

**French 4890B Language (Applied Linguistics II)**  
**Professor: Dr. Nadine de Moras**  
**January - April 2019**

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**CURRENT CALENDAR COURSE DESCRIPTION**

This course provides students with additional research background in second-language acquisition. Students will learn and further practice the concepts and components of an efficient second-language course.

3 lecture hours

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**COURSE DESCRIPTION**

French 4890A addresses the needs of students who are learning a second, or a foreign language, and/or who intend to teach a second or foreign language (FSL or ESL). This course is the continuation of French 3890A (hence its prerequisite). 25% of the students' grade consists in volunteering in FSL and ESL classes for a total of at least 30 hours in order to gain experience in teaching a second/foreign language.

Other parts of the course will permit students to apply their theoretical knowledge in the analysis, comparison, and assessment of textbooks, as well as various teaching techniques and teaching tools (the use of songs, gestures, books, videos, movies, songs, puppets, dolls, etc.). There is also a strong component of the course related to international education and internationalization: intercultural communication; foreign cultures and educational philosophies and policies; and peer-tutoring international students.

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**COURSE PREREQUISITE**

Prerequisite(s): French 3890A/B with a minimum final grade of 75% or by permission of the Department.

No antirequisites

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**HOURS PER WEEK**

Tuesday	1:30-2:30	BR202
Thursday	1:30-3:30	BR202

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**PROFESSOR**

**Name:** Dr. Nadine de Moras

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**E-mail:** [ndemora@uwo.ca](mailto:ndemora@uwo.ca)

**Office hours:**

Tuesday 12:30 – 1:30

Thursday 12:30 – 1:30

Thursday 4:30 – 5:30

**+ Appointments**

## **COURSE MATERIAL**

### **Required Texts**

— Applied Linguistics articles to be announced the first day of class.

### **Recommended**

— Collins-Robert large French-English/English-French Dictionary

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## **MARKS DISTRIBUTION**

— 2 Tests	20%
— 1 group presentation related to international education	10%
— 1 individual presentation (teaching a language lesson)	
lesson plan	5%
lesson delivery	5%
— 15 hours minimum before starting the class	10%
— 15 hours minimum during the class	10%
— Supervisor's assessment (questionnaire)	5%
— Participation in weekly discussions and activities	5%
— Reflective journals (2 submissions X 5%)	10%
— Research paper	20%

## **THERE IS NO FINAL EXAM**

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## **COURSE OBJECTIVES**

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

- Evidence knowledge and understanding of first and second language acquisition/teaching processes, theories, research, authors and teaching methods.
  - Identify the main theories in first and second language acquisition useful for certain situations, and use them appropriately in concrete situations.
  - 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 main questions in second language acquisition, and second language teaching, and analyze the difficulties and needs of children and adults in language acquisition
  - Apply the main theories learned in 3890A and 4890B while discussing various topics, evaluating articles, and group presentations.
  - Evaluate the methods and approaches used in language classrooms during FSL or ESL volunteer work.
  - Reflect on personal experience, observation in language classrooms, as well as on the integration of new experience into previous theoretical knowledge during volunteer work, journal entries, and class discussions.
  - Use reflection, reading, class discussions, to form opinions and arguments.
  - Research questions relative to personal interests; present research in front of the class and in a paper.
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## **BRESCIA COMPETENCIES**

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

### **1. Demonstrate Critical Thinking competency:**

- Discuss and evaluate the enduring problems in second language acquisition, and second language teaching during in-class discussions, quizzes and assignments which require one to discuss articles and teaching methods.
- Evaluate the acceptability of premises and the logical strength of arguments, through the analysis of articles in language acquisition and teaching.
- Evaluate various teaching methods, and teaching materials: their advantages, disadvantages and limitations.
- Demonstrate critical thinking by evaluating scenarios, teaching situations, and teaching material.
- Apply all the above to their own teaching, by presenting a 2<sup>nd</sup> language lesson in class.

### **2. Demonstrate Inquiry and Analysis competency:**

- 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.
- Interpret research, identify strengths, weaknesses, and limitations of the research, and show powers of analysis concerning competing language acquisition theories.
- Develop original subject of inquiry that incorporates relevant sources and methods.
- Synthesize evidence and develop a logical conclusion that considers implications and limitations of various theories and practices.

### **3. Demonstrate Problem Solving competency:**

- 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, reading the feedback provided by the professor, and reading articles about teaching).
- Find strategies to put into practice the theories studied in class; anticipate the consequences of various practices, select strategies among several alternatives, in order to 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).
- Construct problem statement and identify sources, methodologies and research conclusion that indicate thorough comprehension of the issues.
- Use adversity as an opportunity for growth: use own mistakes, misconceptions, inability to answer questions and help students during peer-tutoring sessions, to seek relevant information, discuss with professor and class mates to find solutions and strategies to solve problems.

