[redacted]

Professor G. Steggles

[redacted]

Dr. A. Olson

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

Although responsibility for the content rests with the author, special thanks are extended to Antoinette Oberg, John Esling, Danielle Thaler, George Steggles and Arthur Olson for their guidance and helpful comments on the draft version of the study.

. . . curriculum development should be handled as research. The developer should be an investigator rather than a reformer. He should start from a problem, not from a solution. And he should not aim to be right, but to be competent.

Stenhouse, 1975

CHAPTER I

OVERVIEW OF THE STUDY

Rationale

The current absence of a single approach to second language teaching coincides with concern over both the status of second and foreign language study in North America and the quality of educational experience offered by public school systems.

North Americans seem somewhat inhospitable to language study. Learning a second or foreign language is generally perceived as an item of low educational priority. In Canada, despite the growth of French education programs--the result of a national policy of official bilingualism--an attitude of indifference toward languages prevails. Some second language programs are plagued by low enrolment and a high attrition rate. In specific, the Core French program, which compares unfavorably with the French Immersion program in terms of effectively promoting French language proficiency, seems to be increasingly on the defensive in trying to justify its existence. There is also evidence that many second language teachers do not grasp the role of language study in relation to the total education of the student. This is often exemplified by teacher insecurity and confusion over putting into practice the cultural objective found in second language curriculum guides. Problems such as these frequently result in questions about the

value of language study.

Faced with these issues, two responses might be anticipated: one of resignation to the lack of a monolithic approach to guide teaching French as a second language (FL_2) in the present climate or, alternatively, one of acceptance of a challenge to synthesize the converging concerns into an alternative interpretation of FL_2 curriculum.

The lack of one favored approach might even be interpreted as an advantage. In the past, approaches to second language teaching have more or less made their debut as negative reactions to the shortcomings of previous approaches. A more positive basis for designing an alternative FL_2 curriculum can perhaps be etched from the present pluralistic body of ideas about the second language classroom.

Statement of Purpose and Approach

The purpose of the study stems from the current limited conception of teaching FL_2 at the secondary level in the Manitoba Core French program.

The study represents a practical exercise in the reorientation of the design of grade 12 Core French. As such, it is an attempt to expand and enrich the FL_2 learning experience in the final year of high school by approaching French language study from a different perspective. Whereas the French language is traditionally offered as the object of study in and of itself, the proposed new approach seeks to expose FL_2 students to a more holistic view of language learning. In practice, this view promotes the French language as the focal example

and point of reference in an introductory course of inquiry into the interaction between language, communication and culture. The approach is considered imaginative in that emphasis on knowledge of language in a global context would supersede emphasis on basic French language skill development although the latter would remain an integral component of the program. The approach is construed as interdisciplinary in that the substantive content of the program would straddle the diverse disciplines of anthropology, cultural geography, historical and comparative linguistics, mass media, psychology and sociolinguistics.

Essentially the study represents a richly complex practical exercise in the justification of a curriculum. Schwab's (1978) conception of "the practical" provides the basis for this interpretation. The practical mode is distinguishable from the theoretic mode in terms of its outcome and its origin of problem. "The theoretic" seeks universal statements to apply to problems which are "states of mind" (p. 289). "The practical" looks for decisions or guidelines for possible action for problems which originate in "states of affairs in relation to ourselves" (p. 289). "The practical" serves to guide practice; it is not, as Reid (1982) points out, to be equated with what is done in the classroom.

The structure for executing this task is derived from the application of curriculum theory to the design of a curriculum. A general theoretical justification focused on the constructs of curriculum design theory and curriculum integration will lead to a context-specific justification for the proposed program. As a result of

inquiry into these two layers of curriculum design justification, the practical exercise will emerge--namely, the interpretation of an alternative program of study for Grade 12 Core French.

Scope

The study restricts itself to arriving at curriculum design implications for a program of study for Grade 12 Core French. As the parameters of the implications are descriptive rather than definitive, the focus and nature of a program will be delineated without being developed into instructional application in the form of FL_2 methodology, techniques, learning activities or materials. These areas of concern are considered peripheral to the purpose of the present study. A methodology for developing instructional plans will be suggested as it is perceived as being particularly complementary to the nature of the approach. Because judicious curriculum design is thought to take into account the feasibility of an innovation, implementation guidelines accompany the sketched program of study.

Significance

It is argued that this approach to broadening grade 12 Core French study by infusing the curriculum with interdisciplinary substantive content would have beneficial consequences for the language learner, the language teacher, and the quality of educational experience offered by high school Core French programs. For the grade 12 student, French language study would perhaps offer increased relevance as an academic

subject and reduced frustration as a language learning experience confined to daily classroom doses. For the French teacher, an increased awareness of the structure of the discipline might result from working with the language constructs undergirding the program of study. Such an approach might also strengthen the educational validity and enhance the academic status of an elective course competing with advanced courses in other subject areas on the grade 12 curriculum.

In addition to its potential contribution to the Core French classroom, the study is seen to be significant in that it represents the rational interaction of curriculum theory with classroom practice. Curriculum designs are rarely, if ever, grounded in curriculum theory. Perhaps this is due to the lack of consensus within the field about curriculum theorizing. This lack of consensus may in turn stem from the uneasiness of wedding theory to a practical field whose subject matter--what is taught in the classroom--tends to defy the restrictions and reductions inherent in applying universal principles. Yet it would seem reasonable to expect a curriculum planner to identify more than simply a situational rationale as the basis for his/her program.

As a practising teacher, the author is acutely aware of a curriculum design's commitment to a specific classroom context. Nonetheless, in order to responsibly plan a strong curriculum, one which is adequate and significant, it is felt that a curriculum design requires an additional base. This would be a commitment to a theory base. The specification of the theory base to support the curriculum design is not seen as an academic exercise. Because the starting point for the curriculum

design is a classroom problem and not a theoretical problem, the design process is considered a practical exercise. An exploration of the potential contributions of theoretical thought can serve to enrich, strengthen and legitimize the practical exercise. A two-layered justification might increase the likelihood of creating a quality curriculum design. It also might disarm attacks of what Giroux, Penna and Pinar (1981, p. 5) call "academic weakness and conceptual muddiness and flabbiness" levelled at the field of curriculum.

CHAPTER II

THEORETICAL ORIENTATION TO THE DESIGN OF A PROGRAM OF STUDIES FOR GRADE 12 CORE FRENCH

Curriculum Design

Introduction

In order to arrive at a defensible alternative conception of the substance of a grade 12 Core French educational experience, a theoretical framework is required.

As an eclectic field of specialization, curriculum study draws on multiple disciplines as contributors to its theory. The range of perspectives on curriculum theory means that there is no single comprehensive theory to guide the conceptual and critical dimension of educational research which curriculum design represents. However, a cohesive view of curriculum design can be constructed by analyzing those forces which influence the nature of the curriculum and shape its content.

Curriculum, as field of study, conceptualizes curriculum design as the nature and organizational pattern of the components of the curriculum. These components include aims, goals and objectives; content; learning activities; and evaluation. Although there are widely differing notions about what a curriculum is, Stenhouse's (1975, p. 4) definition of a curriculum as "an attempt to communi-

cate the essential principles and features of an educational proposal in such a form that it is open to scrutiny and capable of effective translation into practice" is helpful in that it identifies two significant aspects of planning a program of study--practicality and justification.

Curriculum design engages the curriculum planner in a labyrinthine series of decisions which deal with enhancing the quality of schooling. One way of initially coming to terms with the task and then proceeding with it can be found in the concept of deliberation. Calling deliberation "the method of the practical," Schwab (1978) provides the classical definition of deliberation:

> [Deliberation] . . . treats both ends and means and must treat them as mutually determining one another. It must try to identify, with respect to both, what facts may be relevant. It must try to ascertain the relevant facts in the concrete case. It must try to identify the desiderata in the case. It must generate alternative solutions. It must take every effort to trace the branching pathways of consequences which may flow from each alternative and effect desiderata. It must then weigh alternatives and their costs and consequences against one another, and choose, not the right alternative, for there <u>is</u> no such thing, but the best one. (pp. 318-319)

Reid (1982, p. 6) values the deliberative method of curriculum theorizing for its responsiveness to the "messy uniqueness" of curriculum problems. This responsiveness is partially attributed to the fact that deliberation is a method emanating from problems, not a procedure emanating from principles:

> The essence of methodic enquiry is to initate and sustain a process through which the nature of a problem is exposed and a solution converged upon.

> Each step is contingent on preceding steps: at each moment, method and subject-matter interact. Method is not an end-point of enquiry. It guides enquiry in an open-ended way. [. . .] At every point its use is subject to the judgement of individuals . . . (p. 19)

Deliberation engages skills of making informed judgements. This notion can be brought to bear on the question of how a curriculum design is to be justified. What makes a particular course design defensible? How can judgements involved in curriculum design decisions themselves be judged? The clarification of those conceptions and beliefs which steer the decision-making might be an initial step (and hopefully an ongoing activity) to defensible curriculum design.

Attempting to improve life in the classroom is a value-permeated endeavor. The assumptions which undergird the curriculum planner's value judgements can perhaps be most comprehensively identifed by focusing thought on five areas. The ideally educated individual, the discipline, the learner, the teacher and the milieu can be seen as central images which shape the substance and design of a program of study. Aspects of these areas represent value commitments to ideals. Working through these ideals is not an opaque academic pursuit but an illuminating practical one. As Reid (1982, p. 16) explains, ideals are pursued "not because visions are ultimately attainable but because morally worthwhile activity depends upon their pursuit." Thought about ideals can safeguard curriculum from being solely a matter of political expediency.

In characterizing the symbiotic relationship between curricular theory and practice, Stenhouse (1975) speaks of ideas encountering the

discipline of practice which in turn is principled by ideas. This portion of the study then deals with those ideas which serve to guide practice in the teaching of FL_2 as it is described in this study.

Image of the Ideally Educated Individual

The attempt to blueprint what is possible and most desirable for humankind to become lies at the core of curriculum design. This task translates into the basic goal of the curriculum, which is to develop individuals according to the ideal of an educated person.

Although schooling is an experience rather than a commodity, a sense of an end-product appears in this idealized version of an individual, one vested with the philosophical commitments which support the designer's curricular preferences. Nyberg and Egan (1981) assess it as an idealized self-version, the curriculum enterprise being "a kind of covert autobiography" (p. 81).

This image is the ideal embodiment of the curriculum specialist's ontological, epistemological and axiological assumptions. The assumptions held by the curriculum designer in this study converge in Zais' (1976) description of a man-centered philosophy, one accepting human experience for the source of what is relatively real. Knowledge is acquired as a result of experience which implies a life long construction process engaging our senses, perceptions and intellect. The relative and tentative nature of knowledge makes it subject to continuous revision nourished by new experiences. The unique characteristic of knowledge is its generative quality. Stenhouse (1975) distinguishes

knowledge from information on this basis in describing knowledge as "a structure to sustain creative thought and provide frameworks for judgement" (p. 82). Consequently, within each individual resides the capacity to make wise decisions, in other words, to construct knowledge of the good. These philosophical presuppositions connote not only the traits of the ideal individual but also directions to be followed in order to develop human potential.

