



Olivia AMZALLAG, Ph.D.

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"Tell me and I forget, teach me and I may remember, involve me and I learn." – Benjamin Franklin

PROFESSIONAL SKILLS

Applied French linguist with expertise in language instruction, teacher training and curriculum development. Strong skills in project management, advising, communication & supervising. Advanced computer skills include, collaboration software (MS Teams/ Zoom), Google Suite, MS Office, presentation/ slideshow software, web tools & website creation.

EDUCATION

Ph.D. French Applied Linguistics University at Albany	Albany, NY
M.A. Interdisciplinary Studies in Holistic Education State University of New York at Fredonia	Fredonia, NY
B.A. French Adolescent Education SUNY Fredonia	Fredonia, NY
D.E.C Creative Arts Dawson College	Montreal, QC

PEDAGOGICAL EXPERIENCE

Assistant Professor Defense Language Institute Foreign Language Center • French language and linguistics instruction, all military branches • Rigorous 36-week immersion DOD language program • Remote work environment 18 months	Monterey, CA 2020 - present
Senior Instructor of French Defense Language Institute Foreign Language Center • French language and linguistics instruction, all military branches • Rigorous 36-week immersion DOD language program	Monterey, CA 2019 – 2020
Lecturer of French State University of New York at Fredonia • Advanced French literature & language instruction • Rebranding & course design	Fredonia, NY 2018 – 2019
Adjunct French Professor State University of New York at Fredonia • Advanced French literature & language instruction • Curriculum development	Fredonia, NY 2017 – 2018
Adjunct French Professor Jamestown Community College • Beginning French language instruction • Program marketing	Jamestown, NY 2014 – 2016

- Adjunct French Professor** Albany, NY
University at Albany 2013 – 2014
- Beginning & intermediate French language instruction
- French Teaching Assistant** Albany, NY
University at Albany 2008 – 2012
- Beginning & intermediate French language instruction
- Corporate & Private French Instructor** Malta, NY
Capital Region Language Center 2006 – 2012
- French instruction, all ages/ levels
 - Corporate & private settings
- Middle & High-School French Teacher** Galway, NY
Galway Central School 2005 – 2008
- Tenured
 - 6 levels of French language instruction
 - Advising for several student groups
- Assistant Outdoor Education Teacher** Cassadaga, NY
The Cassadaga Job Corps Center 2004
- Outdoor instructor leading challenging, skill- and character-building activities
 - Department of Labor funded, diverse, at-risk, and predominantly inner-city student body receiving GED and technical trade instruction.
- Middle & High School French Teacher** Silver Creek, NY
Silver Creek Central School 2002 – 2003
- 7 levels of French language instruction
 - French Club advisor.

ADMINISTRATIVE EDUCATIONAL EXPERIENCE

- Coordinator of Secondary Language Teacher Education** Fredonia, NY
State University of New York at Fredonia 2018 – 2019
- Coordinated language student teaching education
 - Supervised student teachers
 - Educational methods instruction
 - Member of joint committees with the School of Education
 - Accreditation reporting
 - Language marketing initiatives
- Video Production & Marketing** Jamestown, NY
Jamestown Community College 2014 – 2016
- Language Marketing strategist
 - Viral video production
- Project Coordinator** Fredonia, NY
Teacher Opportunity Corps Grant Program 2003 – 2004
- Supplemental support & mentorship for underrepresented populations
 - Educational workshop leadership

HONORS & AWARDS

Summa Cum Laude, SUNY Fredonia
Excellence in Student Teaching Award, SUNY Fredonia
Scholarship for Academic Achievement, SUNY Fredonia
Robert Rie Modern Language Scholarship, SUNY Fredonia
Pi Delta Phi, National French Honors Society
Dean's List, SUNY Fredonia

