

SAMPLE READINGS in French Applied Linguistics

Subfields of French Applied Linguistics selected in consultation with specialized faculty

Regularly updated based on candidates' course work in the program

RECOMMENDED (GENERAL)

Chapitres sélectionnés des ouvrages suivants :

Bourdieu, Pierre. 1982. *Ce que parler veut dire : l'économie des échanges linguistiques*. Paris: Fayard.

Lodge, R. Anthony. 1993. *French: From dialect to standard*. New York/London: Routledge.

Fagyal, Z., Kibbee, D., Jenkins, F. 2006. *French: A Linguistic Introduction*. Cambridge, Cambridge University Press.

Armstrong, N., Pooley, T. 2010. *Social and Linguistic Change in European French*. New York: Palsgrave Macmillan.

SOCIOPHONÉTIQUE

Armstrong, N. and Low, J. 2008. C'est encore plus jeuili, le Mareuc: some evidence for the spread of 'o'-fronting in French. *Transactions of the Philological Society*, 106(3):432–455.

Brousseau, A-M. 2005. The Sociolect of 17th and 18th Century French Settlers: Phonological Cues from French Creoles, *U.Penn Working Papers in Linguistics*, 10(2), 45-59.

Chalier, M. 2019. La norme de prononciation québécoise en changement (1970–2008) ? L'affrication de /t, d/ et l'antériorisation de /ã/ chez les présentateurs des journaux télévisés de Radio-Canada. *La Revue Canadienne*.

Chekin, P. 2018. Jean de Joinville and the Old French rhotic consonant. *Zeitschrift für Romanische Philologie* 134(4), 985-1007.

Colantoni, L., & Steele, J. 2007. Acquiring /R/ in context. *Studies in Second Language Acquisition*, 29(3), 381-406.

Dalola, A., Bridwell, K. 2019. The shape of [u]: Towards a Typology and Final Vowel Devoicing in Continental French. *Proceedings of the 19th ICPHS, Melbourne, Australia*, 106(3):432–455. https://icphs2019.org/icphs2019-fullpapers/pdf/full-paper_456.pdf

Friesner, M. 2010. Une prononciation « tsipéquement » québécoise? : La diffusion de deux aspects stéréotypés du français canadien, *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 55(1), 27–53.

Morin, Y.C. 2002. "The Phonological Status of Nasal Vowels in Sixteenth-century French", In: Sampson, R. and Ayres-Bennet, W. (eds.), *Interpreting the History of French A Festschrift for Peter Rickard on the occasion of his eightieth birthday*, Amsterdam-New York, Rodopi, pp. 95–129.

Nicholas, J., Fagyal, Z., Carignan, C. 2019. What's with your nasals ? Perception of nasal vowel contrasts in two dialects of French, Proceedings of the 19th ICPHS, Melbourne, Australia,

Remysen, W., 2014. Les Québécois perçoivent-ils le français montréalais comme une variété topolectale distincte? Résultats d'une analyse perceptuelle exploratoire. *La revue canadienne de linguistique*, 59(1) 109-135.

Spini, M., Trimaille, C. 2017. Les significations sociales de la palatalisation/affrication à Marseille : processus ségrégatifs et changement linguistique. *Langage et Société*, 162(4),53-78.

Violin-Wigent, A. 2006. Southeastern French Nasal Vowels : Perceptual and Acoustic Elements. *Revue canadienne de linguistique*, 51(1) 15-43.

TRADUCTION

Chesterman, Andrew. *Memes of translation: the spread of ideas in translation theory*: Chapters 1 & 2

Benjamin, Walter. *La Tâche du Traducteur*.

Bensimon, Paul. "Présentation." *Palimpsestes*, no. 4, 1990, pp. IX-XIII., doi:10.4000/palimpsestes.598.

Berman, Antoine. "La Retraduction comme espace de la traduction." *Palimpsestes*, no. 4, 1990, pp. 1–7., doi:10.4000/palimpsestes.596.

Bell, L., & Lygo-Baker, S. (2017). Student-centered learning: a small-scale study of a peer-learning experience in undergraduate translation classes. *The Language Learning Journal*.