### **4. Demonstrate Self-Awareness and Development competency:**

- Accurately assess one's own emotional strengths and weaknesses, 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, and to one's own emotional strengths and weaknesses; 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).
  - Express accurately one's own and others' thinking.
  - Analyze one's own performance, with a view to using reflective data to improve one's performance, both during and after the task (e.g. during peer-tutoring exercises, presentations, research and teaching).
  - Evaluate progress toward goals, changing strategies as necessary; demonstrate broadened understanding of education and life experiences.
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### **1 LESSON PLAN (5%)**

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.

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### **2 TESTS (20%)**

The tests evaluate the students' acquisition of the applied linguistics concepts which have been taught in the course, in the Power Point presentations, and the information and concepts from the assigned articles. Some of the questions will also be taken from the students' presentations and guest speakers.

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### **1 LESSON DELIVERY (10%)**

Students 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, for example, the student's native language, or the language which the student intends to teach. The lesson can be one lesson which the student intends to actually deliver during their ESL or FSL peer-tutoring activities. 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 learners 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.

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### **1 GROUP PRESENTATION (10%) ABOUT INTERNATIONAL STUDENTS**

Students will choose among a list of assigned topics related to international students (and the challenges which they face): intercultural communication, linguistics challenges; cultural challenges; different expectations in education in Canada and other countries, like China, for example; how international students perceive group work, oral presentations, etc. Students are strongly encouraged to incorporate in their presentation, personal experiences encountered during their FSL and/or ESL peer-teaching. They can also complete a survey, to obtain international students' opinions, in addition to presenting academic information acquired in the study of assigned articles.

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### **PARTICIPATION IN WEEKLY DISCUSSIONS (5%)**

In order to be able to participate in discussions, students are expected to read the assigned articles and prepare some work each week. Students will engage in a variety of activities which will provide them with some experience useful in the teaching profession.

## **RESEARCH ASSIGNMENT**

### **SUMMARY OF 5 ARTICLES + BIBLIOGRAPHY (5%)**

Each article should be at least 10 pages long, for a total of at least 50 pages. If the articles are shorter than 10 pages, there should be more than 5 articles. Each summary should be between 200 and 300 words. After the summaries, the bibliography should be organized and formatted according to the APA conventions. The articles can be in English, but the summaries will be in French.

### **WRITTEN PAPER (15%)**

The paper will present a topic related to what was studied and discussed in class (the Common European Framework of Reference for Languages, the AIM method, the different types of feedbacks, how to teach international students...) using APA standards.

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### **REFLECTIVE JOURNALS (2 SUBMISSIONS 2 X 5% = 10%)**

Students will take notes of what they read and of what they observe during their volunteer work. They will evaluate how instructors deal with various situations, and compare the observed strategies with the concepts explained in the articles, and discussed in class. Students will also reflect on their personal experience while teaching a language lesson and interacting with international students. If students have a particular interest in one topic (students with disabilities, group work, linguistic challenges of international students, etc.) and there are suitable opportunities which match their interests during placement, they can concentrate on these topics. The reflection papers aim at linking abstract theories to concrete situations experienced by the students.

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## **PLACEMENT IN ESL OR FSL CLASS**

### **15 hours minimum before starting the class (10%)**

In order to have some experience with international students, intercultural communication, teaching ELS or FSL, students should enter the course with at least 15 hours of volunteer work in one of the courses which are part of the ESL-FSL Brescia Volunteer program.

### **15 hours minimum during the class (10%)**

In order to see practical applications of abstract concepts and to put into practice what was studied and discussed in class, students will continue to volunteer in the ESL-FSL Brescia Volunteer program during class (January-April). The experience gained during this volunteer work will be used during in-class discussions, oral presentations and research paper.

### **Supervisor assessment (5%)**

The volunteer supervisor (instructor) will complete a questionnaire describing the work and behavior of the volunteer. The student volunteer will see the questionnaire at the beginning of the placement.

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## **ATTENDANCE**

Attendance and participation are essential to student success in learning. Due to the nature of the course, assignments cannot be replaced. In this course, participation is crucial, because it provides students with experience in teaching in different teaching scenarios, and simulations, while employing different practices.

## **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: [ndemora@uwo.ca](mailto:ndemora@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 in question. 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, not under the professor's door, etc.).
  5. Oral presentations will NOT be re-scheduled.
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## **USE OF ELECTRONIC DEVICES**

Laptops may be used in class, if their use helps students work more efficiently, but they are not necessary. Cellular phones are forbidden in class.

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## **NOTE**

Please note that the information on this page is tentative; the official version of the course outline will be available at the first class.

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## **2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation 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. 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. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that 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.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation. The full policy on requesting accommodation due to illness can be viewed at:

## 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. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at

<http://www.westerncalendar.uwo.ca/index.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.

**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

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

## 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:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://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 (<http://www.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, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://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/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

**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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

**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 <http://brescia.uwo.ca/life/sexual-violence/>.

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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.