For Zais (1976) a central concept in arriving at a composite of this ideal or "authentic" man is that of encapsulation, the condition rooted in man's external cultural basis, physiology and internal psychology which reduces and distorts his perception of reality, a reality man believes he perceives accurately. Functioning at the level of self-maximization "means grappling with one's own condition of encapsulation" (Zais, 1976, p. 230). Such grappling necessitates examining critically not only any given situation but also the assumptions about self and environment we house. Critical knowledge arms authentic man against "the ready-made meanings served by the controlling culture" (Zais, 1976, p. 236) and fosters the exercising of responsible freedom to create the ideal community fully integrated with "self-reliant" authentic individuals.

Zais' (1976) self-reliant authentic individual is strikingly similar to Robinson's (1979) "intelligently self-directed" ideal image. Robinson attempts to isolate this image in time, to identify shared images of the educated individual emerging from the 70's in order to arrive at an image for the 80's. It is the "reflective" aspect of

intelligence which Robinson emphasizes for it is through contemplation of knowledge, feelings and skills that we achieve a degree of freedom both in personal and social contexts. This freedom is evident in Robinson's definition of reflectively intelligent behavior as "the tendency to deliberately construct and employ frameworks for problematic situations by reflectively bringing to bear the most powerful concepts and generalizations of the knowledge disciplines with learned strategies for problem solving" (p. 14).

It is therefore a kind of individual--not a body of knowledge, a species of thinking, a type of skill--which is the goal of education. The particular image guiding this study is that of a critically aware individual. He/she is capable of and committed to formulating personal judgements no matter what the context. These judgements are not seen as absolutes but as processes evolving from critical reflection and creative perception. Intelligence is valued to the extent that it demonstrates a critical consciousness, for the ability to analyze and appraise is considered antecedent to improving actions. Requisite to the growth of this ability and to an inclination to reflect critically and perceive creatively is the broadest possible data-base, one fed by the knowledge of diverse disciplines. This idea will be expanded in the following discussion and linked to specific curriculum content in Chapter III of the study.

Image of the Discipline

Directing a course on the school curriculum toward the development of the critically aware individual brings into play assumptions and perceptions about the discipline area of the curriculum. Reflection on the value of second or foreign language study is fundamental to the selection of content which students will encounter.

Turner (1974) provides a framework for approaching inquiry into the image of the discipline. Language study interpreted as the means to a practical or lucrative end constitutes the "extrinsic value viewpoint," whereas the "intrinsic value viewpoint," asserting the humanistic value of language study, accepts it as inherently worthwhile due to the nature of language. Because the viewpoint favored in this study hinges on a personal conception of the ideally educated person as a reflectively critical individual, language study will be examined in terms of its intrinsic value, which is considered consistent with this image as presented in the preceding section.

There are a variety of reasons for construing language study as a humanistic discipline, as opposed to vocational training. As a basis for discussion, Grittner's (1973) definition of a humanistic discipline would seem useful:

> A humanistic discipline is not a static body of knowledge to be dispersed product-like to passive recipients; instead it is a changing, growing, expanding body of interwoven skills, emotions and facts which--as long as civilization survives--is passed on through successive generations of incidental learners, serious students and dedicated scholars. And, the one thing which holds it all together is intrinsic, emotional

> commitment. There is no way to explain the survival of humanistic studies solely in terms of extrinsic motives (p. 246).

Developing second language proficiency provides a foundation for the intercultural education so necessary in an interdependent world. The loosening of what Rivers (1981, p. 21) terms "monolingual and monocultural bondage" results from language study which cultivates a unique form of perception, a capacity to grasp the complexity and interrelatedness of phenomena when viewed from beyond the confines of a single culture. From the basis of this broadened context, we become less insular, more globally aware, and this leads to recognition of the need for global interdependence. That the latter is a matter of survival is strongly emphasized by Rivers (1981), Jarvis (1980), Preller (1974) and Reischauer (1973). Language study helps transcend the regrettable ethnocentric barriers so detrimental to solving our global problems. As Fersch (1977) succinctly points out, "ignorance is <u>not</u> bliss and what you don't know <u>can</u> hurt you" (p. 14). Therefore, to paraphrase Jarvis, as members of a pluralistic world society, not only do we need insight into the diversity among its members, but also the ability to value that diversity.

Perspective on the potential of language study to facilitate intercultural education also illuminates language study's educational validity in the intellectual sense. Jarvis claims that language study is incorrectly interpreted as an enrichment area. Rather, it represents a fundamental area of learning related to our perception of life experiences. In applying the "broadening" benefits of language study

as a basis for distinguishing between the educated and uneducated person, he implies an affinity between language study and the educated individual. Expanding language from a practical communicative tool to a vehicle of human perception and understanding, Ryder (1980) identifies language study's ability to inform the student of "the relativity of perception, the contingent nature of what we call the real, and the centrality of language" (p. 141). He relates language study directly to cognition on one hand and to the definition of attitudes on the other.

Therefore, as a humanistic discipline, language study should be perceived "first and foremost, as a means through which the student achieves some degree of esthetic and intellectual growth" (Grittner, 1973, p. 246). Interpreting language study from this humanistic stance would seem to indicate a particular definition of the nature of language. Language could be seen as a means of generating knowledge and as an instrument of communication, judgement and growth.

Exploiting this image of language through content selection in order to maximize the potential value of language study would seem to require expanding the content bases of language courses. Several researchers suggest increased attention be accorded to a socio-linguistic orientation in general and to the concept of culture in particular in second language education. For although curriculum guides for language courses platitudinize an appreciation of the target language culture, realization of this goal in the classroom remains a superficial and sporadic endeavor. Given the advances in socio-

linguistics and cultural anthropology, Stern (1981) criticizes the current acknowledgement of socio-cultural context in language study as "a somewhat unintegrated appendage" (p. 143). Norstrand (1966) indicates that neglect of this aspect of language shortchanges students in the most critical form of education, that of cross-cultural understanding.

Because culture is not automatically taught when language is taught, Seelye (1974) offers a detailed program for integrating the "culture goal" into the operative curriculum. Crawford-Lange's (1981) outline of a second language curriculum grounded in Paulo Freire's philosophy is more existentially oriented and provides guidelines for approaching the study of culture in an anthropological context. Jenks (1974) interprets language study as socio-cultural research study. Lambert (1974) challenges the foreign language teaching profession with a new academic domain called "people study" in which language learning becomes incidental to anthropological training.

These suggestions would imply that simply adding a cultural component to standard language courses via cultural modules such as those developed by Stern, Ullman, Balchinas, Hanna, Schneiderman and Argue (1980) falls short of reflecting the image of a second language as a humanistic discipline. Jenks (1974), in reference to a "content hub", addresses this issue:

> One of our real needs in foreign language classrooms is for a content hub from which we can radiate in many directions. If that hub is the language, the 'pay off' is slow in coming if indeed it ever comes.

> If we view the cultural objective as our focus of attention . . . we are fulfilling many needs simultaneously. (p. 67)

Thought about the discipline as an image central to curriculum design has involved reflection in two interrelated areas, the nature of language study and the value of language study in contributing to ideal qualities desirable in the educated individual. In order to generate knowledge, it is believed that the critically aware individual requires a broad knowledge base framed by a unified course structure. Such a view would entail an overhaul of second language study's traditional classroom image.

Image of the Learner

An effective and defensive curriculum is predicated on a comprehensive image of the target learner, in this case the grade 12 FL_2 student. Robinson (1981) portrays a four-dimensional image encompassing notions about human nature, development, the dynamics of learning and individual differences. Given the selection of conflicting learning theories which arise from differing preconceptions about this image, Zais (1976) suggests the curriculum planner adopt an eclectic stance, one guided by cognizance of philosophical assumptions and consistency in orientation. The stance becomes all the more eclectic when the learning theory to be interpreted for curriculum design purposes concerns what Brown (1980) calls "the overwhelmingly amorphous process of second language learning" (p. 95). The aim of such a theory is thought to be an integrated understanding of the many interrelated

variables which come into play in second language learning.

Although the contribution of Piaget's stage theory to the structuring and sequencing of curriculum content is problematic (Sullivan, 1967), his description of intellectual development can help initially to characterize the target learner for the designer. Following Sullivan's interpretation of Piaget, the target adolescent learner would be at the stage of formal operational thought. As abstract thought is now accessible to the adolescent, he/she is able to think reflectively and speculatively, form theories, engage in hypothesis-testing, infer on the basis of the hypotheses and synthesize.

The notion of reflective thinking is expanded on by Robinson (1981) who describes cognitive and affective growth in terms of behavior approximating the educated ideal of intelligently self-directed behavior. To paraphrase Robinson, at the end of secondary school learning, the student's knowledge structures become organized, inquiry takes advantage of several frameworks, and problem-solving methods are used for resolving interpersonal conflicts and issues. Regarding affective growth, attitudes are becoming defined and beliefs synthesized into a personal value system. Growing reflectiveness is evident in perceptions about personal future directions, about the element of choice and uniqueness in goals and values, as well as in the capacity to conceptualize and modify attitudes.

Focusing on the target learner as an adolescent helps narrow the immense parameters of understanding second language learning. Due to their cognitive maturity, adolescent learners would seem to

have access to two modes of developing ability in language, those of language learning and language acquisition (Stevick, 1982; Krashen, 1981b).

Krashen (1981b) hypothesizes that acquisition is subconscious assimilation of language in a genuine communicative exchange, whereas learning refers to conscious, explicit knowledge about a language gained in a situation isolated from the genuine context. Stevick (1982) integrates learning and acquisition as ends of the "storage, retrieval and reconstruction of images" continuum. Drawing on conceptual memory research, he construes "getting a new language" in terms of the learner's recall of images. The more enriched an image is in terms of the visual, social, linguistic and motivational data associated with it, the more successful its assimilation and recall will be. Images acquired in meaningful communicative contexts are considered to be integrated, as opposed to "impoverished and unintegrated" learned images (p. 25). Greater cognitive depth and greater retention are associated with these acquired images. Appreciation of the theoretical distinction between second language learning and second language acquisition would seem to have implications for the selection of content that language learners are exposed to. In order to help learners internalize the target language, cultural and linguistic referents should be richly integrated in the program of study.

Receptiveness to the recall of a "second language image" is not simply or even perhaps primarily a cognitive or intellectual process. Stevick (1971) insists that the language learner must be appreciated

in his/her totality as a social being and not as "a potential internalizer and producer of alien sounds, words and patterns" (p. 14).

Given the pervasiveness of language in behavior, it becomes evident that numerous affective variables influence the language learner's linguistic, communicative and personal competence, and along with varying personal cognitive styles, account for individual differences in second language learning. Brown's (1980) classification of intrinsic and extrinsic affective variables provides the curriculum planner with a manageable framework for understanding how the affective domain operates on second language learning.

Of the vast array of intrinsic affective variables, the personality factors a learner brings to the task of second language learning, it is thought that motivational factors are of particular significance to curriculum design. Defining motivation as "an inner drive or stimulus which can . . . be global, situational or task-oriented," Brown (1980, p. 133) suggests that all aspects of language learning are permeated to varying degrees with some of these levels of motivation.

