

## ***FRE 225Y1-Y0101: Second Language Learning***

**2016-2017**

**Location: CR 405**

**Time: Tuesdays 2-4 PM**

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### **Instructor Information**

Dr. Geneviève Maheux-Pelletier

genevieve.pelletier@utoronto.ca

My office hours are **Monday 12:15 pm to 1:15 pm, Tuesday 1pm to 2 pm** and by appointment. They are held concurrently in **CR 323** & on Blackboard Collaborate.

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**Prerequisite:** FSL 221Y1 or, upon first FRE/FSL enrolment, equivalent as determined by the French Placement Test.

**Exclusion:** JFI 225Y

### **Course Description**

**The course will be held in French.** This course examines contemporary second language teaching and learning issues, with a focus on principles of second language acquisition, classroom-based learning and practical illustration for teaching and learning of French as a second language in the Canadian context. More specifically, we will explore how second language learning occurs by examining second language theory, features and sequences of language development as well as learner attributes. Then we will explore second language learning in a classroom setting based on research findings and current pedagogical models. We will discuss how to support the development of language proficiency, how to embed form within language functions, with a particular emphasis on developing communicative competence. Last, we will explore practical issues related to the notion of stylistic variation in second language learning and consider the extent to which authentic language can be learned in the second language classroom. This will lead us to critically examine how French is taught in second language settings in Canada.

At the end of the course, students should be able to:

1. Discuss the extent to which various second language acquisition theories are compatible with the notion of communicative competence
2. Illustrate the relevance of learner attributes by developing their own learner profile
3. Discuss classroom practices that are conducive to authentic language use
4. Design a task-based lesson plan embedding form within language functions
5. Reflect critically on second language learning and your own experience as a learner and novice teacher

## Required texts:

Brandl, K. (2008). Communicative Language Teaching in Action: Putting Principles into Practice. Pearson.

Lightbown, P., and Spada, N. (2013). How Languages are Learned, 4th edition. Oxford University Press.

## Assessment

Participation in classroom engagement activities	10%
Fall reflective activities (October 4, 11, 18, November 1, 15, 22)	5%
Winter reflective activities (January 10, 17, 24, 31, February 14, March 7)	5%
Summative reflective essays (November 29, March 21)	10%
Lesson plan project	15%
• Preliminary lesson plan (February 7)	
• Final project (March 28)	
Collaborative Quiz (October 25)	5%
Collaborative test 1 (December 6)	15%
Collaborative test 2 (February 28)	10%
Summative test (April 4)	25%

## Details about the assignments and tests

Please note that your use of French, both oral and written, will be evaluated on assignments and examinations. 20% of your grade will be allocated to language on written assignments.

Unless otherwise noted or agreed upon with your instructor, **all assignments are to be submitted in electronic format** on Blackboard.

Late assignments will be penalized by 2% per day of lateness.

**Preparation and participation in classroom engagement activities:** You are expected to come prepared to participate in class. This includes reading the materials from the textbooks as per the calendar as well as the documents posted on Blackboard **prior to coming to class.**

**Reflective activities:** You will engage regularly in reflective activities (an online forum and the critical incident questionnaire) in order to support you as you develop as a reflective learner. We will use the online forum and the critical incident questionnaire alternatively according to the schedule I will distribute along with specific instructions to complete each type of assignments (starting week 4). The deadline for posting your reflection is midnight on Sunday when a post is required for the next class.

- Fall reflective activities: You are required to participate in any 5 reflective activities of the 6 scheduled in the fall calendar.
- Winter reflective activities: You are required to participate in 3 of the 4 reflective activities scheduled in January. **The February and March reflection are both required.**

**Summative reflective essays:** At the end of each term, you will also write a summative reflective essay synthesizing your weekly reflections and adding a new layer of reflective analysis. Please include a **signed Academic Integrity Checklist** (see p. 6 of the syllabus), one for each summative reflective essay.

**Lesson plan project:** You will prepare a lesson plan for beginning or low-intermediate French learners following Brandl (Chapter 2) and other instructions I will provide. Once you receive feedback from me on your initial lesson plan, you will teach your mini-lessons to a group of your peers (at the Robarts Library's study rooms, March 7). You will document the process, revise the lesson plan according to the feedback you receive from your group of learners, and submit a reflective commentary along with the final lesson plan. Please include a **signed Academic Integrity Checklist** (see p. 6 of the syllabus) with the lesson plan proper and the final project.

**Collaborative quiz:** The short-answer section of the quiz will be taken individually. The multiple choice section is a collaborative, i.e., it is completed in a team setting and you will be marked on your collaborative answers.

