***Syllabus***

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| **Department** | Département d'études françaises et francophones | | | | | | | | | | | | | | | **Year** | | | | | | | 2024/  2025 |
| **Course** | **Acquisition des langues étrangères** | | | | | | | | | | | | | | | **ECTS** | | | | | | | **3** |
| **Study programme** | Master en  langue et littérature françaises, filière : enseignement | | | | | | | | | | | | | | | | | | | | | | |
| **Level of study programme** | Undergraduate | | | Graduate | | | | | | Integrated | | | | | | Postgraduate | | | | | | | |
| **Type of study programme** | Single major  Double major | | | University | | | | | | Professional | | | | | | Specialized | | | | | | | |
| **Year of study** | 1 | | | 2 | | | | | 3 | | | 4 | | | | | | | | | 5 | | |
| **Semester** | Winter  Summer | | | I | | | | | | II | III | | | | | IV | | | | | | | V |
| VI | | | | | | VII | VIII | | | | | IX | | | | | | | X |
| **Status of the course** | Compulsory | | | Elective | | | | | | Elective course offered to students from other departments | | | | | | **Teaching Competencies** | | | | | | | YES  NO |
| **Workload** | **30** | **L** | **-** | **S** | | **-** | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | A définir | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | French | | | | | |
| **Course start date** | 17 février 2025 | | | | | | | | | **Course end date** | | | | | | | | 26 mai 2025 | | | | | |
| **Enrolment requirements** | Inscrit au Master en langue et littérature françaises, filière : enseignement | | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | Rea Lujić Pikutić | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | rlujic@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | A définir | | | |
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| **Mode of teaching** | Lectures | | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | | Après avoir fini le programme du cours les étudiants seront capables de: - présenter, expliquer et donner leurs points de vue sur les théories d’acquisition des L2 les plus importantes - comprendre les facteurs individuels, socio-affectifs et cognitifs qui influencent l’acquisition des L2 pour les prendre en compte dans l’enseignement des langues vivantes - connaître et comprendre les sources des erreurs linguistiques  - connaître les causes et les manifestations des troubles du langage et savoir comment faciliter l’apprentissage aux apprenants atteint des troubles spécifiques du langage oral et écrit - lutter contre les idées reçues sur le bilinguisme et argumenter ses points forts | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | - communiquer en français à l'oral et à l'écrit au niveau C1-C2 selon le Cadre européen commun de référence pour les langues  - présenter, analyser et argumenter ses propres points de vue sur différentes théories de l'apprentissage et de l'enseignement des langues et sur les facteurs qui influencent la maîtrise d'une autre langue  - appliquer des principes méthodologiques dans la recherche et la création de travaux scientifiques | | | | | | | | | | | | | | | | | | |
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| **Assessment criteria** | Class attendance | | | | Preparation for class | | | | | Homework | | | | | Continuous evaluation | | | | | | | | Research |
| Practical work | | | | Experimental work | | | | | Presentation | | | | | Project | | | | | | | | Seminar |
| Test(s) | | | | Written exam | | | | | Oral exam | | | | | Other: | | | | | | | | |
| **Conditions for permission to take the exam** | Class attendance | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** | - | | | | | | | | | A définir | | | | | | | - | | | | | | |
| **Course description** | Ce cours aborde la question des processus, surtout psycholinguistiques et neurolinguistiques, qui ont lieu pendant l’acquisition des L2. Étant donné l’ampleur et la complexité du domaine, on ne pourra présenter que les théories les plus importantes et les facteurs individuels qui influencent l’acquisition des L2. L’objectif principal sera d’introduire les étudiants à la réflexion sur les processus d’acquisition des L2 et sur l’enseignement fondé sur la connaissance de ces principes. Le cours développera les thèmes suivants dans une perspective didactique : théories d’acquisition (e.g. approche naturelle, approche interactionniste, théorie de la complexité), facteurs individuels (e.g. âge, sexe), affectifs (e.g. motivation, anxiété) et cognitifs (e.g. aptitude, style cognitif), bilinguisme, multilinguisme et plurilinguisme (aspects linguistiques, neurolinguistiques et sociolinguistiques), troubles du langage (e.g. dyslexie, dysgraphie), interférences et erreurs (définitions, observations, conceptualisations). | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | 1. Cours introductif. Plan de travail. Obligations des étudiants. Revue de littérature. Terminologie de base.  2. Étudiant en langues étrangères - caractéristiques et droits  3. Langue. L2. Conceptualisation du langage à partir de différentes approches théoriques. Implications pour la maîtrise d'une langue étrangère et l'enseignement des langues étrangères.  