A result of their studies on the effect of attitudes on language learning, Gardner and Lambert's (1972) distinction between instrumental and integrative orientations is considered as the point of reference for motivational concerns in second language learning. (Certain attitudes, primarily the learner's attitude toward the target language community, constituted Gardner and Lambert's interpretation of motivation as a construct.) An integratively oriented learner is interested in acquiring the target language in order to become

integrated with valued members of the target community. An instrumentally oriented learner is geared toward the second language for utilitarian purposes such as social or economic advantages perceived to accrue from with target language competency. A high integrative orientation was found to correlate positively with proficiency and perseverance in language study. Gliksman, Gardner and Smythe's (1982) recent research clarifies the correlation:

> The integrative motive plays its major function in affecting achievement in a second language by orienting the student to capitalize on every opportunity possible to improve language proficiency. It would seem that the attitudinal character of the motivational complex serves to sustain the motivator over periods when levels of motivation might decline or fluctuate because of various situational factors. Thus, students with a heightened level of integrative motivation remain active in class, and maintain their enthusiasm in the classroom. It is no wonder, then, that they are more knowledgeable about the material during class and . . . perform better on various assessments of language proficiency. (p. 634)

Gardner and Lambert's distinction overlaps the second aspect of the affective domain. This aspect encompasses extrinsic factors, those socio-cultural variables which result from the learner contending with not simply a second langauge but also a second culture. The distinction would seem to imply that second language learners benefit from understanding and valuing the target culture. When perceived as a continuum and not as a dichotomy, this construct is valuable in indicating that learners approach second language learning with varying attitudes.

Stevick (1976) links the instrumental-integrative continuum to the notions of receptive and defensive learning, a connection thought to be helpful in constructing a composite of the second language learner for curriculum design purposes. Instrumental motivation implies defensive learning which perceives a second language as an alien body of phonetic, syntactic and lexical facts to be tolerated for academic, social or economic purposes. This type of learning is superficial and therefore short term. Integrative motivation, however, correlates positively to receptive learning which is a more permanent variety. The learner has permitted the second culture along with the second language to penetrate his personality to a greater affective and cognitive depth.

As an image, the receptive language learner would seem consistent with the critically aware educated ideal and with language study as a humanistic discipline. The receptive language learner composite suggests general guidelines for shaping an optimal language learning classroom context within the scope of curriculum design. That is, it is helpful in formulating criteria for the selection and organization of curricular substantive content. An optimal context is one which satisfies the learner's cognitive and affective needs so that he/she will be integratively motivated to be receptive to language learning as both an immediate and long-term goal.

Arguing for an "input-rich classroom," Krashen (1981a, p. 105) stresses that acquisition can be encouraged when input is interesting and relevant. The aim should be to provide stimulating input which

succeeds in focusing the learner on the message to the extent that he/she forgets it is encoded in the second language. A program offering meaningful substantive content, that is to say content capable of being anchored in the learner's long-term memory, promotes the desired authentic communication. Structural or grammatical content must also be provided. Where a second language is taught as an academic subject, some linguistic continuity by way of structural treatment is seen to be necessary to the learner's assimilation of the second language system (Stern, 1981; Widdowson & Brumfit, 1981; Canale & Swain, 1979).

The second language learner therefore needs to encounter learning activities and materials which are relevant, authentic, intelligent and powerful in terms of both substantive and structural content. The role of curriculum design in facilitating their realization is presented in Chapters III and IV of the study.

Image of the Teacher

Neither Zais (1976) nor Robinson (1981) isolate the teacher as an image central to curriculum design. Schwab (1978, p. 367) however, does include the teacher as one of the "bodies of experience" to be represented in planning for curriculum change. It is thought that articulating curriculum design from an informed basis should add this image. A broad theoretical framework is initially required to understand the connections inherent to the task of curriculum design.

To a great extent, the image of the teacher is derived from images of the learner and the discipline. As construed by this study, the image is the teacher as a professional educator, one who is immediately and ultimately responsible for cultivating receptive language learning and critical thinking skills. This image would seem congruent with Ausubel's view that pedagogy's fundamental role is one of developing "an active variety of reception learning characterized by an independent and critical approch to the understanding of subject matter" (as cited in Stevick, 1976, p. 113). Stenhouse (1975) also interprets teaching along these lines in referring to teaching as "the systematic promotion of learning" as opposed to mere instruction (p. 24). This would seem to be in keeping with the current emphasis in second language pedagogy on learning how to learn a language as opposed to teaching a language.

Language study represents what Stenhouse (1975) terms a divergent curriculum area, one which anticipates a variety of "correct" responses resulting from the language learner's individual judgements. As language study is therefore a process and not a product, inquiry-based teaching is appropriate. Inquiry-based teaching implies that both the student and teacher are learners involved in language study to the same extent but from different points of reference. However, a horizontal teaching-learning structure does not imply that teacher expertise is superfluous.

Of the two components Robinett (1977) identifies as essential to the language teacher's professional competence, namely, knowledge of subject matter and knowledge of techniques, discussion of the former

is seen to be most pertinent to the purposes of the study. Robinett states that language-specific information (knowledge of the target language) must be accompanied by a broad view of language (linguistic awareness). Linguistic awareness includes knowledge of "what constitutes language, how language operates; how speech and writing are related; how languages compare and contrast; how language reflects the culture of its speakers; how language changes; how a particular language varies from speaker to speaker and from region to region; how language is learned; how language influences people" (p. 38). This notion of language awareness, to be expanded in Chapter IV of the study, is mentioned here to indicate that an important aspect of a receptive language learning environment is the teacher's "linguistic" critical awareness.

Receptive language learning environments cultivate meaningful contexts of genuine communication. Just as the teacher must create language classes so that communication in the target language is essential, the curriculum design must forecast that possibility. If Stenhouse's (1975) belief that teacher professionalism is at the core of curriculum innovation, in other words that curriculum development hinges on teacher development is accepted, then curriculum design must be able to accommodate teacher curriculum development. As the forerunner of curriculum development, the process of translating "ideas into classroom practicalities and thereby help[ing] the teacher to strengthen his practice by systematically and thoughtfully testing new ideas" (Stenhouse, 1975, pp. 24-25), curriculum design is enriched by

reflection on the image of the teacher.

Milieu

The beliefs and conceptions projected in the preceding four images, no matter how ideally or reflectively construed, are all interfaced with a complex and potent influence, the social milieu. Reid (1982, p. 20) terms it "the environment of the learning space."

Zais (1976) portrays the study of curriculum and the study of society and its culture as Siamese twins, two studies to be undertaken concomitantly due to the link between curriculum practice and culturally-induced bias. At issue is the role of the curriculum in consciously and unconsciously perpetuating this bias. When society perceives the function of curriculum as shaping students to conform to the accepted cultural mould, the school curriculum becomes no more than "a cultural rubber stamp" (p. 176). Zais labels current curriculum practice as "mindless indoctrination" (p. 160), guilty of dispatching cultural directives through the curriculum without inquiring critically into the nature of the accepted beliefs and practices which those directives represent. If curriculum research is to influence teacher-learner interactions, if its purpose is to seek to educate, then both traditional and unconscious assumptions, conceptions and values cementing society must be held up for illumination, examination and evaluation.

Nyberg and Egan (1981) have done precisely that in pursuing the distinction between current schooling and education. They diagnose

our classrooms as education-deficient due to a common confusion which is increasingly undermining our public education system and the democratic ideal of providing universal education on which it is based. The confusion is rooted in our neglecting to distinguish between socialization and education. Nyberg and Egan recognize socialization as practical preparation for assuming an active and responsible role in the community. Education, however, eludes the stamp of "direct relevance or utility to social praxis" (p. 2) and embraces those personally enriching but primarily unspecifiable attainments which permit critical and aesthetic appreciation of culture. In brief, socialization is product; education is process.

Significant curriculum implications emerge from this thesis. As Nyberg and Egan indicate, because curricular questions such as how and by whom education should be provided, controlled and funded are subsumed by the question of what the purpose of education should be, the distinction between socialization and education must be born in mind by curriculum specialists. An awareness of the very different criteria required to justify socializing activities as opposed to educational activities is fundamental. The socializing curriculum is not to be confused with the educational curriculum, as they encompass different referents and different constraints.

That the image of the ideally-educated individual calls for an "educational" curriculum is supported by Zais:

> . . . the ideal of the authentic man generates concerns related to the basis on which men live rather than how they make a living or what individual skill they may wish to develop. The latter concerns, clearly, are dependent on the judgements we make about the former. (p. 239)

This statement helps to clarify the role of education, albeit an encapsulated role. Nyberg and Egan dispute the school's influence in shaping the community because the school reflects descriptively, after the fact, the qualities of the community supporting it. Robinson (1981), more generous in acknowledging a reciprocal relationship, sees education as both a reflector and shaper of societal values. Nyberg and Egan's assertion that "educated people need to be consulted about the construction of educational curricula" (pp. 15-16) would in fact tend to support the leadership role of education.

The key to accomplishing both roles is thought to lie in an awareness of the nature of society and its potential, and in a sensitivity to the education versus socialization distinction. It is also thought to lie in commitment. When addressing the endangered species of educational curriculum, both curriculum planners and teachers must be committed to cultivating that preferred educational ideal and not settle for a socialized version. As professionals, they must be the ones to advance Peters' (1973) notion that life is for education and not vice versa. Zais (1976) sums up the dynamics of the dual role:

> . . . as gatekeeper for knowledge and intelligence, it would seem that the school's unique responsibility (and prerogative) is to see that knowledge and intelligence are brought to bear in the society's decision-making process. (p. 347)

Curriculum Integration

Justification of the character and organization of a curriculum design essentially rests on the criterion of potential for generating knowledge. For "the end-in-view of curriculum planning," as Zais (1976, p. 326) states, "is to turn content into meaning or knowledge for learners." To offset the inescapable distortion of content selection being grounded in the designer's perspective, in terms of its meaning as knowledge for him/her, a two-dimensional awareness needs to be cultivated. A critical perspective for making curricular preferences should take into account the content's potential for translation into knowledge in light of the image of the target learner and in light of its personal meaning to the designer. At issue in this study is the justification for formulating a curriculum design approach to FL_2 learning based on substantive content. Awareness of its potential in terms of the learner is thought to entail analysis of the possible relation between formal language teaching and subject matter teaching. Constituting a second thrust of the theoretical orientation to the study, this inquiry will stem from the concept of curriculum integration.

Pring's (1973) philosophical examination of integration as a descriptive and evaluative term clarifies both the ambiguity surrounding curricular claims to integrated approaches, and the conceptual distinction between "integration" and "interdisciplinary." Integrationist and interdisciplinary claims represent different logical levels.

Whereas the former immediately raises epistemological questions by claiming a more unified conceptualization and profounder synthesis for knowledge than is evident in the distinct forms of knowledge, interdisciplinarians do not make that claim, at least not initially. Interdisciplinary refers to a treatment which activates more than one discipline in its particular inquiry. Whether interdisciplinary treatment constitutes an integration of knowledge is a separate question, one hinting of philosophical instability in that integration is a necessary and distinctive feature of knowledge.

