



French 3890A
Language (Applied Linguistics) – IN-PERSON
School of Humanities

GENERAL INFORMATION

Course #: FR3890A
Section #: 530
Term: Fall 2022 (0.5 course)
Delivery: In-person
Course day and time: Tuesday 2:30-4:30 Room 302
Thursday 2:30-3:30 Room 302
Course prerequisite: French 2900 or permission of the Department. No background in linguistics is necessary.

INSTRUCTOR INFORMATION

Name: Mme Valérie Prat

Office hours:

- Thursday 1:30-2:30pm (before class), at the tables by The Hive
- by Zoom appointment on Wednesday or Friday (9am-5pm, please make your appointment at least 24h ahead of time)

E-mail: vprat@uwo.ca

CURRENT CALENDAR COURSE DESCRIPTION

This course provides students with relevant research data in second language acquisition, by presenting facts and theories which explain how languages are learned. It discusses various approaches, outcomes and issues related to teaching.

3 lecture hours, 0.5 course.

COURSE DESCRIPTION

French 3890A addresses the needs of students who are learning a second, or a foreign language, and who intend to teach a second (French), or foreign language (ESL). This course is two-fold in its scope: students will first be introduced to the main theories, and research in language acquisition; they will then apply their theoretical knowledge in the analysis, comparison, and assessment of textbooks, videos and microteaching, as well as of their own teaching.

COURSE MATERIAL

Required Texts : Custom Course Book **French 3890A - September 2022** - Nadine de Moras (on OWL - Resources, coursebook)

Recommended : Collins-Robert large French-English/English-French Dictionary

EVALUATION

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|---|-----|
| - Weekly quizzes (preparation) | 20% |
| - 1 midterm | 15% |
| - 1 written assignment | 10% |
| - 1 lesson plan (about the microteaching) | 5% |
| - 1 oral presentation (microteaching) | 10% |
| - 1 OWL review test | 10% |
| - Final exam | 30% |

WEEKLY ORGANIZER

| | Dates | Contenu par semaine | Pages manuel | Tests/Compos |
|-----|--------------|---|-------------------|--|
| 0.5 | 8 sept | Présentation cours, étudiantes, prof, intro terminologie, ling. appl. | | |
| 1 | 13-15 sept | Comparaisons de langues, définitions, méthodes en recherche (Chap.1) | 3-17 | Q1 |
| 2 | 20-22 sept | Les enfants sauvages (Chap.2) | 19-39 | Q2 |
| 3 | 27-29 sept | L'âge critique et l'acquisition d'une L1 chez les enfants (Chap.3) | 41-54 | Q3 |
| 4 | 4-6 oct | Le développement langagier des enfants (Chap.4) | 55-69 | Q4 |
| 5 | 11-13 oct | Les théories en acquisition (Chap 5) | 71-86 | Q5 Remettre Devoir 1 (jeudi 13 oct) |
| 6 | 18-20 oct | L'acquisition d'une L2 chez les adultes (Chap 6) + Révisions | 87-101 | Q6 |
| 7 | 25-27 oct | Partiel (mardi 25 oct) + divers | | Partiel (mardi 25 oct) |
| | 1-3 nov | <i>Fall Reading week</i> | | |
| 8 | 8-10 nov | Acquisition L1 vs L2 (Chap. 7) | 103-117 | Q7 Plan de leçon à remettre (jeudi 10 nov. au plus tard) |
| 9 | 15-17 nov | Les différentes méthodes d'enseignement (Chap.7) + Micro-sessions | 117-126, p.136 | Q8 |
| 10 | 22-24 nov | Le Cadre européen commun de référence des langues + Micro-sessions | 127-131 | Soumettre le test de révision OWL (vendredi 25 nov) |
| 11 | 29 nov-1 déc | Micro-sessions + discussion | | |
| 12 | 6-8 déc | Micro-sessions + discussion | | |

COURSE OBJECTIVES

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

- Evidence knowledge and understanding of first and second language acquisition/teaching process, theories, research, authors and teaching methods.
 - Summarize, explain and identify the main theories in first and second language acquisition.
 - Describe and differentiate second language teaching approaches.
 - Interpret research; identify strengths, weaknesses, and limitations of the research by demonstrating enhanced critical thinking, and powers of analysis concerning competing language acquisition theories, and the research which gave rise to them.
 - Discuss the enduring problems in second language acquisition, and second language teaching, and analyze the difficulties and needs of children and adults in language acquisition.
 - Possess better techniques to teach a second language.
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WEEKLY QUIZZES (20%)

Quizzes will be on Thursdays.

Students are supposed to read and learn most of the material before coming to class. All the information to be learned is clearly explained in the coursebook and the PowerPoint presentations. The class time is for answering questions and discussions about what was read and learned. The in-class quizzes encourage the students to do their homework each week and provide students with some feedback about what they learned, and what they did not. The quizzes will be short and will test whether the students read and studied the material. The quizzes test the students' preparation. The format will be discussed in class.

1 MIDTERM (15%)

The midterm will test the students' acquisition of the applied linguistics concepts which have been taught up to the midpoint of the course. Some of the questions will be taken from the quizzes; and the others will be taken from the coursebook, the Power Point presentations, and from what was presented in class.