PRESENTATIONS

- Amzallag & Eagle (2021) Pres. "One-on-One Oral Communication Model Questions" *Language Learning & Teaching Conference*. Defense Language Institute Foreign Language Center.
- Amzallag (2021) Pres. "Naturalizing 3rd Person Object Pronouns in SLA." *Dissertation Showcase*. Defense Language Institute Foreign Language Center.
- Amzallag (2020) Pres. "Descriptive Immersion: an account of a realized outdoor immersion task and outcomes." *French Department Exchange*. Defense Language Institute Foreign Language Center.
- Amzallag (2020) Pres. "Paris: an online immersion program to combat pandemic blues." *European Language Forum*. Defense Language Institute Foreign Language Center.
- Amzallag (2020) Pres. "Effectively Adapting the Smart Phone to the Language Classroom." *Annual Professional Development Conference*. Defense Language Institute Foreign Language Center.
- Amzallag (2019) Pres. "Learning the Passé Composé through Structured Input." *French Department Exchange*. Defense Language Institute Foreign Language Center.
- Amzallag (2015) Pres. "The Effects of Increasing Input Frequency on the Aural Comprehension of Concepts Containing Third Person Object Pronouns in SLA." *3rd Annual Conference on Foreign Language Teaching*, Binghamton University.
- Amzallag, (2014) Pres. "Compréhension orale des pronoms objets en Français Langue Étrangère." *3^e Colloque international sur l'enseignement du Français langue étrangère*, University of Puerto Rico, Rio Piedras.
- Amzallag, (2014) Pres. "The Effects of Increased Exposure of Third Person Object Pronouns on their Aural Comprehension in Second Language Acquisition." *Conference on Language, Learning and Culture*, Virginia International University.
- Amzallag (2003) Pres. "How to Make a Difference in Your First Years" *Education Student Workshop*, SUNY Fredonia.

PUBLICATIONS

Amzallag (2019) Journal. 3rd Person Object Pronoun Use in French Beginning

Textbooks. *Journal of Second and Multiple Language Acquisition*, Vol. 7, Issue

1. Link: <http://jsmula.science-res.com/current.htm>

Amzallag (2019) Council for the Accreditation of Educator Preparation (CAEP) Specialized Professional Associations (SPA) Accreditation Report in Adolescent Language Education.

Amzallag (2014) Rev. Bilingual and Multilingual Education in the 21st Century, eds. Cristián Abello-Contesse et al. *Linguist List*. Link: <https://linguistlist.org/issues/25/25-2238.html>

Amzallag (2014) Rev. Issues in Second Language Teaching by Alessandro Benato. *Studies in Second Language Acquisition*, 36 Link: https://www.researchgate.net/scientific-contributions/2063713763_Olivia_Amzallag

Amzallag (2003) The Lily Dale Assembly, In *A Cultural Visit of New York State*. pp. 48 – 54. Fredonia, NY: State University of New York at Fredonia.

ATTRIBUTES

- Native bilingual, French & English
- Dual Citizen of the U.S. & Canada
- Intermediate Spanish Speaker
- Global Entry
- Secret Clearance
- Extensive Travel: North America, Europe, South America & Asia.

CERTIFICATION

N.Y. State Permanent Teaching Certificate in French Adolescent Education 2004

COURSES TAUGHT (sample)

- French Plays & Prose
- French Stylistics
- French Survey of Literature
- French for Business
- French Composition
- French African Literature
- Educational Methods
- French Conversation
- French Senior Seminar
- French Military Immersion
- French Phonetics
- French Linguistics

PROFESSIONAL SERVICE & MEMBERSHIPS

American Association of Teachers of French, Member	2020 – present
The Englewood Condominium Association, President	2018 – present
Centre de la Francophonie des Amériques, Member	2016 – present
American Counsel for Teachers of Foreign Language, Member	2012 – present
SUNY Fredonia Professional Education Counsel, Voting Member	2017 – 2019
SUNY Fredonia Professional Education Unit, Voting Member	2017 – 2019
Chautauqua County Foreign Language Teachers Association, Member	2017 – 2019
The Greystone Educational Nature Preserve Board, Treasurer	2008 – 2019
The J.S. Piper Educational Scholarship Fund, Chair	2010 – 2013
Galway Central School French Club, Advisor	2005 – 2008

SUNY Fredonia Selection Committee for Dean of Graduate Studies 2004
Kappa Delta Pi National Education Honors Society, Advisor & Treasurer 2003 – 2004

PROFESSIONAL DEVELOPMENT (sample)

