Erin Spring

EDUC 216: Teaching and Learning in French as a Second Language
Fall 2025

Class Dates: September 3 to December 3.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: This course is offered in French and requires a competency level of lower intermediate or above for participation. Students who developed skills in French in contexts outside of French immersion can contact the program coordinator to discuss individual preparedness for the course. If you are not sure, please contact Prof. Sylvie Roy: syroy@ucalgary.ca. Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Ce cours se donnera en français. Certaines lectures seront en anglais. Si vous n'êtes pas certains de votre niveau de français, n'hésitez pas à contacter la professeure Sylvie Roy au syroy@ucalgary.ca

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

This course is an introduction to approaches and strategies to learning and teaching French as a second language or as an additional language. It focuses on three specific themes: 1) Language learning; 2) Language methodologies and 3) Identities and French language. It is promoted through affirming bi-multilingual identities to critically construct and communicate meaning.

Dans ce cours, les étudiants examineront différentes approches et stratégies de l'enseignement et de l'apprentissage du français langue seconde ou additionnelle. Ils examineront également comment on apprend une langue seconde et comment les langues secondes ou additionnelles sont reliées à l'identité linguistique.

LEARNER OUTCOMES:

Students will:

1. Understand how one learns a second language. *Comprendre comment on apprend une langue seconde.*
2. Explore the pedagogy of teaching French and an overview of methodologies used in various contexts. *Apprendre les différentes méthodologies ainsi que les différentes approches reliées à la pédagogie du français langue seconde ou additionnelle.*

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3. Explore the notion of linguistic identities. *Explorer les identités linguistiques.*
4. Develop their ability to speak orally in French about each of the themes and be able to reflect on how their French language skills have progressed, and on their linguistic identity. *Développer des habiletés orales en français pour chaque thème et réfléchir sur les progrès encourus et l'identité linguistique.*

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus.

REQUIRED RESOURCES (SECTIONS WILL BE SELECTED BY THE INSTRUCTOR):

Association canadienne des professionnels de l'immersion. (2017). L'immersion française au Canada. La Chenelière. https://www.cheneliere.ca/l-immersion-en-francais-ge-d3-9782765056614.html https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991028143200504336

Germain, C. et J. Netten (2012). « Une pédagogie de la littératie spécifique à la L2 », Réflexions, Association canadienne des professeurs de langues secondes, vol. 31, n° 1, p. 17-18. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25862970310004336?auth=SAML

Guide de réflexion sur la pratique pédagogique pour les enseignantes et enseignants du programme de français de base. Approche actionnelle https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-Module_3-FR_Action-Oriented_Approach-Feb._2015.pdf

Lightbown, P. M., & Spada, N. (2021). *How Languages Are Learned, 5th Edition*. Oxford University Press. BookShelf ; RedShelf ; Amazon Kindle ; Kobo ; Google Play ; iBooks ; ebook.com

Lafontant, J. (2002). Langue et identité culturelle : points de vue des jeunes francophones du Manitoba. *Francophonies d'Amérique*, (14), 81–88. https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/fa/2002-n14-fa1812494/1005185ar/

Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les éditions CEC. (disponible à la librairie de l'UCalgary. https://editionscec.com/products/vers-une-approche-integree-en-immersion

Ministère du Manitoba. (2021). La langue au coeur du Programme d'immersion française. Une approche intégrée dans la pédagogie immersive, 2ᵉ édition. Approche intégrée https://www.edu.gov.mb.ca/m12/frpub/me/langue_coeur/docs/document_complet.pdf

Netten, J. (2016). L'approche neurolinguistique : une nouvelle conception du « comment » on apprend une langue seconde. La Revue de l'AQEFLS, 32(1), 41–58. https://doi.org/10.7202/1090210ar

Payant, C. & Michaud, G. (2020). La conceptualisation de la tâche en didactique des langues secondes :

Roy, S. (2009). Enseigner et apprendre le français en Alberta. *Education Canada*, 49 (1), 8-12.