**Collaborative tests:** The collaborative tests will be taken twice: once individually (for 70% of the mark), and once in a team setting. The collaborative answers will count for 30% of your test's mark unless you do better individually. In such a case, the individual mark will count for 90% of your mark, and the collaborative version for 10%.

**Summative test:** The summative test is strictly individual.

### **Blackboard (BB)**

Blackboard (<https://portal.utoronto.ca>) will be used to post documents, lecture notes, homework assignments, reminders and important announcements.

## Accessibility Services

The University provides academic accommodations for students who require them. To receive special accommodations, students must register with Accessibility Services. To learn more about the service, please visit the following website: <http://www.accessibility.utoronto.ca/Home.htm>.

## Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
  - working in groups on assignments that are supposed to be individual work;
  - having someone rewrite or add material to your work while "editing";
  - Using Google Translate or other translation engine to translate a text wholesale
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

**To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with the first reflective activity, the summative reflective essays, and the lesson plan project.** If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

## Academic Integrity Checklist

**FRE 384F (Fall 2016)**

**Dr Geneviève Maheux-Pelletier**

I, \_\_\_\_\_, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name:

Signature: \_\_\_\_\_

Date:

Date	Contenu	Préparation, lectures et évaluations
13 septembre	Introduction au cours: plan de cours, objectifs et évaluations, activités d'introduction	---
20 septembre	Apprendre une langue maternelle	Lightbown & Spada, chapitre 1
27 septembre	Les caractéristiques de l'apprenant Learning Style Inventory	Lightbown & Spada, chapitre 3
4 octobre	Les théories d'apprentissage d'une langue seconde	Lightbown & Spada, chapitre 4 <b>Reflective activity 1F (À remettre le 3 oct)</b>
11 octobre	L'apprentissage en salle de classe	Lightbown & Spada, chapitre 6 <b>Reflective activity 2F (À remettre le 10 oct)</b>
18 octobre	Méthodologies de l'enseignement des langues secondes Révision pour le quiz	Harmer, chapitre 4 (disponible sur BB) <b>Reflective activity 3F (À remettre le 17 oct)</b>
25 octobre		<b>Quiz collaboratif</b>
1 <sup>er</sup> novembre	Méthodologies de l'enseignement des langues secondes (suite)	Notes de cours disponibles sur BB <b>Reflective activity 4F (à remettre le 31 oct)</b>
8 novembre	<b>Relâche : Pas de cours</b>	
15 novembre	L'approche communicative Consignes pour l'exercice de réflexion	Brandl, chapitre 1 <b>Reflective activity 5F (à remettre le 14 nov)</b>
22 novembre	L'approche actionnelle	Brandl, chapitre 6 <b>Reflective activity 6F (À remettre le 21 nov)</b>
29 novembre	Le cadre européen de référence pour les langues (CECR) Révision pour le test	Document du CECR sur Blackboard <b>Summative reflective essay 1</b>
6 décembre	---	<b>Test collaboratif 1</b>

Date	Contenu	Préparation, lectures et évaluations
10 janvier	Enseigner le vocabulaire	Brandl, chapitre 3
17 janvier	Enseigner la grammaire	Brandl, chapitre 4 <b>Activité de réflexion 1W (À remettre le 16 jan)</b>
24 janvier	Introduction à la planification d'une leçon	Brandl, chapitre 2 <b>Activité de réflexion 2W (À remettre le 23 jan)</b>
31 janvier	Enseigner la compréhension orale	Brandl, chapitre 7 <b>Activité de réflexion 3W (À remettre le 30 jan)</b>
7 février	Enseigner la communication orale	Brandl, chapitre 8 Omaggio Hadley, chapitre 7 (disponible sur BB) <b>Activité de réflexion 4W</b> <b>Plan préliminaire de la leçon</b>
14 février	Enseigner la compréhension écrite	Brandl, chapitre 9 <b>Activité de réflexion 5W (À remettre le 13 fév)</b>
21 février	<b>Semaine de relâche: Pas de cours</b>	
28 février	<b>Quiz collaboratif 2</b>	
7 mars	<b>Démonstrations à la bibliothèque Robarts</b>	
14 mars	Évaluation des savoirs et des compétences linguistiques	Brandl, chapitre 10
21 mars	Mythes déconstruits	Lightbown & Spada, chapitre 7
28 mars	Révisions	<b>Projet final à partir de votre leçon</b>
4 avril	---	<b>Test sommatif</b>
Avant minuit le 7 avril		<b>Summative reflective essay 2</b>



