



French 4111F (570)  
Fall 2025  
Senior Seminar

**Course Information:**

**Calendar Description:** For specific topics consult the French Program Coordinator.

**Pre-requisite(s):** 1.0 French course in literature between French 3500-3799.

**Anti-requisite(s):**

**Extra Information:** 3 lecture/tutorial hours.

**Course Weight:**0.50      **Breadth:** Category B

**Subject Code:** FRENCH

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this 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 pre-requisites.

**King's University College**  
**French 4111F (Fall 2025)**  
**Senior Seminar: Teaching French in the Ontario classroom**

**GENERAL INFORMATION**

**Course number, section, term:** French 4111F, Section 570, Fall term

**Prerequisite(s):** 1.0 French course between French 3500-3799.

**Mode of instruction:** In-person

**Instructor:** Valérie Prat

**Contact information:** vprat@uwo.ca

**Office hours:** Tuesdays and Thursdays 10:30-11:30, and by Zoom appointment

**COURSE DESCRIPTION**

French 4111F is geared toward students who intend to enter the Faculty of Education after their undergraduate degree, and pursue a career as a French as a second language (FSL) teacher or ESL teacher. The course will be two-fold: students will first be introduced to the main research and approaches in first and second language acquisition; they will then apply their theoretical background to the analysis and assessment of teaching material, videotaped lessons, as well as of their own teaching and their peers' teaching. 3 lecture hours, 0.5 course.

**COURSE MATERIAL**

**Required Textbook :** *How Languages are Learned (5<sup>th</sup> edition)*, P. Lightbown & N. Spada, Oxford University Press, ISBN 978-0-19-440629-1. Students need to purchase this edition (cost: \$75)

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

**EVALUATION**

- Weekly quizzes	20%
- 1 midterm	15%
- 1 take-home assignment	10%
- 1 lesson plan (about the 20-min lesson)	5%
- 1 oral presentation (20-min lesson)	10%
- 1 Brightspace review test	10%
- Final exam	30%

## WEEKLY SCHEDULE

	Dates	Contenu par semaine	Pages manuel	Tests/Compos
0.5	4 sept	Présentation du cours, étudiant.e.s, prof, intro terminologie		
1	9-11 sept	L'apprentissage de la L1 dans la petite enfance (Chap.1)	3-29	
2	16-18 sept	L'apprentissage de la L1 dans la petite enfance (Chap.1, suite) L'apprentissage d'une L2 (Chap.2)	30-35 37-58	Q1
3	23-25 sept	L'apprentissage d'une L2 (Chap.2)	59-76	Q2
4	30 sept-2 oct	Les différences individuelles dans l'apprentissage d'une L2 (Chap.3)	79-104	Q3
5	7-9 oct	Les différentes approches sur l'apprentissage d'une L2 (Chap.4)	107-127	Q4 + <b>Remettre dissertation</b> (vendredi 10 oct – Brightspace)
6	14-16 oct	Observer l'apprentissage et l'enseignement d'une classe L2 (Chap. 5)	133-163	Q5
7	21-23 oct	Révisions + Partiel (jeudi 23 oct)		<b>Partiel</b> (jeudi 23 oct)
8	28-30 oct	L'apprentissage L2 en salle de classe (Chap.6)	165-183	
	4-6 nov	<i>Fall Reading week</i>		
9	11-13 nov	L'apprentissage L2 en salle de classe (Chap.6, suite)	184-216	Q6 + <b>Plan de leçon à remettre</b> (jeudi 13 nov. au plus tard)
10	18-20 nov	Idées répandues sur l'apprentissage des langues (Chap.7)	219-231	Q7
11	25-27 nov	Présentations orales + discussion		
12	2-4 déc	Présentations orales + discussion		<b>Soumettre le test de révision Brightspace</b> (vendredi 5 déc.)
0.5	9 déc	Présentations orales + Révisions en vue de l'examen final		

## COURSE OBJECTIVES

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

- Demonstrate knowledge and understanding of first language acquisition, second language acquisition and language teaching theories, authors, and teaching methods.
- Identify, describe and synthesize the main theories in first and second language acquisition.
- Explain and compare second language teaching approaches.