https://www.edcan.ca/wp-content/uploads/EdCan-2009-v49-n1-Roy.pdf

ADDITIONAL RESOURCES:

Cicurel, F. (1988). *Christian Puren, Histoire des méthodologies de l'enseignement des langues, Paris, C.L.E. International, coll. Didactique des langues étrangères*. Open Access. https://www.christianpuren.com/mes-travaux/1988a/

Germain, C. (1993). *Evolution de l'enseignement des langues : 5000 ans d'histoire*.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991016495199704336

Hamdani, K. D., & Elghazi, L. (2016). *Voies multiples de la didactique du français : Entretiens avec suzanne-g. chartrand, jean-louis chiss et claude germain*. Presses de l'Université du Québec. OUI
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991013115029704336

Roy, S. (2011). Qui est légitime de parler et d'écrire en français ? In Amedegnato, O. S., Gbanou, S. K., & Nglasso-Mwatha, M. (Eds.), *Légitimité, légitimation.* Presses Universitaires de Bordeaux.
doi :10.4000/books.pub.36418 https://books.openedition.org/pub/36418?lang=en

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1.Participation in class. Participation en classe.	Aspect oral : Participer dans des discussions (classe et petits groupes) pour explorer votre compétence et votre identité linguistique. *French oral practice: Participate in class and small group discussion to practice and explore your linguistic identities and how we learn a language.*	Individual	20%	Ongoing
2.Exploration of your developing linguistic identity *Exploration du développement de*	With a partner, you will create a podcast. Both partners will describe and discuss their linguistic identity as a bilingual (or multilingual) person, and how their language learning experiences have had an impact on their developing identity.	Group of 2	30%	Oct 26, 2025

votre identité linguistique Podcast	The podcast will be presented during the class.		10% presentation	
3.Approaches for teaching French as a second and additional language *Approches de l'enseignement du français langue seconde et additionnelle.*	Choose one approach that has been used (or that is currently being used) for teaching French as an additional language and provide a thorough description of the approach (historical context, classroom or other applications, effectiveness). You will include citations from the readings. This is a Powerpoint presentation to your peers.	Individual	30% 10% presentation	Different dates will be chosen during class.

COURSE SCHEDULE:

Date	Topic	Readings and Tasks (sections will be recommended by the instructor during the semester)	Due Dates
Du 3 septembre au 8 octobre	Langues et identités. *Languages and identities*	Lafontant, J. (2002). Langue et identité culturelle : points de vue des jeunes francophones du Manitoba. *Francophonies d'Amérique*, (14), 81–88. https://doi.org/10.7202/1005185ar https://bild-lida.ca/journal/volume-2_2-2018/les-identites-multiples-des-jeunes-canadiens/	
Du 15 octobre au 7 novembre	Comment les langues sont-elles apprises? *How are languages learned?*	**Sections in:** Lightbown, P. M., & Spada, N.(2021). *How languages are learned*, 5th ed. Vidéos: How languages are learned from Patsy Lightbown https://www.youtube.com/watch?v=B-E7-PXr35w https://www.edcan.ca/wp-content/uploads/EdCan-2007-v47-n1-	**Learning Task 2 October 26, 2025**

		Roy.pdf **Et des sections dans:** https://www.unb.ca/second-language/_assets/documents/ManuelEnseignerLaLangueSeconde_Jan2020version.pdf	
Du 17 novembre au 5 décembre	Survol des méthodologies et approches pour enseigner les langues secondes. *Overview of second language teaching approaches/methods* Aspect oral: participer dans les discussion au sujet des différentes approches. *Participate actively in class discussions.*	**Sections in :** Germain, C. (1993). *Evolution de l'enseignement des langues : 5000 ans d'histoire*. CLE international. https://www.erudit.org/fr/revues/aqelfs/2020-v33-n1-aqelfs06342/ Guide de réflexion sur la pratique pédagogique pour les enseignantes et enseignants du programme de français de base. Approche actionnelle Ministère du Manitoba. (2021). La langue au coeur du Programme d'immersion française. Une approche intégrée dans la pédagogie immersive, 2e édition https://www.erudit.org/fr/revues/aqelfs/2020-v33-n1-aqelfs06342/1081264ar.pdf ACPI. (2017). L'immersion française au Canada. La Chenelière.	**Learning Task 3** ongoing

CHANGES TO SCHEDULE:
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT
There are 3 required Learning Tasks for this course.