When applied to the context of the second language classroom, an interdisciplinary claim relates to the merging of formal second language teaching and content teaching. Loosely defining content teaching as the teaching of subjects other than language per se, Mohan (1979) perceives three possible integrations of language teaching and content teaching. The target language can be taught by, with or for content teaching. French immersion programs exemplify the first possibility and English for Special Purposes the third. It is the notion of language teaching combined with content teaching with which this study is concerned.

Implicit to relating second language teaching and content teaching is an assumption of causal connection above and beyond the standard assumption that language teaching promotes language learning and content teaching promotes content learning. In the case of language teaching combined with content teaching, the specific assumptions are, firstly, that content teaching plus language teaching promotes content learning

plus language learning and, secondly, that language teaching and content teaching are inseparable and mutually dependent (Mohan, 1979). These assumptions in turn are undergirded by conceptions about the nature of language study, learning, teaching and education as developed in the previous section.

Of the curriculum aspects Mackey (1965) identifies as present in any program of study--selection, presentation, exploitation, evaluation and sequencing--the curriculum designer must primarily address questions of the selection and sequencing of content. Combining language and content entails decisions about the selection of linguistic structural content and substantive content. Sequencing decisions should take into account the coordination of language and content, whether a structural sequence or substantive sequence should constitute the sequence for the program of study. Mohan (1979) identifies compatibility as another crucial sequencing detail. Must the target learner have specific linguistic content to understand the substantive content, or will substantive content study advance the linguistic goal?

The sequencing issue can be resolved in favour of the substantive content sequence. Mohan (1979) suggests that identifying content and then extracting linguistic concepts to exploit that content does not represent the abandonment of structural content. This scheme supports Widdowson and Brumfit's (1981) feeling that structural content should be contextualized within substantive content so that grammar is not ostracized in a program of study. Gunterman and Phillips (1981) vary the strategy but the emphasis remains similar. They

propose identifying the essential structural points and contextualizing them within both common communicative functions or purposes and a socio-cultural context in order to "forge the vital connection between communication and the acquisition of linguistic forms and elements" (p. 329). These notions are consistent with Burt and Dulay's (1981) contention that the subordination of linguistic form to substantive content is a prime feature of an optimal second language learning environment.

The criteria for these double-edged content selection and sequence decisions are closely associated with the basic philosophical assumptions emerging from discussion of the images central to curriculum design. Grounded in these images, it is the function of curriculum aims which Zais (1976, p. 342) terms "the final arbitrators of content selection" to provide direction for these decisions. Translating aims into content preferences is seen to rest on two fundamental criteria, the content's significance in evaluative terms of its linguistic and interdisciplinary import, and in idealistic terms of its enhancement of human existence in contemporary society. Therefore, the term interdisciplinary as interpreted by this study will refer to a selective principle for choosing significant material from appropriate fields of knowledge.

This portion of the study then represents the theory base for the curriculum design. The purpose in exploring and specifying a theoretical rationale has not been to provide intellectual distance from a

practical problem. It has been to provide greater scope and a clearer lens with which to view the classroom context of the curriculum problem.

CHAPTER III

CONTEXT FOR THE DESIGN OF A PROGRAM OF STUDY

Overview of the Proposed Change

The change proposed is an alternative curriculum for grade 12 Core French. The new course, "Langage, communication et culture" would alter the emphasis that is traditional to second language curricula. The major change would concern the aim of second language study in the final year of high school.

In the past, most language courses have underscored the target language as the object of study and only acknowledged the target language culture as a tangential area. In other words, the primary objective has been the acquisition of target language linguistic information and skills with the cultural context receiving superficial treatment. Learning a second language has not been associated with learning substantive content of specified academic validity.

The proposed course, aspects of which will be outlined in Chapter IV, reverses these emphases. Learning substantive content of an interdisciplinary nature is the primary focus in a study of the interaction between language, communication and culture. Learning structural content becomes a secondary focus as the course interprets the French language as the focal example in this study as well as the medium of instruction. This course the author sees as relevant and significant

to the Manitoba grade 12 Core French program.

Rationale for the Proposed Change

A second aspect of justifying a curriculum design change is a context-specific rationale. This is thought to include discussion of the theoretical images in microcosm, as they exist in a particular locus of practice.

Background

Currently in Manitoba, there are two main streams of French as a second language (FL_2) education. The French Immersion program, which seeks to approximate a natural target language setting in the FL_2 classroom, offers the French language essentially as an instructional and interpersonal communicative medium. Although the French language is consciously studied as a subject at later levels, the emphasis is clearly on, as Stern (1981) says, the message and not the medium. Alternatively, Manitoba's interpretation of the term "Core" designates the program which aims primarily to enable students to achieve a basic level of language proficiency within the context of providing French language study as an academic subject. Beginning at the grade 4 level and continuing over nine years, the Core program represents an elective subject area which some Manitoba school divisions make a commitment to offer. Depending on the school division, Core French becomes non-compulsory either at the junior high (grade 7) or secondary (grade 12) level.

Developed by the Bureau de l'Education Française (B.E.F.) of the Manitoba Department of Education, Core French is termed an "inter-disciplinary subject" using an "inter-disciplinary approach." The B.E.F.'s interpretation of interdisciplinary seems to reflect an effort to legitimize Core French in the school curriculum:

> The Pilot Core French Program uses an inter-disciplinary approach. As a result, skill development in other subject areas is reinforced and enhanced by the French Program . . . It is felt that time is not taken away from other subjects by the study of French, but rather that many other areas of the student's entire education are enhanced by the inclusion of a sound second language program. (B.E.F., 1979, Appendix A, p. 2)

Distinguishing between the Immersion and Core program is important in order to appreciate that the frustration inherent to second language learning and teaching at the secondary level tend to become magnified where French is an elective academic subject. It is widely recognized that the greater exposure learners have to instructional time in a second language, the greater language facility they will achieve. An advanced knowledge of a second language requires either residence in the target language community or extensive contact with native speakers of the target language (Stern, 1981). To this extent, Core French compares adversely with French Immersion, the latter being considerably more effective in promoting French language proficiency (Swain, 1981).

By grade 12, the vast majority of students have abandoned Core French language study. As an elective subject competing with important

subject areas in the final year of high school, Core French enjoys a somewhat dubious academic reputation and is viewed negatively by most students. Course enrolment is notoriously low. Although this is perhaps ideal for learning and teaching French, it is a disturbing comment on the perceived status of the subject. Turner (1974) pessimistically associates such apathy for second language study with North American cultural values, with the irreconcilability of pragmatism and humanism. Because students' motivation is primarily extrinsic, they see through the extrinsic argument for the value of language study. There is simply little need to learn a second language on a continent where English is the language of power. And as members of a pragmatic society, they reject the intrinsic value of language study. The minority of students who do stick with Core French frequently complain that they never really learn to speak French in a four hour per week dispersement, and they question what Yalden (1981, p. 27) refers to as the "currently unreal linguistic world" of the second language classroom.

Teaching Core French can be equally frustrating. Apart from justifying the course's academic validity to students and colleagues alike, the Core French teacher often encounters, particularly at the grade 12 level, the lack of continuity which can afflict elective subject areas. Teachers may be faced with a truly "mixed language bag" in a classroom including native French and Francophone students as well as Anglophones who may have previously experienced early immersion, late immersion, and/or core programs.

When set against the backdrop of a bilingual province within an officially bilingual country, these problems become all the more salient. Darbelnet (1976) attributes Canada's cultural problem of Anglophone-Francophone public relations to a "casual attitude" toward languages:

> [O]ne senses an unconscious resentment to the complexities of language . . . too often the outside observer feels that on this continent foreign language study is either a part of a superficial interest in the exotic or is undertaken solely for immediate and so-called practical results. Either way the outcome is a casual attitude toward foreign languages. (p. 5)

This cultural problem can also be seen to have roots in linguistic chauvinism. Despite official bilingualism and a 300 year history, French Canadian French continues to be slighted as, to borrow Darbelnet's phrase, "the strange French patois" (Darbelnet, 1976, p. 1). When linguistic chauvinism labels a language as ersatz, derogatory and false stereotyping can be perpetuated.

Problems of cultural prejudgement and misjudgement extend beyond Canadian borders. Even if Canadians do tend to view language as a local problem, Canada does not have a monopoly on bilingualism. In his preface to W.F. Mackey's Bilingualism As A World Problem (1967), Michael Oliver accuses Canadians of "ponder[ing] over their own public issues with blinkered intensity." Such parochialism would appear conducive neither to humanistic aims of education nor to the world's increasing need for economic and political interdependence.

Justification

A reorientation of the grade 12 French curriculum is suggested as redress to these issues. By expanding French language study beyond basic language skill development and the borders of Quebec and France, it is anticipated that many of the frustrations and problems associated with this course would be reduced.

Essentially, the change calls for the injection of broadly-based, unified substantive content into the curriculum to the extent that study of structural content (the French language itself) becomes secondary to the study of the subject matter. The interaction between language, communication and culture would be the concept guiding and unifying interdisciplinary inquiry carried out in the French language. In exploring this concept, grade 12 Core French students would be exposed to and influenced by contributions from anthropology, cultural geography, historical and comparative linguistics, mass media, psychology and sociolinguistics. These disciplines would offer different perspectives on the phenomenon of language. Using an interdisciplinary approach as a principle for selecting course content, as opposed to a defensive justification of the course's raison d'être, could offer more academic and educational credence to a grade 12 course.

Such an approach might have the potential to enrich significantly the FL_2 experience provided by the school system for this level. Due to widened language study parameters, the anticipated learning activities and materials for developing the curriculum design could

involve the target student group not simply in the acquisition of linguistic knowledge, but in the acquisition of a considerable body of broadly-based knowledge and in its application to socio-cultural concerns. It is thought that this interpretation of Core French substantive content, considered with the linguistic, social and psychological developmental levels of the grade 12 student, would lend itself to socio-cultural research activities which engage the student's higher level thought processes. It could assist in altering attitudes rooted in insufficient knowledge, misinformed stereotyping and ethnocentrically encapsulated perceptions. Therefore, it might strengthen the development of critical thinking skills and reflective intelligence.

Because the knowledge and insights gained from the approach could be of immediate and long term benefit and pleasure to the target student, the approach might remedy motivational problems associated with second language study at this level. For the minority of students who do enroll in grade 12 Core French, "Langage, communication et culture" would perhaps provide a superior educational opportunity. The proposed course could draw together their previous years of essentially unintegrated French language study into a framework for investigating a variety of challenging and interrelated ideas and issues. The topics and themes might generate the motivation to pursue language learning. Using and appreciating the French language as a means to acquiring knowledge might shift the student's attention from the frustrations of classroom second language learning to a sense of excitement from encountering new ideas and gaining new insights. Their general

knowledge and critical thinking skills could develop along with their linguistic knowledge of and their facility in French. The request for significant vocabulary expansion so frequently articulated by language students at an advanced level could be well accommodated by this interpretation of substantive content. As the approach to content would be novel to Anglophones and Francophones alike, any varied language backgrounds in a class would only serve to enhance the learning activities. For all Core French students then, the curriculum content of their advanced language course could become attractive, purposeful and practical.

This approach might also serve to dispel the symptomatic disinterest in Core French at the secondary level. With the French language promoted as the medium by which meaningful substantive content is approached, compiled, discussed and analyzed, prospective students would not be in for more of what they had encountered in previous years.