Thriving in a Virtual Environment, <i>Defense Language Institute FLC</i>	2020
Emotional Intelligence and Self Awareness, <i>Defense Language Institute FLC</i>	2020
Enhancing Student Engagement w/Technology, <i>Defense Language Institute FLC</i>	2020
Text Typology, <i>Defense Language Institute FLC</i>	2019
Instructor Certification Course, <i>Defense Language Institute FLC</i>	2019
Faculty Development Instructor Course, <i>Defense Language Institute FLC</i>	2019
ACTFL Oral Proficiency Interview (OPI) Rating, <i>ACTFL</i>	2016
Motivating Uninterested, Disillusioned & Disruptive Students, <i>BER</i>	2006
Academic Performance Through the Brain/Mind Learning Principles, <i>Cain & Cain</i>	2005
A Framework for Understanding Poverty, <i>Ruby Payne</i>	2004

RESEARCH INTERESTS

In a world rapidly seeking digital means to enable and facilitate language acquisition, maximizing efficiency in language instruction is central to my research and teaching philosophy. French 3rd person object pronouns are renown as difficult linguistic forms for Anglophones learning French. Having discovered a correlation between exposure to object pronouns with their subsequent acquisition, future research will examine current language teaching practices for frequency of exposure to these forms with the intent of discerning whether linear time may be used more efficiently in an SLA with regards to object pronouns. Since frequency of exposure positively impacts the acquisition rate of these forms, would it be possible to reduce French object pronouns acquisition rates by implementing input flooding into a beginner-level curricular design? Stay tuned!

RESEARCH

“The Effects of Increasing Object Pronoun Input Frequency on the Aural Comprehension of 3rd Person Object Pronouns Among Second Semester Learners of French.”
Dissertation Advisor: Dr. Cynthia Fox. This study shows a positive impact of increasing implicit exposure to French object pronouns in natural contexts during language instruction, on the oral comprehension of third person French object pronouns. Five textbooks are evaluated for object pronoun exposure, uncovering a paucity of naturally occurring forms, avoidance of forms, and modeling of unnatural language patterns.

DISSERTATION EXTRACTS

The following extract is from the 3rd chapter of my dissertation, entitled Textbook Evaluation. This numerical evaluation of several textbooks was conducted prior to the subsequent classroom study, serving as its’ rationale, describing crucial information and shedding light on the problematic (for abridged information see highlighted sections).

In this first text, there are a total of 100 object pronouns, and of these, there are 72 instances of 3rd person object pronouns over the course of 14 chapters, two of which are featured in a mini-lesson specifically instructing learners on how to use direct object pronouns with past tenses. The first instance of double object pronoun is found

on page 112 and is featured in an authentic passage rather than in the authored textbook instruction. These results are summarized in Table 3 below.

Table 3- Data Summary Textbook #1.

OP prior to IOP instruction	100
OP between DOP and IOP lessons	69
3 rd person OP prior to IOP instruction	72
OP prior to DOP instruction	31
3 rd person OP prior to DOP instruction	17
3 rd person OP prior to DOP instruction in pre-verbal position	16
Instances of avoidance	17

OP – Object Pronoun DOP – Direct Object Pronoun IOP – Indirect Object Pronoun

Unique to this textbook, as compared to the other four evaluated, is an apparent distance between the lesson on direct object pronouns, which ends on page 156, and the lesson on indirect object pronouns, which comes much later. These two lessons are placed 170 pages apart.

Strengths. *Voilà* is a good example of the trends exhibited in the other evaluated texts; for instance, the latter instruction contains significantly more object pronouns than the earlier instruction. The avoidance of these forms at the beginning of the instruction decreases over time with an increase of object pronoun use as the chapters go on. For instance, in lesson 14 one observes the large quantity of direct object pronouns used to communicate the concepts as compared to the earlier lessons. This finding also supports the notion that object pronouns are more frequent in regular language, and are required for more natural communication, supporting the notion that they are intentionally omitted in early instruction.

