

Moran, Regina, 1996, *The 1995 Revised leaving Certificate French Syllabus and its implications for classroom practice*

ABSTRACT OF DISSERTATION

This study examines the 1995 Leaving Certificate Revised French Syllabus in Ireland, the rationale for its revision, and its implications for classroom practice. The 1985 French Syllabus content, aims, assessment and methodology are analysed, as well as changing attitudes to language learning which provide the context in which Syllabus Revision occurred in Ireland in 1995.

The Revised French Syllabus content and weighting of marks are explained, the methodological implications of which, for teachers and students, are outlined. The methodology suggested, by the Teacher Guidelines showing how to implement the Revised French Syllabus, is presented. It advocates a balanced approach to language learning, which allows for form focused activities that stimulate conscious learning, whilst providing opportunities and activities that lead to deep level processing. It is suggested that the constructivist paradigm will soon replace the instinctivist paradigm, and thus focus will move from the teacher and the teaching process to the learner and the learning process.

A survey was conducted of teachers of French of the Revised Syllabus, the results of which are outlined and discussed. The teachers surveyed are very clear as to the implied changes in their role and in student activity in the classroom on implementation of the Revised Syllabus. In the concluding chapter, a number of recommendations are made which, if implemented, in my opinion, would strengthen the educational value, for teachers and students, of the Revised French Syllabus.