

FREN 3900-A : Apprentissage et enseignement du français langue seconde, Automne 2021

Preliminary course outline, subject to changes and revisions up to the first week of classes

Horaire du cours :	lundi et mercredi 11h35-12h55 pour les séances synchrones.
Salle de cours :	En ligne via Zoom
Instructeur :	Frenand Léger, PhD.
Bureau :	En ligne via Zoom
Heures de bureau virtuel:	Mercredi 14h00-15h00 (ou sur rendez-vous)
Courriel du professeur :	FrenandLeger@cunet.carleton.ca
Page web du professeur :	https://utoronto.academia.edu/FrenandLeger
Prerequisite & preclusion:	Prerequisite: one FREN course at the 2000-level, or permission of the Department.

1. Description officielle du cours

Initiation aux études des programmes au Canada et ailleurs. Processus d'acquisition des habiletés d'expression et de compréhension. Survol des théories passées et actuelles. Appréciation et critique de pratiques pédagogiques. **Notez que les deux premières semaines de cours sont synchrones et sont obligatoires. Il en est de même pour les quatre séances des deux dernières semaines de cours.**

2. L'objet du cours

Ce cours vise à introduire les étudiants à la problématique générale de la didactique des langues secondes/étrangères (notions, concepts, approches, méthodes et programmes), et plus particulièrement à celle de l'enseignement et de l'apprentissage du français langue seconde dans le contexte canadien. Dans le but d'acquérir les connaissances et de développer les compétences nécessaires à l'enseignement formel du français langue seconde, les étudiants seront amenés à réfléchir sur certaines recherches théoriques et méthodologiques passées et récentes dans le domaine de la didactique des langues, ainsi que sur les enjeux, les spécificités et les défis de l'enseignement du français en contexte institutionnel dans le milieu canadien. La finalité du cours est l'élaboration d'un portfolio électronique.

3. Objectifs du cours

- ◆ *Sur le plan théorique, les étudiants seront amenés à réfléchir sur :*
 - la langue comme concept linguistique, didactique et objet d'apprentissage;
 - les notions de langue maternelle, langue seconde et langue étrangère;
 - les notions d'acquisition et d'apprentissage d'une langue;
 - les notions de « compétence » et de « compétence communicative » dans le contexte des approches communicative et actionnelle ;
 - les variété(s) de français en usage et à enseigner dans le contexte canadien;
 - certains grands courants, approches et méthodes qui ont marqué l'évolution de la didactique des langues;
 - les standards de la pratique professionnelle du FLS en Ontario et les programmes d'immersion française;
 - les avantages et les inconvénients pédagogiques des programmes d'immersion française.
- ◆ *Sur le plan pratique, les étudiants devraient être capables à la fin du cours de :*
 - rédiger une déclaration de philosophie de l'enseignement du FLS;
 - élaborer un plan de leçon de FLS (avec justifications);
 - rédiger un compte-rendu critique d'un article (résumé-réaction-application).
 - créer un portfolio professionnel d'enseignement;

4. Formule d'enseignement

Le cours est construit autour de lecture et d'analyse d'articles, de chapitres de livres, de travaux pratiques de la part des étudiant-e-s et de discussions. Le cours sera dispensé en ligne à partir de deux plateformes : **Brightspace** et **Zoom**. Les étudiants auront accès au matériel et effectueront des activités à leur rythme et de manière autonome. Les séances synchrones serviront à structurer et à guider les composantes asynchrones, ainsi qu'à évaluer les apprentissages. **Notez que les deux premières semaines de cours sont synchrones et sont obligatoires. Il en est de même pour les quatre séances des deux dernières semaines de cours.** Ces séances synchrones serviront à la présentation du contenu et du format du cours au début et aux présentations orales des portfolios à la fin.

5. Modalités d'évaluation

➤ Tests et travaux pratiques	100%	Dates d'échéance
- Tests de lecture (x 2)	40 %	Date à préciser plus tard
- Compte-rendu critique d'un article	10 %	Date à préciser plus tard
- Plan de leçon ou rapport de stage à l'Alliance française	15 %	Date à préciser plus tard
- Création d'un eportfolio sur <i>Eduportfolio</i> / <i>CuPortfolio</i>	25 %	Date à préciser plus tard
- Présentation orale de votre eportfolio	10 %	À la fin du semestre

- ❖ **NOTA BENE** - Notez que les tous les travaux notés (tests, examens et devoirs) seront corrigés à partir d'une grille de correction fournie préalablement aux étudiants. Les étudiants ont le droit de réclamer une deuxième correction de leurs travaux et de la copie de leurs tests tout en sachant que **la note reçue peut augmenter ou diminuer** à la suite de la deuxième correction.