If, due to the pragmatic bent of North American cultural values, students come pre-equipped with extrinsic-instrumental motivation, an expanded version of French language study's intrinsic value might foster the integrative attitudes necessary to cross-cultural communication. A course such as "Langage, communication et culture" might have the potential to help students gain insight, sensitivity and positive attitudes toward cultural similarities and contrasts.

It is such an understanding and appreciation of the target culture which promotes bilingualism and not vice versa. As Jay (1968) argues:

> It should be made crystal clear, however, that bilingualism itself does not insure ipso facto a respect for other cultural patterns. The traditional hostility between France and Germany has been until recently a bitter reality, even though the language of each was commonly taught and understood by the other . . . . Bilingualism is not in itself the answer to cultural understanding among people. An indispensable asset, it must be fortified by the strongest possible sensitivity education. With knowledge of the language must exist a similar knowledge of the social, religious, and economic attitudes of a people. (pp. 85-86)

It is felt that Core French curriculum content should promote not only bilingualism and biculturalism but multilingualism and cross-cultural understanding. If language study is indeed of humanizing value, developing language and cultural awareness from this interdisciplinary perspective might prove to be a more defensible orientation for Core French at the grade 12 level.

CHAPTER IV

CURRICULUM DESIGN IMPLICATIONS

This portion of the study addresses the nature and coordination of the curriculum components influenced, controlled and justified by the theoretical and practical frameworks just elaborated. A curriculum design represents a set of abstract relationships among its components. Aims, goals and objectives, content, learning activities and evaluation are composed into a preliminary plan from which the specific curriculum to be encountered by the target student group is developed.

The design implications for certain components of the proposed grade 12 Core French curriculum "Langage, communication et culture" are sketched in this section. The purpose of this design overview is to provide a more concrete impression of the proposed change as a follow-through to the design justification process. A description of the curriculum's aims and content, a delineation of criteria for developing specific content and guidelines for the implementation of the proposed change in a school system will be presented.

Aims and Content for a Program of Study for Grade 12 Core French

Given the perceived need for an attractive grade 12 Core French curriculum, "Langage, communication et culture" has been proposed. To reiterate, this program of study seeks to align conceptual development more cohesively with FL_2 study by offering unified substantive

content of a specific nature as the primary emphasis. The substantive content is selected from the fields of anthropology, cultural geography, historical and comparative linguistics, mass media, psychology and sociolinguistics in order to present a study of the interaction between language, communication and culture. Because the French language is conceived of as the focal example and medium for this study, structural content assumes a functional role and becomes of secondary emphasis. The statement of aims which follows shapes this relationship between substantive and structural content.

Statement of Aims

As an alternative program of Core French study at the grade 12 level, "Langage, communication et culture" seeks to do the following on the part of the learner:

1. provide a broad foundation of relevant knowledge and forms of reasoning from which critical awareness based on the following objectives can develop:
   - -- an understanding of language as a phenomenon;
   - -- an appreciation of language as an instrument for interpersonal and intercultural communication;
   - -- an understanding of the interrelationship between culture and semantics;
2. promote integrative attitudes toward FL_2 learning in specific, and foreign language learning in general;
3. promote intellectual curiosity, empathy and active concern for

French speaking cultures;

4. promote the ability to evaluate statements about French speaking cultures in terms of evidence supporting the generalizations;

5. enhance the growth of cultural understanding, attitudes and performance skills required to function appropriately in Francophone and French communities; and

6. promote the acquisition of knowledge on how to learn a second language.

Delineation of Content

The following model adapted from Widdowson and Brumfit (1981) portrays the translation of the aims into content and the relationship between the substantive and structural content for "Langage, communication et culture."

Representing the program's substantive content or subject matter, the core of the model consists of four units of study. The core's internal structure is derived from the sequencing of the content. Although each unit is self-contained in that it represents an overview to a different aspect of language, the units are thematically linked. Basically, the units progress from understanding language as a personal phenomenon to understanding it as a sociocultural and global phenomenon. The sequencing of topics within each unit tends to proceed from specific issues to general issues where appropriate.

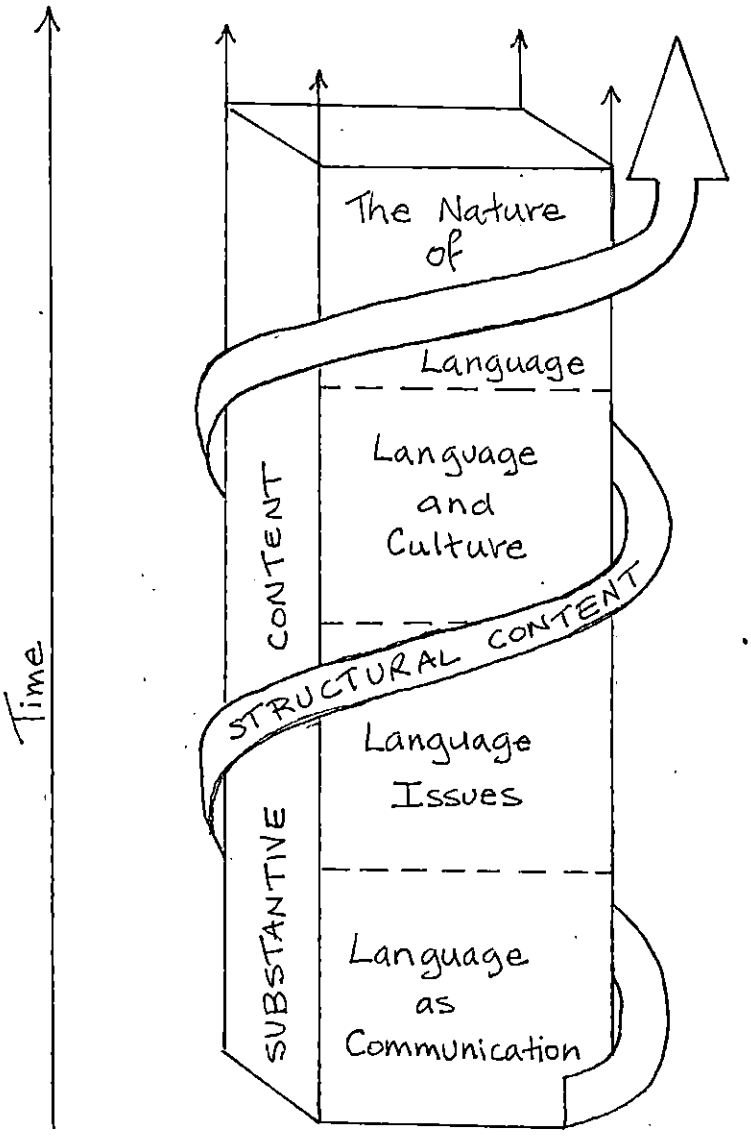

Figure 1

Model of Relationship Between Substantive Content and Structural Content. Adapted from Widdowson and Brumfit's (1981, p. 209) model of core/spiral dependency in language syllabus design.

(a) Substantive Topics

I. LANGUAGE AS COMMUNICATION

1. personal, national and international levels of communication

   -- speech as socio-cultural identity
   -- register
   -- paralinguistic features of communication

2. role of mass communication

   -- aural and audio-visual media
   -- print media
   -- advertising

II. LANGUAGE ISSUES

1. regional and social varieties of French language

   -- "Le Canajun"
   -- Franglais and Frenglish
   -- Québécois

2. language attitudes

   -- standard languages, dialects and patois
   -- linguistic prejudices
   -- linguistic chauvinism

3. sexism and language

4. bilingual education

III. LANGUAGE AND CULTURE

1. Francophonie

   -- in Canada
   -- in France
   -- in French Overseas Possessions
   -- in former French colonies

IV. THE NATURE OF LANGUAGE

1. introduction to linguistics

2. origin and relationship among world languages

3. historical changes in French language

   -- history of Québécois

Feeding into the core of substantive content is a spiral of structural content adhering to the grammatical topics identified by the Bureau de l'Education Française (B.E.F.), Manitoba Department of Education for grade 12 Core French. Although certainly there are alternative approaches to interpreting structural content, these topics would be adopted in order to provide the program with linguistic continuity from previous grades and to boost the initial credibility of an alternative curriculum. Schwab (1978) stresses that any practical program which is attempting to improve education should gradually alter existing practices rather than uproot them.

(b) Structural Content

I. THE VERB

1. Formation and Use of Indicative Tenses
2. Negation of Simple and Compound Tenses
3. Imperative and Negative Imperative
4. Voice: Active/Passive
5. Subjunctive
6. Infinitive
7. Conditions
8. Pronominal Verbs

II. AGREEMENTS

1. Subject/Verb
2. Adjective/Noun
3. Noun/Pronoun
4. Tenses
5. Past Participles

III. INTERROGATION

1. Verbs
2. Adverbs
3. Adjectives
4. Pronouns

IV. NOUNS

V. PRONOUNS

1. Personal
2. Relative
3. Possessive
4. Demonstrative

VI. INDEFINITES

1. Adjectives
2. Pronouns

Implicit in the design is an elaboration of content. By way of illustration, the explicit development of the proposed content for the initial classes in the first unit of "Langage, communication et culture" is provided. The legitimacy of furnishing an example of learning activities arises from the fact that the curriculum designer is a FL_2 teacher.

The following model indicates where the outlined activities and content are situated in relation to subsequent contexts of understanding how language functions as a communicative tool.

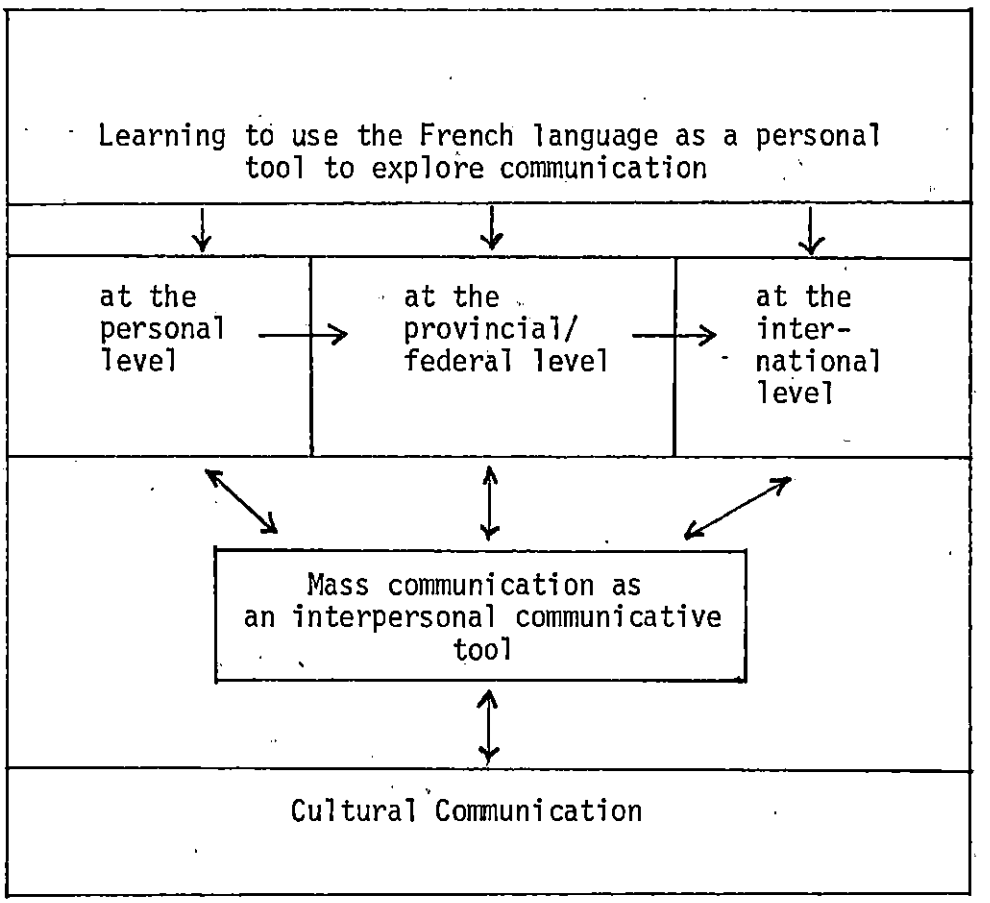

Figure 2

Introduction to Language as Communication

Table 1

Content Summary Map*

SITUATION: Content for approximately one week's activities (four one-hour classes) in introductory unit of Grade 12 Core French course: "Langage, Communication et culture."