Clavijo, B., & Marín, P. (2013). Identifying translation teaching strategies: an exploratory study. *International Journal of Humanities and Social Science*. 21 (3), 71-78.

Carreres, A., & Noriega-Sánchez, M.(2011). Translation in language teaching: insights from professional translator training. *The Language Learning Journal*. 39 (3), 281–97.

Hervey, Sándor. Higgins, Ian. *Thinking French Translation*: Chapters 1, 2, 3, 4.

Kim, D., & Koh, T. (2018). Tandem translation classroom: a case study. *Journal of Multilingual and Multicultural Development*. 39 (2), 97-110.

Li, D. (2013). Teaching Business Translation. *The Interpreter and Translator Trainer*. 7 (1), 1–26.

Massardier-Kenney, Françoise (2015) Toward a Rethinking of Retranslation, *Translation Review*, 92:1, 73-85, DOI: 10.1080/07374836.2015.1086289

Washbourne, Kelly (2019), "Introduction", *The Routledge Handbook of Literary Translation*.

LANGUAGE TEACHING AND LEARNING

ER505 – Teaching College & Secondary French & Italian (FA17)

Klaus Brandl. (2008). *Communicative language teaching in action. Putting principles to work.*

Pearson Prentice Hall

Chapter 4 (Grammar & Lang learning)

Chapter 5 (Feedback & error correction)

Chapter 9 (Developing reading skills)

EIL/ER460 – Principles of Lang Testing (FA17)

Hughes, A. (2008). *Testing for language teachers* (2nd ed.). Cambridge Language Teaching Library

Chapter 4 (Validity)

Chapter 11 (Testing reading)

Chapter 14 (Testing overall ability)

ER481 – Theoretical foundations of SLA (FA18)

Ortega, L. (2009). *Understanding second language acquisition.* Routledge

Chapter 4 (the linguistic environment)

Chapter 8 (motivation)

Chapter 10 (social dimensions of L2 learning)

EIL587 – Computer-mediated communication for language teaching (FA18)

Articles from the corpus covered in class:

Dooly, M., & O'Dowd, R. (2018). Telecollaboration in the foreign language classroom: A review of its origins and its application to language teaching practices. In M. Dooly & R. O'Dowd (Eds.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects.* New York: Peter Lang.

Mont, M., & Masats, D. (2018). Tips and suggestions to implement telecollaborative projects with young learners. In M. Dooly & R. O'Dowd (Eds.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects.* New York: Peter Lang.

Ingelsson, J., & Linder, A. (2018). Intercultural meetings in a Swedish – Kiwi e-mail exchange: Lesson learnt. In M. Dooly & R. O'Dowd (Eds.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects.* New York: Peter Lang.

Dodge, J. (2009). Introduction (pp. 4-12). In *Twenty-five quick formative assessments for a differentiated classroom*. New York: Scholastic.

Sauro, S., & Chapelle, C. (2017). Toward lingua-technocultural competence. In C. Chapelle & S. Sauro (Eds.) *The Handbook of Technology and Second Language Teaching and Learning*. Wiley.

ER588 – Oral skills in SLATE (SP19)

Articles from the corpus covered in class:

ACTFL World-readiness standards for learning languages (2011)

Phillips, J.K., & Abbott, M. (2011). *A decade of foreign language standards: impact, influence, and future directions*.

ACTFL proficiency guidelines (2012)

Liskin-Gasparro, J. (2003). The ACTFL proficiency guidelines and the Oral Proficiency Interview: a brief history and analysis of their survival. *Foreign Language Annals*, 36(4), 483-490.

ACTFL 21st-century skills map (2011)

LANGUAGE POLICY AND PLANNING IN FRANCE AND EUROPE

The European Charter on Regional or Minority Languages

<http://conventions.coe.int/treaty/en/Treaties/Html/148.htm>

avec

Grin, F. 2003. "From Legal texts to Good Policy" (pp. 79-91) and "Assessment and Perspectives" (pp. 191-201), *Language Policy Evaluation and the European Charter on Regional and Minority Languages*, NY, Palgrave Macmillan.