6. Lectures obligatoires

- Bourguignon C., « [De l'approche communicative à l'approche communic'actionnelle : une rupture épistémologique en didactique des langues-cultures](#) », in *Synergie Europe* N°1, 2006.
- Canadian Parents for French (CPF), « [Aperçu de l'enseignement du français langue seconde au Canada](#) », Association Canadienne d'Éducation, Bulletin d'information de l'ACE, 1992.
- Cordier-Gauthier, Corinne, « [Le français langue seconde au Canada](#) », *Tréma* [Online], 7, 1995
- Modard, Daniel, « [La didactique du français langue seconde/langue étrangère : entre idéologie et pragmatisme](#) », *Éla. Études de linguistique appliquée*, 2004/1 (n° 133), 27-32.
- Karsenti, T., & Collin, S., « [Eduportfolio pour l'enseignement et l'apprentissage du FLS](#) », *Québec français*, (163), 70-71.
- Puren, C., "[De l'approche communicative à la perspective actionnelle](#)", *Le Français dans le Monde* n° 347, sept.-oct. 2006, pp. 37-40. Fiche pédagogique correspondante : "Les tâches dans la logique actionnelle", pp. 80-81. Paris : FIPF-CLE international, 2006.
- Piccardo, E. (2014). [Du communicatif à l'actionnel: un cheminement de recherche](#). CSC. pp. 55.
- Richards, Jack C. and Rodgers, Theodore S. [Approaches and Methods in Language Teaching](#) University of Hawaii, Manoa, Cambridge; New York: Cambridge University Press, 2001.

7. Lectures conseillées

- Bourguignon C., *La responsabilité des enseignants de langues à l'aune du Cadre Européen Commun de Référence*, site de l'APLV, décembre 2006.
- Bourguignon C., « Apprendre et enseigner les langues dans la perspective actionnelle : le scénario d'apprentissage-action », Conférence donnée le 7 mars 2007,
- Cuq, Jean-Pierre et Gruca Isabelle, *Cours de didactique du français langue étrangère et second*, Presses Universitaires De Grenoble, 2005.

- [The Ontario Curriculum, Grades 9 to 12: French As a Second Language](#), 2014 (revised),
- Puren, C., "Entre l'approche communicative et la perspective actionnelle, quoi de neuf ?", pp. 87-91 in : Abdelgaber Sylvie & Médioni Maria-Alice (dir.), *Les Cahiers Pédagogiques*, Collection des HNS hors-séries numériques, n° 18, 2006.

8. Description partielle des tests et des travaux notés

- ♦ **Tests de lecture (2 x 20% = 40%)** – Les deux tests, dont chacun vaut 20 %, et qui auront lieu pendant la 7^e et la 12^e semaine de cours, serviront à évaluer de manière objective vos connaissances théoriques et méthodologiques dans le domaine du FLS/FLE. Les questions (formats : choix multiple, vrai ou faux et ouvert) seront basées sur le contenu des lectures et sur ce qui a été vu en cours (notions, concepts, approches, méthodes et programmes). Il ne s'agira pas uniquement de vérifier vos connaissances théoriques, mais aussi de déterminer dans quelle mesure vous êtes capable de mettre à profit ce que vous avez appris pour réfléchir et exprimer votre propre vision du FLS dans le contexte canadien.
- ♦ **Un compte-rendu critique d'un article (résumé-réaction-application) (10%)** – Vous lirez plusieurs articles dans le cadre de ce cours. Le but de ce travail est d'analyser et de présenter l'un de ces articles sous la forme d'un compte-rendu critique. Votre compte rendu critique d'un minimum de trois pages (environ 1000 mots) contiendra au moins trois parties : 1) un résumé des informations ou des arguments clés de l'article; 2) des commentaires sur les informations ou arguments clés de l'article choisi (force, faiblesse, limite...); et 3) la démonstration de comment le contenu de l'article peut être mis en application dans un cours FLS.

Plan de leçon (15%) – Chaque étudiant-e doit préparer et soumettre un plan de leçon à court terme détaillé sur un aspect de contenu du programme d'études de français langue seconde de l'une des provinces canadiennes. Votre plan de leçon d'un minimum de trois pages (1500 mots) contiendra les éléments suivants: objectif général, objectifs spécifiques, résultat d'apprentissage transdisciplinaire, approches pédagogiques privilégiées, concepts/contenus d'apprentissage, matériel et ressources à l'apprentissage, critères et indicateurs de rendement, méthode d'évaluation formative et sommative, etc. Des consignes précises et plus détaillées seront fournies dans un autre document qui sera affiché sur Brightspace.