4. Maîtriser la langue : compétence phonologique, lexicale, pragmatique, sémantique, grammaticale. Compétence en lecture. Compétence en communication écrite.  5. Maîtriser une L2 : état initial - saisie linguistique - réception linguistique - apprentissage linguistique - état final. Interlangue. Multi-compétence.  6. Théories de la maîtrise d'une L2 I (behaviorisme, constructivisme, socio-constructivisme)  7. Théories de l'acquisition d'une L2 II (approche naturelle, approche interactive, théorie des systèmes dynamiques, constellations linguistiques dynamiques, poststructuralisme)  8. 1er controle  9. Caractéristiques individuelles dans la maîtrise d'une autre langue : sexe, âge, langue. Transmission et écarts par rapport à la norme linguistique.  10. Facteurs affectifs dans la maîtrise d'une langue étrangère : motivation, peur de la langue, traits de personnalité  11. Facteurs cognitifs dans le processus d'acquisition d'une langue seconde : mémoire, style d'apprentissage, stratégies d'apprentissage  12. Étudiant en langue étrangère et son identité  13. Acquisition d'une L3: définition, aspects psycholinguistiques, sociolinguistiques et pédagogiques de l'acquisition d'une langue tierce  14. Bilinguisme et multilinguisme : définition, avantages cognitifs et sociaux  15. 2e controle | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Kail, M. (2015). *L'acquisition de plusieurs langues*. Paris: Puf.  Leclercq, P., Edmonds, A. & Sneed German, E. (2020). Introduction à l'acquisition des langues étrangeres. Deboeck supérieur.  Medved-Krajnović M. (2010). *Od jednojezičnosti do višejezičnosti – proces ovladavanja inim jezikom*. Zagreb: Leykam international.  Deweaele, J-M. (2001). L'apport de la théorie du chaos et de complexité à la linguistique, n°32, publication du French Department School of Languages, 77-86. | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | - Aronin, L. (2016). Multi-competence and Dominant Language Constellation. U V. Cook & L. Wei (ur.), The Cambridge Handbook of Linguistic Multi-Competence (Cambridge Handbooks in Language and Linguistics, 142-163). Cambridge: Cambridge University Press.  - Castellotti, V. (2001). *La langue maternelle en classe de langue étrangère.* Paris : CLE International.  - Cook, V. i Singleton, D. (2014). Key Topics in Second Language Acquisition. Bristol/Buffalo/Toronto: Multilingual Matters.  - Dornyei, Zoltàn (2005). The Psychology of thr language learner: individual differences in SLA. London/New York: Routledge.  - Gaonac’h, D. (1991). *Théories d’apprentissage et acquisition d’une langue étrangère*. Paris : Didier.  - Gass, Susan M., Mackey, A. (2012). *The Routledge Handbook of Second Language Acquisition*. New York: Routledge.  - Jessner, U. (2008). Teaching third languages: findings, trends and challenges. *Language Teaching*, 41(1), 15-56.  - Jelaska, Z. (2005). Dvojezičnost i višejezičnost, U: Z. Jelaska (ur.), *Hrvatski kao drugi i strani jezik*, 38-48, Zagreb: Hrvatska sveučilišna naklada.  - Lowie, W. (2012). Dynamic Systems Theory Approaches to Second Language Acquisition. U: Carol Chapelle (ur.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.  - Mihaljević-Djigunović, J. (1998). *Uloga afektivnih faktora u učenju stranog jezika.* Zagreb: Filozofski fakultet.  - Norton-Pierce, B. (1995). Social identity, Investment, and Langue Learning, *TESOL Quarterly*, 29(1), 9-31.  - Preece, Siân (2016). *The Routledge Handbook of language and identity*. London/New York: Routledge.  - Todeva, Elka i Cenoz, Jasone (ur.) (2009). The multiple realities of multilingualism. Boston/Berlin: de Gruyter.  - Vilke, M. (1991). *Vaše dijete i jezik.* Zagreb: Školska knjiga. | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria of learning outcomes** | Final exam only | | | | | | | | | | | | | | | | | | | | |  | |
| Final written exam | | | | | | Final oral exam | | | | | | | Final written and oral exam | | | | | | | | Practical work and final exam | |
| Only test/homework | | | | Test/homework and final exam | | | | | Seminar paper | | | | Seminar paper and final exam | | | | | Practical work | | | | other forms |
| **Calculation of final grade** | Devoir – 24 points  Controles - 26 points | | | | | | | | | | | | | | | | | | | | | | |
| **Grading scale** | 0-24 | | | | % Failure (1) | | | | | | | | | | | | | | | | | | |
| 25-31 | | | | % Satisfactory (2) | | | | | | | | | | | | | | | | | | |
| 32-38 | | | | % Good (3) | | | | | | | | | | | | | | | | | | |
| 39-44 | | | | % Very good (4) | | | | | | | | | | | | | | | | | | |
| 45-50 | | | | % Excellent (5) | | | | | | | | | | | | | | | | | | |
| **Course evaluation procedures** | Student evaluations conducted by the University  Student evaluations conducted by the Department  Internal evaluation of teaching  Department meetings discussing quality of teaching and results of student evaluations  Other | | | | | | | | | | | | | | | | | | | | | | |
| **Note /Other** | In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”  According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;  -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.  In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.  This course uses the Merlin system for e-learning, so students are required to have an AAI account. | | | | | | | | | | | | | | | | | | | | | | |