Amit, A. 2014. History of 'Top-Down' Policy towards Regional Languages in France, chapter 2. *Regional Language Policies in France during World War II*, 15-27.

Ban, C. 2013. "Language, Culture, and Management: The Impact of Enlargement on Language Use in the Commission", In: *Management and Culture in an Enlarged European Commission: from Diversity to Unity?*, Palgrave Macmillan, New York, 202-224.

Baxter, R. N. 2010. New technologies and terminological pressure in lesser-used languages: The Breton Wikipedia. *Language Problems & Language Planning*, 33(1), 60-80.

Blackwood, R. 2007. "L'Exception Française"? Post-War Language Policy on Corsica, *Journal of Multilingual and Multicultural Development*, 28 (1), 18-33.

- Blackwood, R. 2008. The Islanders: A longitudinal study. Chapter 7. In: *The State, the Activists and the Islanders*. Springer Verlag, Berlin, 103-130.
- Blackwood, R. 2010. The linguistic landscape of Brittany and Corsica: A comparative study of the presence of France's regional languages in the public space. *Journal of French Language Studies* 21(1), 111-130.
- Blanchet, P. 2004. Provençal as a Distinct Language? Sociolinguistic Patterns Revealed by a Recent Public and Political Debate. *International Journal of the Sociology of Language*, 169,125-150.
- Caubet, D. 2008. Immigrant languages and languages of France. In: Barni, M. & Extra, G. *Mapping Linguistic Diversity in Multicultural Contexts*, Berlin, New York: Mouton de Gruyter, pp. 219-242.
- Cerquiglini, Bernard. 2003. *Les langues de France*. Paris: Presses Universitaires de France. : Introduction et Partie I.
- Costa, J. and Lambert, P. 2010. France and Language(s): Old Policies and News Challenges in Education. *Report for CIDREE* (Consortium of Institutions for Development and Research in Education in Europe).
- Costaouec, D. 2013. Skol Diwan in Paris: a step away from regionalism in the teaching of Breton, *Sociolinguistic Studies* 7(1-2), 167-190.
- Goalabré, F. 2015. Immersion education and the revitalization of Breton and Gaelic as community languages. In: Jones, Mari (ed.) *Policy and Planning for Endangered Languages*. Cambridge: CUP, 48-66.
- Jaffe, A. 2008. Language ecologies and the meaning of diversity: Corsican bilingual education and the concept of 'polynomie'. In: *Encyclopedia of Language and Education*. Berlin, Springer Verlag, 225-235.
- Joubert, A. Occitan. 2015. In: Jones, Mari (ed.) *Policy and Planning for Endangered Languages*. Cambridge: CUP, 171-187.
- Lodge, A. 1991. Authority, prescriptivism and the French standard language. *Journal of French Language Studies* 1(1), 93-111.
- Mooney, D. 2015. Confrontation and language policy: non-militant perspectives on conflicting revitalisation strategies in Béarn, France. In: Jones, Mari (ed.) *Policy and Planning for Endangered Languages*. Cambridge: CUP, 153-170.
- Oakes, L. 2002. Multilingualism in Europe: An Effective French Identity Strategy, *Journal of Multilingual and Multicultural Development*, 23(5): 371-387.
- Parker, G. 2011. Language planning and language management: the case of French. *International Journal of Francophone Studies* 3(3), 180-189.
- Wright, S. 2006. French as a Lingua Franca. *Annual Review of Applied Linguistics* 26, 35-60.

LITERATURE AND CULTURE

FR578 – Marcel Proust (SP21)

Selected from works studied during the course:

- *Du côté de chez Swann*
- *À l'ombre des jeunes filles en fleurs*
- *Le Côté de Guermantes*
- *Sodome et Gomorrhe*
- *La Prisonnière*

FR 576 – Outsiders Looking In/Insiders Looking Out (SP21)

Selected from works studied during the course:

- Claire de Duras, *Ourika* (1823)
- Irène Némirovsky, *Suite française* (1942, 2004)
- Maryse Condé, *Heremakhonon* (1976)
- Albert Camus, *Le Premier Homme* (1994)
- J.M.G Le Clézio, *Désert* (1985)