- Familiarize themselves with the scientific approach to teaching; identify strengths and limitations behind competing language acquisition theories, and their respective underlying research hypotheses.
- Discuss enduring issues in second language acquisition and second language teaching, and analyze the challenges and needs of children and adults in language acquisition.
- Gain techniques to teach a second language effectively.

### **WEEKLY QUIZZES (20%)**

Quizzes will take place on Thursdays toward the end of class. Their goal is to test students' preparation and grasp of the material. Students are supposed to read and study the material before coming to class. All the information to be learned is clearly explained in the textbook and the PowerPoint presentations. Class time is dedicated to answering questions and discussions about what was read and learned. Quizzes encourage students to do their homework each week and provide students with some feedback about where they stand in their understanding of the material. Quizzes will follow a short-answer format.

### **1 MIDTERM (15%)**

The midterm will test the students' acquisition of the concepts which have been taught up to the midpoint of the course. Some of the questions will be taken from the quizzes, others will be taken from the textbook, the PowerPoint presentations, and from class discussions.

Accommodated makeup exam date is Tuesday, Nov. 4<sup>th</sup>.

### **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.

### **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 what level, why, how long, with which tools? The lesson plan feedback provides students with guidance about how to teach a language lesson effectively.

### **1 ORAL PRESENTATION (20-min. lesson) (10%)**

With a partner, you will be asked to teach a language lesson, putting into practice what was learned and studied in the course, taking into account the feedback you will have received from the lesson plan.

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

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.

### **1 REVIEW TEST (10%)**

This test covers all the material studied since Day 1. This Brightspace quiz (multiple choice, matching, true/false) is meant to help you review for the short-answer questions in the first part of the final exam. It is to be completed outside of class and on an individual basis.

### **USE OF GENERATIVE AI**

For tests, quizzes and the final exam, no documents or tools are allowed.

Using generative AI such as ChatGPT for the take-home essay in this course will also be considered plagiarism, a scholastic offence. This includes copying or paraphrasing from such application. The use of machine translators is also forbidden for the following reasons: 1) It takes a trained eye to detect deceptive or nonsensical sentences, and 2) Class discussions will entirely be conducted in French, your Powerpoints will be in French, and your textbook will be in English. As a result, even if you miss something from class discussion, you will have all the necessary material already at hand. 3) You are expected to show a good level of expertise in your inclusion of terminology and concepts learned in the course, therefore the use of AI would be more of a hindrance than anything.

It is highly recommended, however, to use at least a grammar corrector and “Le Bon Patron” to correct your essay. Students are entirely responsible for the content they hand in and cannot blame errors on the aids they use (grammar corrector, Bon Patron, or dictionaries).

### **MISSED OR LATE WORK POLICY**

1. Late written assignment / Late review test: without an official accommodation recommendation, late submissions will be assessed a penalty of 5% per day. Students must consult with the professor and a prior permission must be obtained before the due date.
2. Written assignment: Failure to write it will result in a zero. Late assignments must be submitted **in class** (not by e-mail nor Brightspace).
3. Quizzes: The lowest 2 quiz scores will be dropped at the end of the term. If students miss a quiz, they receive zero to the quiz. They cannot be redone. These quizzes count for attendance.
4. Midterm exam: If you miss it, contact me in order to arrange an exam through King’s Friday make-up service. Failure to write it will result in a reweighting of the final exam.
5. Oral presentation / Lesson plan: Academic consideration for this group project requires submission of formal supporting documentation.
6. Review test: Failure to write it will result in a reweighting of the final exam.

### **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. 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.

KING’S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at

[https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College: <https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: [https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College: <https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.