

FSL226H1-F
Strategies for Autonomous Learning in French as a Second Lang
Fall 2022

Prof. Sophia Bello

sophia.bello@mail.utoronto.ca

Lecture: Tuesday 1-3pm

Description

This course provides French language learners with an understanding of how one best acquires French as a second or third language including various FSL strategies that allow for effective, autonomous learning. It further implements a structure to encourage continuous active reflection and self-assessment. Students will first learn about the types of knowledge and sub-skills that must be acquired to master French including vocabulary and grammar. Language benchmarks and self-evaluation tools are then introduced to help learners to profile their four main competences (reading, writing, listening, and speaking). Subsequently, they will receive practical training in the use of specific online resources (e.g., *Bon Patron*) geared towards improving French writing.

Learning Outcomes

By the end of this course, you will

- Possess a solid understanding of the general concepts, principles, and phenomena involved in second language learning.
- Engage with the complexities of second language learning, develop greater language skills, and demonstrate knowledge of learning, comprehension (reading/listening) and production (writing/speaking) strategies.
- Be a more autonomous learner by making connections between theories and strategies and showcasing your second language development.

Prerequisite	Corequisite	Exclusions
FSL221Y1 or FSL222H1 (63%)	FSL321Y1/FSL320H1/FSL322H1, as determined by the French Placement Test .	FRE226H1, FRE225Y1/JFI225Y1, FSL375Y1/FSL375H1, FSL 400-level courses, FRE courses

Readings

There is no textbook for this course. Pre-class preparation will include reading book chapters/articles (see page 4), reviewing websites, and/or watching videos. Material will be available on Quercus.

Practical Lectures (Tutorials)

Practical Lectures (Tutorials) begin **Thursday, September 15th**. Some sessions will be delivered as *online synchronous* to complete specific activities for your electronic portfolio (see Calendar on page 3).

Evaluation and Grading Scheme

1) Group Assignment

15%

October 11

- You will use an analytical tool to improve your French writing and practise reflecting activity on the writing revision process by writing a report detailing the progress made.

2) Test 1

25%

October 18

- This test will cover all in-class material and readings from Weeks 1 to 5. Item format includes multiple choice, matching, and short answers.

3) Individual Assignment - E-Portfolio **20%** **November 29**

- You will showcase your course work and detail the progress made using an electronic portfolio. Using creative digital media (audio/video), the project can include, but is not limited to, self-reflective pieces, self-assessment and autonomous learning activities, and practical lecture activity samples.

4) Test 2 **25%** **December 6**

- This test will cover all in-class material and readings from Weeks 7 to 11. Item format includes multiple choice, matching, and short answers.

5) Overall Assessment and Active Participation **15%**

- This discretionary grade will be calculated in two parts:
 - **5% of the grade** will correspond to your average on all assessments. For example, a student with a 70% average on these will receive 3.5%.
 - **10% of the grade** will be awarded based on your overall performance including, but not limited to, your degree of active participation in all lectures, completion of activities, and improvement over the course of the semester as follows:
1-2: Insufficient; 3-4: Poor; 5-6: Average; 7-8: Strong; 9: Excellent; 10: Exceptional

Information on Assignments

- ❖ *Late penalties:* A penalty of **5%** will be deducted per (partial) day including weekends to all late assignments. Assignments that are submitted more than **seven days late** will not be accepted.

Calendar

Week	Theme	Practical Lectures (Tutorials)
Part I: Foundations of second language learning		
1 Sept 13/15	Introduction to second language (L2) learning E-portfolio: description and guidelines	*Online Synchronous E-portfolio Introduction
2 Sept 20/22	Principles and Phenomena of L2 Learning	CR 103
3 Sept 27/29	Individual Differences & Learning Strategies I	*Online Synchronous Mood Board Presentations
4 Oct 4/6	Individual Differences & Learning Strategies II	*Online Synchronous Mood Board Presentations
Part II: Acquiring second language competence		
5 Oct 11/13	Vocabulary Learning Assignment 1 (DUE)	CR 103
6 Oct 18/20	Test 1	*Online Synchronous E-portfolio Mid-term Review
7 Oct 25/27	Comprehension Strategies I	CR 103
8 Nov 1/3	Comprehension Strategies II	CR 103
	<i>Fall Reading Week</i>	
9 Nov 15/17	Production Strategies I	CR 103
10 Nov 22/24	Production Strategies II	*Online Synchronous E-portfolio Final Preparation
11 Nov 29 / Dec 1	Production Strategies III Assignment 2 – E-portfolio (DUE)	CR 103
12 Dec 6	Test 2	—

Required Readings

Week 1

No readings.

Week 2

Esteki, B. (2014). The Relationship between Implicit and Explicit Knowledge and Second Language Pedagogy. *Theory and Practice in Language Studies*, 4(7), 1520-1525.

Odlin, T. (2012). Crosslinguistic Influence in Second Language Acquisition. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.

Week 3

Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System*, 31, 313-330.

Presseau, A., & Martineau, S. (2010). Apprendre et enseigner : une question de stratégies. *Québec français*, 157, 65-67.

Week 4

Udry, I., Lambelet, A., & Berthele, R. (2019). Les aptitudes langagières: construit et résultats de recherche : Une synthèse de la revue de la littérature. *Rapport du Centre scientifique de compétence sur le plurilinguisme* (pp. 7-25). Fribourg.

Week 5

Sanaoui, R. (1995). Adult Learners' Approaches to Learning Vocabulary in Second Languages. *The Modern Language Journal*, 79(i), 15-28. ***Focus on Case Studies of FSL Learners' Approaches***

Week 7

Cartier, S. (2000). Enseigner les stratégies d'apprentissage aux élèves du collégial pour que leur français se porte mieux. *Correspondance*, 5(3). Récupéré du site du Centre collégial de développement du matériel didactique (CCDMD) : <https://correspo.ccdmd.qc.ca/index.php/document/connaître-les-regles-grammaticales-necessaire-mais-insuffisant/enseigner-les-strategies-dapprentissage-aux-eleves-du-collegial-pour-que-leur-francais-se-porte-mieux/>

Week 8

Vandergrift, L., & Goh, C. C. M. (2012). Chapter 4: Factors That Influence Listening Success. *Teaching and Learning Second Language Listening: Metacognition in Action* (pp. 56-77).

Week 9

Barkaoui, K. (2007). Teaching Writing to Second Language Learners: Insights from Theory and Research. *TESL Reporter*, 40(1), 35-48.

Week 10

Bélanger, M.-E. (2017). Pour une intégration efficace de l'oral dans l'enseignement du français aux élèves allophones. *Correspondance*, 22(7). Récupéré du site du Centre collégial de développement du matériel didactique (CCDMD) : <http://correspo.ccdmd.qc.ca/index.php/document/pour-une-integration-efficace-de-loral-dans-lenseignement-du-francais-aux-eleves-allophones/>

LaScotte, D. (2016). Student Anxiety in L2 Oral Assessment: Moving Toward Valid Practice. *MinneTESOL Journal*, 32(1).

Week 11

Bello, S. (2018). Can All Voices Be Heard? Active Learning Strategies Enhance FSL Oral Production. *Nouvelle Revue Synergies Canada*, 11.