GOAL: To understand how language in general (French language in specific) functions as a communicative tool at interrelated levels.

LANGUAGE AS A COMMUNICATIVE TOOL AT THE PERSONAL LEVEL

Levels of Understanding	Instances
Recognize instances of communicative process	• telephone
Generate examples of communicative process	• personal (human) • radio • animals
Define criterial attributes of communication process	• source (speaker) • signal (language) • receiver (addressee)
Distinguish communication from non-communication	• signal (language) disfunctional in non-communication
Distinguish:	
(1) signal as language	• signal = message = language
(2) language as social interaction	• speaker and addressee involved
(3) language as communicative tool	• language a vehicle through which speaker and addressee interact
Use these concepts to inquire into:	
(1) the components of language in social interaction	• body contact, proximity, body posture, physical appearance, facial expressions, hand/head movement, direction of gaze, timing of speech, emotional tone, speech errors, syntax of utterance, semantic utterance

Content Summary Map (Continued):

Levels of Understanding	Instances
(2) function of spoken language	• promises, requests, etc. are attempts to establish and shape relationships
(3) connection between the two forms of verbal communication, spoken and written language	• written language is visual representation of oral language • spoken form is primary as all known writing systems are derived from spoken language
(4) description of spoken and written language	• grammar (a process)
Formulate generalizations about language as a personal communicative tool	• communication is a social activity • language allows us to communicate with each other at a much more sophisticated level than otherwise possible • language as social interaction has many functions • each individual's language is unique • language is one of the most important ways we present an image for others to evaluate • language is cooperative as we make a mutual effort to help each other maintain personal image unless we feel it won't change opinions (by what we say) or are indifferent to opinions • language reflects social relationship (power) between speaker and addressee • as communication, language is skilled work • we learn social rules as skills of language by observing each other

Affective Goal: To appreciate importance of continuing to develop personal communicative skills both in native and second language.

*Based on Robinson's (1979) growth scheme for cognitive development.

Table 2

Instructional Schema

Lesson	Resources	Teaching Strategies
1	• *Robert & Collins English/French Dictionary* (only required "text" for all activities)	(all activities would be carried out in French language) • Individual activity: Imagine human beings had no vocal cords and therefore they couldn't use sounds to communicate with each other. Propose an alternate system. • Group activity: oral presentations of proposals • Group discussion: compare efficiency of proposed systems to spoken language system we use. Why is spoken language efficient?
2	• Silent movie shorts such as scenes from Chaplin's *City Lights* (1931) or *Modern Times* (1936). • Videotape of local French talk show such as "Télejournal"	• Show silent movie shorts • Small group work: brainstorm to identify components of communicating without sound • Show videotape of local French talk show without sound • Small group work: re-identify components from list adding any new ones • Show videotape this time with sound • Small group work: identify/isolate components of communicating with language • Group discussion: what does body language indicate about an individual? What does language indicate about an individual? How do we make language personal? Short paragraph question prepared for next class: "Besides communicating a message, how does language function when we interact with others? Give one example."
3	• Transparency of 40 symbols of the International Phonetic Alphabet and Values (word examples) of those symbols • Individual student tapes of an exercise which consists of 15 vocabulary items of which some are duplicated (pronounced one	• Share written assignment ideas • Group discussion: Is written assignment language? How does spoken language differ? What are the connections between system and written language? • Using overhead projector, introduce phonetic alphabet (students note down symbols) • Oral drill of sounds, words represented by symbols

Instructional Schema (Continued):

Lesson	Resource	Teaching Strategies
3 (cont'd)	time with Québécois accent; another time with Parisian accent)	• Individual language laboratory exercise: students listen to French work pronounced on tape, write it down, then transcribe it phonetically using class notes as resource guide. • Assignment for next class: Write up a classified ad for the personal column of local French language newspaper. Then re-write it phonetically transcribed.
4		• Scenarios: In groups of 2, students prepare and present brief role-playing situations centered around the following contexts: a. joke b. quarrel c. job interview d. seduction e. introduction f. lesson g. meeting with principal h. teasing i. chit-chat/gossip session • Group feedback on presentations • Assignment for later date: expand the scenarios into larger productions, repolishing them with help of the feedback • Group discussion of examples of social interaction portrayed by scenarios: What was problem portrayed? Why were the two people involved having this problem? Have you been in a similar situation? When were "tu" and "vous" used? Why? What is English equivalent? Comments about how language "works" in social interaction?

Note: As many of the learning activities planned for this introductory week involve group discussion, it might be appropriate to review interrogative forms. This would help students communicate more coherently and confidently in French with each other as well as with the teacher. The review could possibly follow the presentations in lesson 1 which would allow students to eventually practice the form in the group discussion at the end of the lesson.

The preceding example of the design's classroom potential illustrates interdisciplinary inquiry which is logically sequenced and focused on target learning that treats topics substantively. The unit on language as communication integrates content from the areas of sociolinguistics, cultural geography, and mass media. The content summary map (Table 1) identifies primarily sociolinguistic content as appropriate to the study of language as a communicative tool at the personal level. Figure 2 portrays the progression from studying language as an immediate and personal tool to exploring language as a vehicle for cultural communication. The instructional schema offers learning activities carried out in the French language which emphasize inquiry into the concept of language as message.

Criteria for Developing Specific Content

Although the organization and sequencing of the content into learning activities lies beyond the scope of the study, certain implications of the innovation for planning for instruction will be briefly examined.

It is thought that the nature of the innovation requires a strong foundation from which to develop the curriculum at the instructional level. Due to the primacy of cognitive knowledge constructs promoted by "Langage, communication et culture," measurable learning outcomes would not seem appropriate curriculum development organizers. To paraphrase Nyberg and Egan (1981), the educational inertness of pre-specified behavioral objectives precludes an educational curriculum.

Stenhouse's (1975) Process Model might be more conducive to the realization of the curriculum's aims and content into the grade 12 Core French classroom. As a non-predictive, nonprescriptive model, it structures an educational learning environment with reference to the form of knowledge of the discipline as opposed to objectives. The justification stems from Peters' (1973) argument for the inherent standards of excellence of educationally worthwhile activities.

If grade 12 Core French learning activities could then be identified by the specification of content as Stenhouse's model suggests, a framework would be needed to clarify, organize and sequence the curriculum's substantive content. The growth schemes from Robinson's (1979) ICPOGMU System could provide a powerful scheme for visually mapping out the structure of the substantive content.

This mapping of content could also potentially be of personal benefit to the teacher of "Langage, communication et culture." For one of the prime implications of the program is the significant competency and expertise it would presume on the part of the teacher. In addition to knowledge of the French language and FL_2 teaching strategies, the teacher would have to be considerably knowledgeable in broad-based substantive content. In order to plan and implement meaningful, relevant and effective learning activities to exploit the substantive content, it would seem that its overall structure, filtering in from several disciplines, would require clarification in the mind of the teacher. Robinson's growth schemes could help the teacher conceptually and syntactically structure the new area of study.

Opting for curriculum development which does not revolve around the technology of behavioral objectives would imply an alternative approach to the evaluative component of the design. Rather than measuring the new program in terms of student behavior, the emphasis could be on providing an assessment, an account of "Langage, communication et culture's" interaction with the target student group. Gathering feedback on the effectiveness of the program vis-à-vis the students as opposed to the effectiveness of the students vis-à-vis the program would seem to be the crucial distinction.

Such an approach would be based on formative evaluation, a continuous assessment of the process of interaction that occurs in the classroom when the curriculum is in use. This could be carried out by a qualitative or naturalistic mode of evaluation which would provide a description and a critique of grade 12 Core French students' exposure to "Langage, communication et culture." The purpose of this evaluation would be to recycle insights back into the program. Students could be observed in group conversations for evidence of applying French language skills. The questions they asked would be indicators of what knowledge they had mastered and what knowledge they were lacking. Their choice of materials for doing cross-cultural research would reveal their interests as well as the level of difficulty they were comfortable with. At the end of the course it would be important to reflect on what these students had gained in terms of an overall experience. The primary interest would be their sensitivity to language in a socio-cultural context. The secondary interest would be their proficiency

in using the French language. For this reflective evaluation, indicators of whether or not "Langage, communication et culture" aroused student interest, encouraged more student talk than teacher talk, or helped students experience success in learning about language as well as in learning a language would be sought. Therefore, the interest would not lie in assessing the students' level of accomplishment. Those engaged in the evaluation process would need to be aware of any curriculum's vulnerability to the quantification promoted by the social milieu. This awareness could help ensure that the appraisal would remain self-critical and not self-fulfilling.

Guidelines for the Implementation of the Program Into a School System

Judicious curriculum design sizes up potential political feasibility in the initial stages of design and so envisages the implementation of a program rather than the production of a curriculum (Pratt, 1980). In other words, decisions about designing a new program of study are interfaced with thought about getting that program into the classroom. Such thought can help to locate the design in classroom reality as well as in ideal images. It serves to establish that the environment envisioned by the design can in fact be realized competently and effectively in the target classroom.

Given that "Langage, communication et culture" would significantly re-orient the present offering of grade 12 Core French and represent a teacher-developed curriculum, its full-scale ensconcement in the Manitoba public school system is seen neither as a likelihood nor as a

priority. The guidelines which follow attempt to reconcile these project-specific factors with the acknowledged critical need for more systematic professional development for FL_2 teachers in order to increase the program's potential contribution to FL_2 classrooms.

The Setting

A context accessible to and supportive of piloting "Langage, communication et culture" could be found in a private high school where teachers are encouraged by the administration to be responsibly innovative. In this way, initial approval for trying out the program would be interpreted as a matter of the teacher (who would be planning to initiate, develop and diffuse the innovation) briefing the administration on the project. Because the program might be of interest to the Bureau de l'Education Française (B.E.F.) of the Manitoba Department of Education, the B.E.F.'s expertise and feedback could be integrated into the projected phases of the project as indicated by the table on pages 60 and 61. This table was developed by the author in exploration of the concept of implementation.