- ♦ **Portfolio électronique sur Eduportfolio (25%)** – À la fin du cours, chaque étudiant-e aura fini de créer son portfolio électronique et sera prêt à le présenter à toute la classe. Il s'agit du travail le plus important du cours en termes de contenu et de pourcentage de note attribuée. Le portfolio est à la fois un dossier d'apprentissage personnel qui se construit sur une base régulière tout au long du semestre et un instrument de développement professionnel. Les deux objectifs principaux de ce travail sont : 1) Permettre à l'étudiant-e de prendre conscience des apprentissages réalisés et de réfléchir de manière rétroactive sur ses expériences d'apprentissage (difficultés rencontrées, succès, frustration, satisfaction, etc...) dans le cadre du cours et dans la vie de manière générale. Ce faisant, l'étudiant-e apprend à porter un regard critique sur son travail, à en assurer la régularité et à s'autoévaluer. 2) Permettre à l'étudiant-e de présenter ses meilleures réalisations comme apprenant-enseignant de langue seconde. La présentation de ses réalisations favorise chez l'étudiant-e un sentiment de fierté et d'accomplissement qui peut avoir des effets positifs sur sa motivation et son autonomie. Des consignes précises et plus détaillées seront fournies dans un autre document qui sera affiché sur cuLearn. Sur le site <https://eduportfolio.org>, il y a également une vidéo sur la manière de créer son portfolio en ligne.
- ♦ **Une présentation orale du portfolio (10%)** – Pendant les deux dernières semaines de cours, chaque étudiant aura une dizaine de minutes pour présenter son portfolio à toute la classe à partir de consignes précises qui seront fournies par le professeur.

9. La qualité linguistique et les services de soutien écrit et oral

FREN 3900 est un cours de troisième année universitaire. Ce qui veut dire que la qualité et la rigueur de l'expression orale et écrite en français standard (prononciation, vocabulaire, aisance, orthographe, grammaire, ponctuation, etc.) sont des exigences qui feront l'objet d'une évaluation (25% de la note, selon le barème publié sur Brightspace). L'utilisation des services de soutien offerts par le département de français est fortement recommandée, car cela vous permettra de mieux préparer et corriger vos travaux.

10. Règlements du cours, consignes pour les travaux/tests et autres attentes particulières

◆ Term work and tests

Students who are unable to attend online written tests or oral presentations must give prior notice and be fully supported by a medical certificate or other appropriate documentation. A missed oral/written test or exam will receive a grade of zero unless the guidelines stated above are followed. No reason other than medical or serious family matters formally documented will be accepted for missed tests and presentations. Religious accommodations must be signaled to the professor prior to any missed class. Excuses related to problems with computers or Internet will not be accepted, particularly on day of submission.

◆ Requirements for written and oral work

The grade for any assignment (oral or written) that is not completed and submitted by the specified deadline (date and time) **will be reduced by 10% per day**. Written work that is not well presented and typed will be refused by the professor and subject to the same penalty as late assignments. Hand-written essays will not be accepted. While the MLA style is recommended, students may choose another format if they stay consistent

◆ Final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

◆ Attendance and participation

This is an online learner-centered course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of autonomy, self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. Synchronous components will serve to give structure and guidance to asynchronous components. Synchronous meeting times will also be used for office hours and oral presentations. Students are expected to be available during the meeting times.

◆ Students are expected to :

- Visit the course page on Brightspace, the learning management system, prior to the first day of class.
- Attend synchronous class session on time and on a regular basis.
- Introduce themselves to the class during the first week with their camera on.
- To ensure that their computer is compatible with the learning management system, Brightspace.
- Interact online with instructor and peers with their camera on.
- Review and follow the course calendar and weekly outlines.
- Submit assignments by the deadline (**No late work will be accepted without penalty**).

- Log in to the course on Brightspace at least twice a week.
- Respond to emails within 48 hours.

♦ **The instructor will:**

- Begins and ends synchronous sessions on time.
- Respond to emails within 48 hours.
- Returns graded assignments and tests promptly.
- Have weekly virtual office hours

♦ **Disclaimer**

In our courses, there is sometimes content and language that are emotionally and intellectually challenging to engage with. You should be aware of this. When this happens, we take a scholarly approach to the problem and define and contextualize it, together as a community of learning. As a department, we are committed to maintaining a safe space of intellectual growth for all students, and co-discovery with course instructors.

