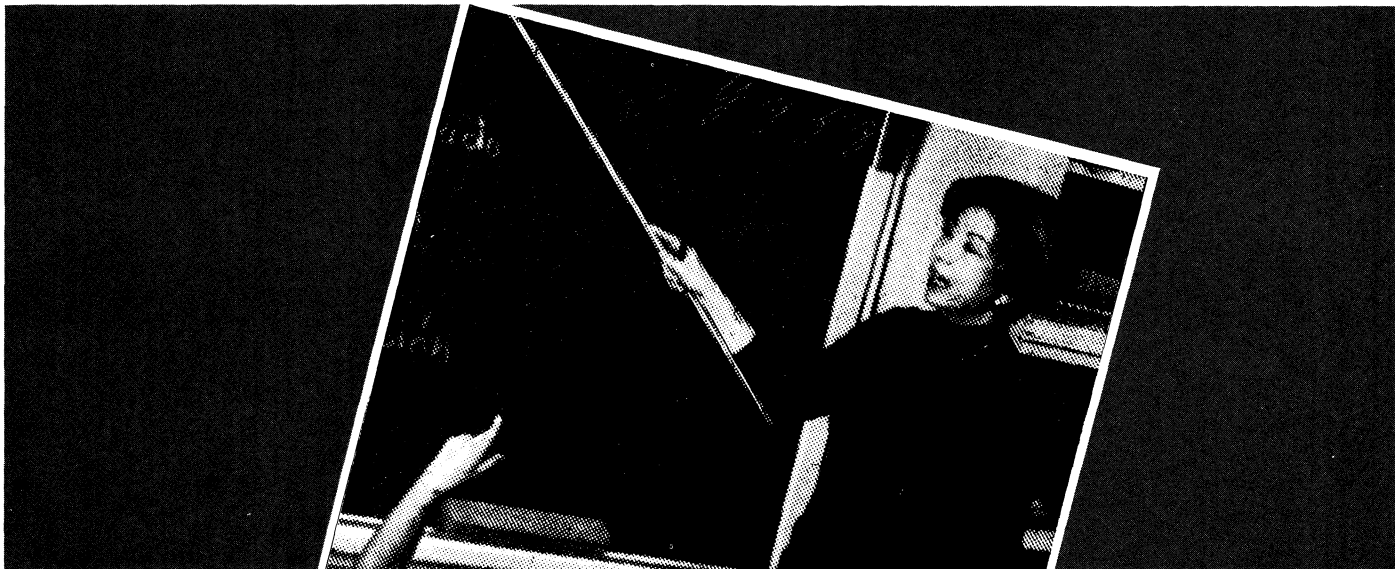


Le Français partout 5 et 6 Integration of Women's Studies into French as a Second Language

Wendy A. Wright



Le Français partout 5 et 6

A l'intérieur d'un cours sur les études de la femme, on a implanté un programme pour enseigner le français, langue seconde. Les auteurs sont persuadé/e/s que le statut, les droits et le rôle de la femme sont des priorités au Canada d'aujourd'hui.

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Consciousness-raising has succeeded to some degree at the ministerial level in Ontario education circles. Basic textbooks, as well as teaching resources and aids, are being examined for sexual bias and stereotyping. Evidence of such prejudice would result in the exclusion of a text from *Circular 14*, which lists textbooks approved for use in Ontario schools. The implications of this scrutiny have reached authors and publishers of programs for French as a second language. Conscious efforts are now being expended to avoid any hint of sexual bias and stereotyping, but only rarely does this effort result in as explicit a treatment of the role of women in our society as it does in *Le Français partout 5 et 6*.

At the same time, because of modern approaches to second-language teaching, we are seeking more effective and varied techniques for personalizing the vocabulary and structures taught in the program. We are motivating students to use the second language in a variety of meaningful contexts and in this way we are integrating the clarification of values into the curriculum.

Such aims and objectives can be set only when students have achieved a certain degree of facility with the language (for example, after a minimum of 350 accumulated hours of French instruction in a sequential program). Obviously students must have the vocabulary and structures with which to express themselves and specific activities which lead them to the achievement of these goals.

All these considerations were taken into account in the development of the current programs being used for students at the grade eleven and twelve levels.

Components dealing specifically with women's studies in the 'French as a Second Language' program.

1. *Le français partout 5*, Units 6 and 7, *La Libération de la femme*. Basic facts, issues, and contemporary incidents are presented in the successive *textes en prose* and *adaptations dramatiques*.
2. *Le français partout 6*, Unit 2, *Les Droits de l'homme: Les Indiens et les Inuit*. The *texte en prose* and one of the *adaptations dramatiques* deal with the conditions under which Indian women, unlike the men, may lose their status and the rights and privileges to which that status entitles them.
3. *Voix de nos jours*, reader and component of *Le français partout 6* program. The excerpt from the novel *Adieu Babylone* by Naïm Kattan included in this reader deals with the custom of arranged marriages in the Near East.

Types of activities provided in the program:

1. Questionnaire to determine the feminist or anti-feminist leanings of the person(s) questioned.
2. Dialogue development: a variety of situations designed to clarify the role of women.
3. Simulated public-opinion polls which would reveal some current stereotyped views on the role of women.
4. Rank-ordering on the 'legitimate' interests of women.
5. Sentence completions designed to reveal student opinions on the role of women.
6. Debates, role-playing situations, discussion topics, and suggested projects.

Use of these components and techniques has uncovered an encouraging change in attitude among students of the past few years. They are becoming increasingly aware of, and acutely interested in the changing views on the Status of Women. The interest of students in this issue and their attitudes towards it can be attributed not only to the Ministry of Education's serious scrutiny of the basic texts, but also to the integration of Women's Studies into various areas of the curriculum (including French).