

## FW 2025-26 (F)

<b>AP/FR 4122 A 3.0 (F)</b>	Models of Second Language Acquisition
<b>Course Director:</b>	Name: Dominique Scheffel-Dunand Office: R N715 Ext.: 77078 E-mail: <a href="mailto:dsdunand@yorku.ca">dsdunand@yorku.ca</a> office hours: by appointment or T 10:30-11:30
<b>Time:</b>	Lecture day and time
<b>Delivery Format:</b>	<input type="radio"/> <b>LECTURE/ ONLINE (BLENDED)</b>
<b>Description:</b>	<p>This course focusing on models of second language acquisition will allow students to explore the concept of language acquisition in a global context, and to observe how language teaching/learning and communication practices on the topic evolve to adapt to global cultural, political and social environments and networks.</p> <p>In this course students are introduced to theoretical and applied research in second language acquisition to describe how language teaching/learning is anchored in national and supra-national educational policies that influence Language educational programming at a local, national or more global level. Research and pedagogical questions are explored with a set of comparative methodologies to conduct analysis on discourse embedded in various political, social and cultural contexts as well as teaching and learning environments in school boards and classes.</p>
<b>Required Reading List:</b>	Required readings provided in eClass or class Google drive (see syllabus for details)
<b>Prerequisites:</b>	AP/FR 2100 6.00 with a minimum grade of C. Course credit exclusion: GL/Fran 3556 3.00
<b>Weighting of Course</b>	APPROX (see syllabus for exact breakdown) 2 critical analyses of readings (scientific papers, studies or reports) 15% Documented research and annotated bibliography: 15% Testing of a learning activity: 30% Co-design of a learning activity (in collaboration with a team in France): 40%
<b>Organization of the course</b>	<b>Veillez noter que ce cours est offert en présentiel et à distance (remotely) en mode synchrone certains mercredis via zoom aux dates indiquées dans le syllabus.</b>
<b>Course Learning Objectives</b>	<b>a. Second Language Instruction</b> Students will develop:

- Ability to use, compare and evaluate current frameworks and methodologies in second language instruction (Bilingualism/Plurilingualism in Canada and CEFR in Europe)
- Ability to critique and reflect on conceptual frameworks, curriculum planning, teaching/learning resources in order to respond and reframe their understandings of notions in second language learning;
- Ability to experience the challenges teachers of French learners encounter in France, Africa and Canada.

***b. Critical Thinking and Research in Language Acquisition, Teaching/Learning, 21st century transformational pedagogies***

Students will develop:

- Ability to understand and evaluate current research methodologies and how they are applied to investigate curriculum policy, curriculum implementation in curricular and extra-curricular learning activities.
- Ability to engage in academic scholarship that is designed to critically explore the different subfields in second language acquisition and second language teaching/learning and communicate their response to this scholarship.
- Ability to question and challenge their current knowledges with regard to issues second language acquisition through collaborative problem-based projects in a global context.

***c. General issues and Applications***

Students will:

- Develop professionally and personally through appropriate activities of research and practice on EDI.
- Understand career opportunities in FSL/FLE education, education policies and curriculum planning.

	<ul style="list-style-type: none"> <li>▪ Apply models of second language acquisition in community settings locally or globally.</li> <li>▪ Develop proficiency in French communication. Ability to write a reflective piece that illustrate understanding of frameworks and curriculum policies used in Canada and other parts of the world to teach FSL and Second languages. Ability to express herself/himself orally to conduct an interview and produce a podcast / video on outputs of interview.</li> </ul>
<p><b>Additional Information/Notes</b></p>	<p>In this class students are guided in their explorations and analysis of : a) discourse of researchers, educators and learners in classroom settings; b) local, national and supra national dialogues on educational policies relating to language teaching and learning in the context of Open education and EDI (equity, diversity and inclusion); and c) pedagogical material provided by collaborative work and pedagogical experimentation on language acquisition with international teams (future teachers in France and Cameroon).</p> <p>In this course, students are guided to develop competencies and skills in Research and Comparative Analysis on topics such as:</p> <ul style="list-style-type: none"> <li>• Second language acquisition (analysis of theoretical frameworks and practices that guide research questions such as (i) second/foreign language teaching &amp; learning in open education and global francophone environments, (ii) Notions of interculturality and pluriculturality in language acquisition from a Canadian, European and African perspectives, (iii); Plurilingualism and multiculturalism in language learning and their impact on development and adoption of inclusive and culturally responsive pedagogies;</li> <li>• Ethnographical work (exposures and conversations with second language learners and second language instructors and language consultants in France, Canada and Cameroon);</li> </ul> <p>Critical comparative analysis of scientific papers, reports, textbooks, pedagogical resources, knowledge products in the field of second language teaching/learning. Documents chosen to conduct cross-cultural comparative analysis will be selected with partner institution (INSPÉ, Aix-Marseille)</p>