There are also observed instances in this textbook that encourage the natural use of object pronouns. For instance, one exercise requires the learner to use repetition in a positive way, enforcing the use of direct object pronouns while the learner practices the verb payer [to pay], where they are required to repeat the direct object five times, positioned before the verb payer in expressions such as “je le paie” [I pay for it] (P293). This kind of exercise normalizes the direct object placement for the learner, which is predominantly required before the verb in French.

Weaknesses. Of the entirety of object pronoun input, only 17 instances of 3rd person object pronouns were featured prior to the instruction on direct object pronouns. This indicates that following the instruction there is a dramatic increase in object pronoun usage in the textbook input, but a paucity of input prior to instruction on the topic. This lack of object pronouns throughout the first few chapters of *Voilà* exposes students very little to these forms before learning them. The first instance of a 3rd person pronoun in this textbook is an l’ [it/him/her] found on page 81, and furthermore l’ [it/him/her] is

considered the least comprehensible 3rd person object pronoun of its' category. The form is but one letter and one syllable long, and also serves as a definite article, which is introduced early on in the curriculum, to which learners would already have been exposed and naturalized to it's meaning as the rather than it/him/her. Also observed in all evaluated textbooks, several of the pronouns in this text, found prior to object pronouns instruction, are featured in fixed expressions such as "je ne m'en sors pas!" [I can't get out from under it] (P100), "ça m'est égal" [it's all the same to me/ I don't care] (P162), "je vous en prie" [my pleasure] (P108) and "s'il vous plait" [please] (P53).

Additionally, this text does not feature any instances of nous [us/to us] or leur [to them] as object pronouns in the pages evaluated, which indicates that there is no exposure to these forms as object pronouns prior to the lessons teaching them as such. Learners following this textbook curriculum will solely be exposed to leur [to them] as a possessive adjective before having to assign a new meaning to this word. In this textbook there is a clear observed lack of object pronoun use in general, with only 100 total object pronouns featured. Although there are 16 instances of third person object pronouns prior to their being taught in 154 pages preceding the lesson on object pronouns, each one of these instances are found between pages 110 and 112, only found in passages taken from authentic texts, such as *Le Petit Prince* by Antoine de Saint-Exupéry. However, without counting these instances, there are no object pronouns featured whatsoever in the instructional materials. Whether intentional or not, this clearly demonstrates a lack of modeling of frequently used French forms in the current beginning-level language teaching materials.

This second extract, from the concluding chapter, summarizes the results of the classroom study.

The first research question sought to explore the effect of increasing the exposure to object pronouns during instruction, on the aural comprehension of third person object pronouns, prior to their being taught explicitly. Results showed that despite a similar rate of decrease following instruction, the improvement between the first and last tasks is much more pronounced in the experimental group with an overall 28.75% improvement, slightly over ten times that of the control group, who only shows a 2.66% improvement overall. Therefore, data shows a statistically significant difference between the control and experimental groups, on the aural comprehension of concepts requiring the understanding of a third person object pronoun. This data supports the hypothesis that the increased input in the early stages of instruction improves learner's aural comprehension of object pronouns. Furthermore, re-introducing these grammatical forms in their natural settings provides a more realistic model of language throughout classroom instruction.

The second research question sought the effect of avoiding object pronouns during the beginning stages of instruction, on third person object pronoun aural comprehension. This was explored both through the statistical data of the study, and by conducting an

evaluation of five French language textbooks. The results of the data indicate that the control group, who received far less object pronoun input, performed worse on the auditory comprehension tasks throughout the study, even after the explicit instruction on 3rd person object pronouns in the 10th week. This indicates that avoiding these forms in the beginning phase of instruction hinders the ability to aurally comprehend concepts containing 3rd person object pronouns following instruction. The textbook evaluation revealed a general paucity of object pronoun input prior to the explicit instruction of these forms, and very little in context thereafter, as compared with natural target language patterns. Overall, there were very few observed differences from one text to another; most textbooks seem to exhibit the same types of instructional methods and strategies and mirror the same types of avoidance. In all cases, the dominant avoidance strategy observed in the textbook evaluation is the use of repetition of the noun. Avoiding the use of certain forms until later in the sequence of the curriculum appears to have both positive uses and negative repercussions. Although it simplifies the language for the learner, this practice also models unnatural language patterns to them, as we have observed throughout this evaluation.