11. Les détails concernant l'enseignement-apprentissage en ligne

♦ **Online course proceedings**

This is an online course with synchronous and asynchronous components. You will be required to attend synchronous meetings during course scheduled hours and you must come prepared (having completed the assigned work prior to the class). These meetings will give you the opportunity to practice your oral French and should be attended to the best of your ability. If you have any issues with the synchronous component, contact your instructor as soon as possible. Materials will be posted on BrightSpace with instructions to guide you and you will be responsible for your learning. Please note that the online format of the course does not change the learning outcomes. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of autonomy, self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. The learner-centered course material posted on Brightspace is organized in modules with learning activities to be done at the time that works best for you. But there are weekly deadlines to keep you progressing throughout the course in a timely manner.

Computer and Internet Recommendations for online courses

- A laptop or desktop computer with (at least) 2G of memory and a 1Ghz processor (any computer bought in the last five years should be fine). Use either built-in or external camera with a headset or earbuds to reduce ambient noise.
- High-bandwidth Internet connection (DSL/cable, or wireless) to ensure a reliable connection

Definitions

You will hear the following terms often in the coming weeks. Here are their definition:

- Synchronous:** synchronous learning means that all students and the instructor participate in the course simultaneously. Participation may occur at the same time and at the same location, or at the same time at multiple locations.
- Asynchronous:** asynchronous learning means that learning is self-paced. Participation occurs at different times and at different locations.

Tips for online learning

On Brightspace, you will find links to online resources designed to help you. We recommend that you consult these and visit the "[Brightspace support site for students](#)" and watch the video "Navigating the

Brightspace Learning Environment” prior to starting the class. We also recommend that you consult the following links leading to Carleton University resources to assist you in the process of online learning.

- <https://carleton.ca/online/>
- <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>
- <https://carleton.ca/online/online-learning-orientation/>
- <https://carleton.ca/csas/online-support/>

Zoom Meetings

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct a few live meeting sessions for course information and evaluation.

Zoom Test Meeting Room (<https://zoom.us/test>)

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session

Netiquette

Keep in mind that when communicating through text in an online course, your body language and tone cannot always be considered by others. This makes the words you use even more important. While you should feel free to express your ideas as you would in a face-to-face course, the following tips should help you as you communicate inside your course:

- **DON'T SHOUT!** Typing in all caps indicates shouting and might be offensive to others.
- **Check your writing for grammar and spelling errors.** Nobody's perfect, but a good writing style will make a better reflection on you and your ideas. Use general systematic options to check your spelling before sending/posting communication in an online course.
- **Treat your classmates with respect** in terms of their privacy and of their opinions. Ask for clarification if you don't understand what another classmate means or if you feel there might be a conflict.
- **Keep it polite** and maintain all discussions in the context of a classroom where we are all learning from each other to help each other achieve a positive and valuable learning experience.
- **Think before you write.** Words live for a long time on the Internet, including to some extent in an online class. While you should feel free to express your opinions and participate in class discussions, it is a good idea to think first about the consequences before posting.
- **Use proper language and titles.** Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they may sound offensive to the reader. As a sign of respect, you should recognize and refer to your professor as Professor, Instructor, and/or Dr. (if s/he is credentialed as so.)
- **Be Professional.** Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you to demonstrate requests or appreciation versus making statements that might sound like demands as your professor and colleagues are there to facilitate your learning experiences.
- **Avoid Spam.** Any information not related to the course must be approved by the instructor before posting. No advertising, selling, or soliciting will be accepted. Students are prohibited from posting advertisements or commercial solicitations in any area of the course, including on the discussion board or through messages/email, without the express consent of the instructor.

12. Autres règlements facultaires

◆ Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

◆ Academic Integrity and Academic Offences

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs." Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

◆ Be aware that in languages courses, the following are considered to be acts of plagiarism:

- Copying from any source (paper or electronic) including online translators.

- Paraphrasing from any source (paper or electronic) including online translators, without quotation mark and or appropriate referencing.
- Having someone else compose all or parts of your assignment.
- Passing off someone else oral or written assignment/presentation as your own.

For more information, please visit the [Academic Integrity and Academic Offences webpage](#).

◆ **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

◆ **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

◆ **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

◆ **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

◆ **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

◆ **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

INTELLECTUAL PROPERTY

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

◆ Course Sharing Websites

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, handouts, tests, exams, and other course materials created by the instructor in this course are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s). Students who publicly post or sell an instructor's work, including video or audio recording of a class, without the instructor's express consent, may be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.