1 WRITTEN ASSIGNMENT (10%)

This assignment aims at applying the new concepts, theories and information in order to discuss in an organized manner the most relevant pedagogical topics learned so far: How do we learn languages? Can certain children such as feral children help us understand L1 acquisition?

1 LESSON PLAN (5%)

One lesson plan per group.

The lesson plan explains to the instructor the content and the form of what the student intends to do during a language lesson: what, for which level, why, how long, using which tools? The lesson plan feedback provides students with guidance about how to teach a language lesson effectively. I highly recommend you submit earlier than the deadline if you are among the first groups to present the microteaching.

1 MICROTEACHING (10%)

As a group (2 or 3 people maximum), you will be invited, in October, to use the OWL Sign-up tool. You will teach a language lesson, putting into practice what was learned and studied in the course, taking in consideration the feedback from the lesson plan.

The language lesson can be in FSL (French), ESL (English), or any other language which may be the student's native language, or be the language the student intends to teach.

Students in the class will become language students of a new language, or pretend they have just started learning French and thus experience the challenges students face when learning a new language. Students will also benefit from different lessons and teaching methods, which will give them more precise ideas about all aspects of a language lesson.

1 REVIEW TEST (10%)

I developed this OWL test in December 2021 when Western unexpectedly pivoted final exams to online delivery, due to Covid. It covers all the material since Day 1, and closely matches questions you will be presented again in the first parts of the final exam. This OWL quiz (multiple choice, matching, true/false) is meant to help you review and prepare for the short-answer questions on the final exam. It is to be completed outside of class and individually.

MISSED OR LATE WORK POLICY

1. A student who misses a test or an assignment should contact the instructor by e-mail as soon as possible: vprat@uwo.ca
 2. For any assignment or test worth 10% or more of the final grade, students must submit documentation and contact an academic advisor in order to obtain an official accommodation recommendation from an academic advisor.
 3. Without an official accommodation recommendation, late assignments will be assessed a penalty of 5% per day within a week of when it was scheduled. Failure to write it within this time will result in 0% for the assignment. Students must consult with the professor and a prior permission must be obtained before the due date.
 4. Late assignment must be submitted **in class** (not by e-mail nor OWL).
 5. Oral presentations will NOT be re-scheduled. The final exam will be re-weighted to include the percentage of the final grade originally allotted to the oral presentation, provided an academic advisor has recommended an official accommodation.
 6. If students miss the quizzes they have 0 to the quiz. They cannot be redone. These quizzes count for attendance.
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ATTENDANCE

Attendance and participation are essential to your success in learning. Because attendance is so important in this course, a student who has missed more than 25% of the classes may not be allowed to write the final exam. Presence in class is necessary and students need to come to class prepared, having completed the assigned readings.

Please **do not** email me if you miss a class: I take regular attendance, therefore if you're not here, I already know. I will not answer emails sent for the sole purpose of giving me such notice, even if it's an advance notice.

USE OF ELECTRONIC DEVICES

The use of laptops is allowed in class for note-taking purposes only. Cellular phones are strictly forbidden in class, unless the student has good reasons to check it, in that case please come talk to me at the beginning of class or the beginning of the term.

BRESCIA COMPETENCIES

Upon successful completion of this course, students will:

1. Demonstrate Critical Thinking competency by being able to:

- Discuss and evaluate the enduring problems in second language acquisition, and second language teaching, and analyze the difficulties and needs of children and adults in language acquisition.
- Evaluate various teaching methods, and teaching materials: their advantages, disadvantages and limitations.
- Demonstrate and apply all the above to their own teaching, by presenting a 2nd language lesson in class
- Delineate their own future areas of interest and intended expertise (teaching grammar, pronunciation, culture...).

2. Demonstrate Inquiry and Analysis competency by being able to:

- Evidence knowledge and understanding of first and second language acquisition/teaching process, theories, research, authors and teaching methods.
- Critically evaluate current literature on selected topics: summarize, explain and identify the main theories in first and second language acquisition.
- Describe and differentiate second language teaching approaches.
- Interpret research, identify strengths, weaknesses, and limitations of the research, show powers of analysis concerning competing language acquisition theories, and the research which gave rise to them.

3. Demonstrate Problem Solving competency by being able to:

- Identify the components of a language lesson (while teaching a French language lesson in class)
- Identify the problems which occur in language lessons (by observing peers teaching a lesson, and reading the feedback provided by the professor).
- Find strategies to put into practice the theories studied in class, anticipate the consequences of various practices, select strategies among several alternatives and become an effective teacher.
- Change strategies when goals are not reached (the class is not interested, is not remembering, participating, learning...) until the goals are reached (or at least partly reached).

4. Demonstrate Self-Awareness and Development competency by being able to:

- Accurately assess own emotional strengths and weakness, and reflect on the experience of emotion when self-monitoring during a learning or teaching task (recording).
- Evaluate and respond appropriately to criticism and feedback; perceive adversity as an opportunity for growth, while being provided with constructive feedback for oral and written presentations and assignments.
- Analyze one's own performance, and monitor progress toward goals; pursue independent educational experiences by evaluating language learning situations (talking with native speakers or while volunteering in schools).

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;

4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