Evaluation Methodology

The goal of the evaluation component could be interpreted as providing a holistic account of the curriculum initiative represented by the project as opposed to measuring it. The purpose of the formative evaluation would then be to observe, describe and critique "Langage, communication et culture" in action. Data sources for the evaluation

Table 3

Table of Tasks Involved in Innovating "Langage, communication et culture"

Time Sequence	Stage	Tasks for Teacher/Innovator
	IDENTIFICATION OF ISSUES AND DIAGNOSIS OF CONTEXT OF CHANGE	(1) Clarify classroom problem which is stimulus to innovation. (2) Organize project around issue: (a) establish aims for curriculum change (b) identify what is to be accomplished by project (3) Consider practicality of improving situation: (a) identify relevant differences between practices suggested by the innovation and current practice (b) identify obstacles preventing these differences from being reduced (4) Communicate problem and intended project to administration.
	METHODOLOGY AND MATERIALS DEVELOPMENT	(1) Devise procedures for combining knowledge, skill and affect components into learning experiences. (2) Select, modify and design course components for these experiences. (3) Identify, document, research and prepare substantive and linguistic content for components. (4) Assess appropriateness and adequacy of content to aims. (5) Develop a statement of professional practice inclucing beliefs about the ideally educated individual, the nature of learning, of teaching, of the discipline of French and of the social milieu. (6) Reflect on possible stages of development a teacher would go through in moving from current Core French 12 curriculum to "Langage, communication et culture." (7) Design evaluation methodology. (8) Develop student and teacher/observer questionnaires.
	COMMUNICATION AND FAMILIARIZATION	(1) Provide clear statement of aims of course. (2) Develop understanding and commitment on the part of the administration to course by discussing carefully the course rationale, procedures, any expectations, etc. (3) Discuss how "success" of the project will be defined. (4) Develop understanding of the project on the part of the Core French Coordinator for the Bureau de l'Education Française (B.E.F.) of Manitoba

Table of Tasks Involved in Innovating "Langage, communication Et culture" (Continued):

Time Sequence	Stage	Tasks for Teacher/Innovator
		Department of Education. (5) Identify evaluator and observers for pilot in action. (6) Familiarize observers with project, with their role in project, with materials, etc.
	PILOT TESTING/FORMATIVE EVALUATION	(1) Pilot "Langage, communication et culture" with target population at collegiate. (2) Evaluate units according to methodology decided to provide on-going basis to design. (3) Refine units as necessary. (4) Regularly provide feedback on pilot results to administration, BEF, Core French coordinator and any other appropriate individuals. (5) Produce revised draft of curriculum materials.
	SUMMATIVE EVALUATION	(1) Schedule meetings to discuss and decide: (a) whether to continue "Langage, communication et culture" at high school. (b) whether to field test course in Manitoba public school system. (c) if "yes" to (b) → how to field test. (2) Identify and contact appropriate individuals to invite to these meetings.

would be the target student group, the teacher-innovator, the B.E.F. observer(s), the administration and an educational evaluator. Procedures for data-gathering could be based on three primary assumptions: first, that answering questions about the selection and worth of materials and activities for the program requires a descriptive, inductive methodology to assess the reactions of those subjected to the innovation's impact; second, that anticipated successive revisions of the pilot test phase require both feedback and guidance; and third, that evaluation should lead to and be integrated with the development of "Langage, communication et culture." A summative evaluation could involve these same assumptions and sources of data but for the purpose of appraising "Langage, communication et culture" as it emerged from the pilot phase before it would be re-offered in the private school setting.

Professional Development Implications

As the full scale implementation in Manitoba high schools is not a guiding priority in the conception of the proposed grade 12 Core French program, the question of professional development, "the cognitive aspect of implementation" (Fullan, 1979, p. 5) could be approached from a wide angle.

The program could be exploited in connection with the critical need for a more systematic approach to strengthening pre-service training and ongoing professional development for FL_2 teachers. Calvé (1983) pointedly addresses the shortcomings of current FL_2 teacher training programs in preparing student teachers for the growing com-

plexities of the second language field. His graphic clarification of the FL_2 teacher's professional competence is presented in the chart on pages 64 and 65. The congruence between several of the components identified as contributing to the knowledge-base of the FL_2 teacher and the substantive content of "Langage, communication et culture" implies a spin-off from the grade 12 course. It could provide beneficial background for future FL_2 teachers, serve as a practicum context for student teachers and, in professional development workshop format, serve to introduce teachers already in the field to a stronger classroom presentation of the cultural apsect of language. For as Jorstad (1980) reminds us, teachers usually exit from training programs equipped to teach the cultural context of language as they were taught, which currently translates into a quaint and superficial classroom packaging of the target language culture. The innovative curriculum might therefore be interpreted as a potential vehicle for enhancing FL_2 teacher development.

Table 4

Components of a Training Program for Teachers of French as a Second Language

	Knowledge (basic data)	Know-How (Teaching applications)
LANGUAGE	• Mastery of spoken and written French • Introduction to linguistics (Theoretical aspects: the nature of language) • The structure of French (spoken and written) • Contrastive and error analysis • French stylistics	• Selection and progression criteria for linguistic elements (pronunciation, grammar, vocabulary . . .) • Teaching methodology for structures of spoken and written French
CULTURE	• French and French-Canadian culture: • History, institutions, customs, etc. • Artistic and literary works • Intercultural comparison	• Teaching resources for teaching culture (films, songs, literary works, spoken and written media materials, educational travel and exchanges) • The development of positive attitudes toward the other culture
LEARNING	• Learning theories • Acquiring a second language • Factors such as age, attitude, aptitude (cognitive and socio-affective factors) • Second versus first-language acquisition • Learning styles	• Adapting teaching to the types of learners and to their situation • Techniques for individualization, for motivation, for "humanization" • "Animating", rather than "teaching" a language course
COMMUNICATION	• Socio-linguistic factors • Language and communication • Functions, notions, situations • Analysis of language needs • Norms and levels of language • Language strategies • The communicative act	• Evaluation of needs and of interests of students, of their learning "styles" • Teaching communicative skills (as compared to linguistic skills) • "Communicative" approaches

Components of a Training Program for Teachers of French as a Second Language (Continued):

	Knowledge (basic data)	Know-How (Teaching applications)
TEACHING	• General methodology • Major approaches to the teaching of second languages • Teaching situations (early and late immersion, core programs; primary, secondary . . .) • Teaching styles • The second language curriculum	• The main FSL methods • Teaching in immersion, in enriched programs, etc. • Methodology for teaching the four skills • Evaluation techniques • Teaching aids • Practice teaching

Note: From "Teacher Training in FSL: A Beggar in a Richman's Land," by P. Galvé, Dialogue, 1983, 1, (3), 4.

CHAPTER V

CONCLUSION

Reflections on Engaging in Curriculum Design

Coming to terms with the problem of what to teach, why and how for the purposes of improving life in the FL_2 classroom requires an uneasy and elusive diagnosis. As Schwab (1978, p. 316) says, "practical problems do not present themselves wearing their labels around their necks." Because life in any one classroom can be perceived, interpreted and evaluated in as many ways as there are perceivors, interpreters and evaluators, a curriculum design, such as the one presented in this study, should not be interpreted as either "a" or "the" solution. Such an interpretation reduces teaching-learning interactions to product status and so excludes education from the classroom.

Therefore, this approach to Core French curriculum design is not viewed as a potential coup in the FL_2 arena. The concern has been to inquire into an alternate conception of the grade 12 Core French program to seek out a new direction in response to concerns in second language education. The contention has been that the current conception of Core French at the grade 12 level is inadequate if FL_2 study is perceived as an educational and humanistic discipline. A theme has been that language study is not exempt from the attention

presently focused on the need to resurrect educational curricula. The task has been to derive a theoretical as well as a situational frame of reference in order to design adequately and defensibly the criterial components for a new program of study.

Reflection on what education means, what language study is, what learning and teaching involve, and how society shapes presuppositions and conceptions in these areas has been translated into an approach to presenting substantive educational study in tandem with language study for a specific setting. The reflection has been at once philosophical and situational, intuitive and specialized. It has been eclectic or deliberative reflection.

Schwab's (1969) warning that deliberation is "arduous and complex" (p. 29) is apparent in the curriculum designer's role. Acknowledging her "encapsulation," the designer commits herself to pursuing the same ideal image of education as that envisaged and planned for the target student. If a rational curriculum design is to emerge, one that is neither random, unintegrated, nor susceptible to bandwagonism, the designer must not leave personal assumptions and prejudices submerged. In other words, she must engage in thorough and ongoing inquiry in order to unravel her tangle of perceptions.

This is why deliberation would appear as such an appropriate strategy. It allows for the continuous interplay and co-operation of theoretical and situational inquiry in the designing of a program of study. Such a fusion is believed to be desirable. The theoretical remains academic without the locus of a practical context, and decisions

formulated for a particular setting become richer, more sophisticated and more defensible with the guidance of theoretical input. Like the target Core French student, the curriculum designer needs the broadest possible knowledge-base for decision-making.

This study is speculative. However, to borrow Nyberg and Egan's (1981, p. 41) expression, it is hoped that it constitutes "informed speculation" as a consequence of using the method of deliberation, which permits dealing responsibly with the total educational challenge that curriculum design represents.

Areas of Concern

Several areas of concern appeared during the inquiry. These concerns overlap the processes subsequent to the design of the program of study, namely the development and implementation of the curriculum.

In terms of the curriculum's impact on the learner, the ability and tendency of the program's substantive orientation to enhance learning and motivation is the central question. Will the content overload the acquisition capacity of students at this level of cognitive and linguistic development? Rather than increasing motivation will it in fact destroy it by contributing to the sense of frustration and failure intrinsic to language study in an academic context? Responsible curriculum planning imposes the generation of questions such as these. Schwab (1978, p. 314) argues that "the practical [mode of operation] . . . is <u>commanded</u> to determine the whole array of possible effects of proposed change, to determine what

new frictions and deficiencies the proposed change may unintentionally produce."

At the root of these questions lies the assumption that content teaching with language teaching leads to content learning and language learning. It must be asked whether or not this assumption is valid. Mohan (1979, p. 172) addresses this issue in pointing out that there may be "mere coexistence" as opposed to a "genuine conceptual relationship" between content teaching and language teaching. The danger implied would be that both areas suffer.

However, the issue continually plaguing the inquiry concerns the significant number of previous calls to modernize the approach to content in language programs by way of an interdisciplinary thrust. Is the absence of classroom adoption of this call due to a practical problem--a lack of materials--or to a philosophical problem, that of differing perceptions about the discipline? Perhaps the idea of merging content teaching with language teaching to the degree outlined by this study and suggested by others will represent yet another bandwagon that will invade the literature but not the classroom.

Serious consideration of all these concerns requires examining and evaluating the quality of the design in action in the classroom. The development of learning and teaching activities and materials consistent with the design is logically the next phase necessary to the study. Because the curriculum design is billed as "interdisciplinary," a term currently enjoying a laudative connotation, classroom observation would justify whether or not the interpretation of inter-

disciplinary, as applied to this program of study, merits the transition from a descriptive to an evaluative meaning.

Reflections on the Meaning of Planning for Educational Change

In summarizing directions in curriculum research, Schubert (1981) mentions that "an often unwritten assumption is that the purpose of curriculum research is to bring about change" (p. 16). The assumption implicit to the present study has been that thorough and ongoing reflection on classroom practice accompanied by the generation of ideas is a crucial responsibility of the educator as a professional. Curriculum design provides a possible point of reference for this reflection. The question arises as to whether the second assumption is simply the first couched in sheep's clothing.

Curriculum revision can elude a self-righteous, prescriptive claim when knowledge, learning and teaching are perceived as processes and not products. If this viewpoint is acceptable, it would then seem reasonable to interpret curriculum design, development and implementation as a basic research continuum which nourishes the learning-teaching continuum. Contrarily, however, a sense of product intervenes in the image of curriculum materials prematurely envisaged to communicate the design to the classroom.

Nevertheless, curriculum materials can escape the unwelcome terminal status of end-product when the notion of curriculum potential is considered. Arguing for the inclusion of curriculum potential as a construct in curriculum theory, Ben-Peretz (1975) transforms materials

as end-products into materials as sources of learning:

> Curricular materials are more complex and richer in educational possibilities than any list of goals or objectives, whether general or specific, and contain more than an expression of the intentions of the writers. If we look upon materials as the end product of a creative process, then any single interpretation yields only a partial picture of the whole. (p. 153)

The key word here is "educational." Bearing in mind the notion of curriculum potential and the distinction between education and socialization, educational change--as embodied in a curriculum design formulated through deliberation--becomes, not the result of a static, conclusive viewpoint, but a generator of viewpoints and a dimension of the research continuum.

Seeking finite solutions and conclusions derails curriculum issues and concepts off the continuum. A crucial factor therefore is the cultivation of the inclination to reflect on the issues and concepts and then to act on the basis of such critical reflection. To this end it helps perhaps to have attained the "ironic stage" of Nyberg and Egan's proposed theory of educational development:

> Education in the ironic view provides an ability to appreciate and discover new forms of complexity in all that one does and sees. It acts as protection against narrow-mindedness and oversimple, over-confident conclusions on those questions that matter very much in human affairs--such as, what the purpose of education is. (p. 45)

REFERENCES

Ben-Peretz, M. The concept of curriculum potential. Curriculum Theory Network, 1975, 5, (2), 151-159.

Brown, H.D. Principles of language learning and teaching. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

Burt, M. & Dulay, H. Optimal language learning environments. In J.E. Alatis, H.B. Altmona & P.M. Alatis (Eds.), The second language classroom: directions for the 1980's. New York: Oxford University Press, 1981.

Calvé, P. Teacher training in FSL: a beggar in a richman's land. Dialogue, 1983, 1, (3), 1, 3-5.

Canale, M., & Swain, M. Communicative approaches to second language teaching and testing. Toronto: OISE Press, 1979.

Darbelnet, J. Le français en contact avec l'anglais en Amérique du Nord. Québec: Les Presses de l'Université Laval, 1976.

Fersch, S. (Ed.). Learning about peoples and cultures. Agincourt: The Book Society of Canada Limited, 1977.

Fullan, M. Conceptualizing problems of curriculum implementation. Outline of Remarks for the Symposium on Curriculum Inquiry in Canada, University of Victoria, British Columbia, 1979.

Gagné, R.M. The conditions of learning. New York: Holt, Rinehart & Winston, 1965.

Gardner, R.C. & Lambert, W.E. Attitudes and motivation in second-language learning. Rowley, Massachusetts: Newbury House, 1972.

Giroux, H.A., Penna, A.N., & Pinar, W.F. (Eds.). Curriculum and instruction: alternatives in education. Berkeley, California: McCutchan Publishing Corporation, 1981.

Gliksman, L., Gardner, R.C. and Smythe, P.C. The role of the integrative motive on students' participation in the French classroom. The Canadian Modern Language Review, 1982, 38, (4), 625-647.

Grittner, F. Barbarians, bandwagons and foreign language scholarship. The Modern Language Journal, 1973, 57, (5-6), 241-248.

Guntermann, G. & Phillips, J.K. Communicative course design: developing functional ability in all four skills. Canadian Modern Language Review, 1981, 37, (2), 329-343.

Krashen, S.D. Effective language acquisition: insights from research. In J.E. Alatis, H.B. Altman & P.M. Alatis (Eds.), The second language classroom: directions for the 1980's. New York: Oxford University Press, 1981a.

Krashen, S. Second language acquisition and second language learning. Toronto: Pergamon Press, 1981b.

Jarvis, G.A. The value of second-language learning. In F.M. Grittner (Ed.), Learning a second language. Chicago: The National Society for the Study of Education, 1980, 26-43.

Jay, C. Study of culture: the relevance of foreign language in world affairs education. In P. Castle & J. Charles (Eds.), Toward excellence in foreign language education. Springfield, Illinois: Office of Public Instruction, 1968, 84-92.

Jenks, F.L. 15-year-old students can do cross-cultural research. In F.M. Grittner (Ed.), Careers, communication and culture in foreign language teaching. Skokie, Illinois: National Textbook Co., 1974, 65-71.

Jorstad, H.L. The education and re-education of teachers. In F.M. Grittner (Ed.), Learning a second language. Chicago: The National Society for the Study of Education, 1980, 168-185.

Lambert, W.E. An alternative to the foreign language teaching profession. In H.B. Altman & V.C. Hanzeli (Eds.), Essays on the teaching of culture. Detroit, Michigan: Advancement Press of America, Inc., 1974, 55-577.

Mackey, W.F. Bilingualism as a world problem. Montreal: Harvest House Ltd., 1967.

Mackey, W.F. Language teaching analysis. London: Longman Group Limited, 1965.

Manitoba, Bureau de l'Education française. An improved program: Core French--grades 4-12. Winnipeg: Department of Education, June 28, 1979.

Manitoba, Department of Education. Senior high conversational French program. (Curriculum guideline). Winnipeg: Bureau de l'Education Française, 1982.

Mohan, B.A. Relating language teaching and content teaching. TESOL Quarterly, 1979, 13, (2), 171-182.

Nostrand, H.L. Describing and teaching the sociocultural context of a foreign language and literature. In A. Valdman (Ed.), Trends in language teaching. New York: McGraw-Hill, 1966.

Nyberg, D. & Egan, K. The erosion of education: socialization and the schools. Columbia University: Teachers College Press, 1981.

Peters, R. Authority, responsibility and education. London: George Allen and Unwin Ltd., 1973. (revised edition)

Pratt, D. Curriculum design and development. New York: Harcourt Brace Jovanovich, 1980.

Preller, A.G. Building better bridges in a kaleidoscope society. In F.M. Grittner (Ed.), Careers, communication and culture in foreign language teaching. Stokie, Illinois: National Textbook Co., 1974, 72-83.

Pring, R. Curriculum integration. In R.S. Peters (Ed.), The philosophy of education. London: Oxford University Press, 1973.

Reid, W.A. Deliberative curriculum theory: a manifesto. Paper presented to the Annual Meeting of the American Educational Research Association, New York, 1982.

Reischauer, E.O. Toward the 21st century: education for a changing world. New York: Knopf, 1973.

Rivers, W.M. Teaching foreign-language skills. (2nd ed.) Chicago: The University of Chicago Press, 1981.

Robinett, B.W. Characteristics of an effective second language teacher. In M. Burt, H. Dulay & M. Finocchiaro (Eds.), Viewpoints on English as a second language. New York: Regents Publishing Company, Inc., 1977, 35-44.

Robinson, F.G. "ICPOGMU: A Framework for the Preparation of Curriculum Guidelines and Related Instructional Materials: An Overview." Mimeograph, 1979.

Robinson, F.G. Planned change: a layman's outline. Mimeograph, 1981.

Ryder, F.G. Foreign language study at the post-secondary level. In F.M. Grittner (Ed.), Learning a second language. Chicago: The National Society for the Study of Education, 1980, 128-149.

Schubert, W.H. Curriculum research. Prepared for the 1982 Encyclopedia of educational research, March 16, 1981.

Schwab, J.J. Science, curriculum, and liberal education. Selected essays. Edited by I. Westerbury and N.J. Wilkof. The University of Chicago Press, 1978.

Seelye, H.N. Teaching culture: strategies for foreign language educators. Skokie, Illinois: National Textbook Company, 1974.

Stenhouse, L. Introduction to curriculum research and development. London: Heinemann, 1975.

Stern, H.H. Communicative language teaching and learning: toward a synthesis. In J.E. Alatis, H.B. Altman & P.M. Alatis (Eds.), The second language classroom: directions for the 1980's. New York: Oxford University Press, 1981.

Stern, H.H., Ullmann, R., Balchunas, M., Hanna, G., Schneiderman, E., & Argue, V. Module-making: a study in the development and evaluation of learning materials for French as a second language. Ontario: Ministry of Education, 1980.

Stevick, E.W. Adapting and writing language lessons. Washington: D.C.: Foreign Service Institute, 1970.

Stevick, E.W. Memory, meaning and method: some psychological perspectives on language learning. Rowley Massachusetts: Newbury House Publishers, Inc., 1976.

Stevick, E.W. Teaching and learning languages. Cambridge University Press, 1982.

Sullivan, E.V. Piaget and the school curriculum--a critical appraisal. Toronto: The Ontario Institute for Studies in Education, 1967.

Turner, P.R. Why Johnny doesn't want to learn a foreign language. The Modern Language Journal, 1974, 58, (4), 191-196.

Walker, D.F. A naturalistic model for curriculum development. School Review, 1971, November, 51-63.

Widdowson, H.G. & Brumfit, C.J. Issues in second language syllabus design. In J.E. Alatis, H.B. Altman & P.M. Alatis (Eds.), The second language classroom: directions for the 1980's. New York: Oxford University Press, 1981.

Yalden, J. Communicative language teaching: principles and practice. Toronto: OISE Press, 1981.

Zais, R.S. Curriculum: principles and foundations. New York: Harper & Row Publishers, Inc., 1976.

VITA

Surname: SISLER Given Names: LESLEY ELLEN

Place of Birth: WINNIPEG Date of Birth: APRIL 24, 1953

Educational Institutions Attended, with Dates of Entering and Leaving:

UNIVERSITY OF WINNIPEG	1971	to	1976
COLLEGE UNIVERSITAIRE DE SAINT-BONIFACE	1978	to	1979
UNIVERSITY OF VICTORIA	1982	to	1983

Degrees, Diplomas, Etc., Awarded, with Dates and Names of Institutions:

Bachelor of Arts (Honors French), 1976, University of Winnipeg

Teacher Certification, 1979, Collège Universitaire de St. Boniface

Honours and Awards:

Gold Medal, Honors French, 1976

Publications:

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my thesis or dissertation (the title of which is shown below) to users of the University of Victoria Library, and to make *single copies only* for such users or in response to a request from the library of any other university, or similar institution, on its behalf or for one of its users. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by me or a member of the University designated by me. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Title of Thesis/Dissertation

THE JUSTIFICATION OF AN INTERDISCIPLINARY APPROACH TO GRADE 12 CORE FRENCH

Author [redacted]

LESLEY ELLEN SISLER
Name (typewritten)

August 10, 1983
Date