1. **LEARNING TASK 1: Participation (ongoing) 20%**

Criteria	Excellent (5 pts)	Good (3–4 pts)	Needs Improvement (1–2 pts)	Max Points
1. Participation in Class Discussions	Consistently engaged, speaks frequently in French, actively contributes.	Participates regularly, uses some French, contributes thoughtfully.	Rarely participates, uses little or no French.	5
2. Participation in Small Group Work	Actively collaborates, encourages others, stays on task.	Participates in group, mostly stays on task.	Minimal contribution or off-task.	5
3. Exploration of Linguistic Identity	Thoughtfully reflects on personal language identity during discussions.	Some reflection on language identity is evident.	Limited or unclear connection to personal identity.	5
4. Understanding of Language Learning Process	Demonstrates strong awareness of how languages are learned; makes insightful connections.	Shows general understanding of language learning.	Limited or inaccurate understanding.	5

LEARNING TASK 2 : 30% Podcast, 10% presentation (due on October 26)

With a partner, you will create a podcast. Both partners will describe and discuss their linguistic identity as a bilingual (or multilingual) person, and how their language learning experiences have had an impact on their developing identity.

The podcast will be presented during the class.

PODCAST

CRITERIA	EXCELLENT (5–6 PTS)	GOOD (3–4 PTS)	NEEDS IMPROVEMENT (1–2 PTS)	MAX
1. LINGUISTIC IDENTITY REFLECTION	CLEAR, THOUGHTFUL, PERSONAL REFLECTION ON BILINGUAL/MULTILINGUAL IDENTITY.	SOME REFLECTION; MAY LACK DEPTH OR CLARITY.	LIMITED OR UNCLEAR PERSONAL CONNECTION.	6
2. LANGUAGE LEARNING EXPERIENCE	STRONG, SPECIFIC DISCUSSION OF LANGUAGE LEARNING AND ITS IMPACT ON IDENTITY.	GENERAL DISCUSSION; SOME RELEVANT EXAMPLES.	VAGUE OR MINIMAL DISCUSSION OF EXPERIENCES.	6
3. PARTNER COLLABORATION	BALANCED CONTRIBUTION; SMOOTH, INTERACTIVE DIALOGUE.	MOSTLY BALANCED; SOME UNEVEN PARTICIPATION.	UNEQUAL CONTRIBUTION OR LIMITED INTERACTION.	6
4. CLARITY & ORGANIZATION	PODCAST IS WELL-STRUCTURED, EASY TO FOLLOW, AND CLEARLY SPOKEN.	SOME STRUCTURE AND CLARITY; MINOR LAPSES.	DISORGANIZED OR DIFFICULT TO FOLLOW.	6

CRITERIA	EXCELLENT (5–6 PTS)	GOOD (3–4 PTS)	NEEDS IMPROVEMENT (1–2 PTS)	MAX
5. CREATIVITY & ENGAGEMENT	CREATIVE, ENGAGING APPROACH; CAPTURES LISTENER INTEREST.	SOME CREATIVE ELEMENTS; GENERALLY ENGAGING.	BASIC OR DULL; LACKS ENGAGING QUALITIES.	6

PRESENTATION

CRITERIA	EXCELLENT (4–5 PTS)	GOOD (2–3 PTS)	NEEDS IMPROVEMENT (0–1 PT)	MAX
1. CLARITY & DELIVERY	CONFIDENT, CLEAR, AND PROFESSIONAL DELIVERY.	MOSTLY CLEAR AND AUDIBLE; MINOR ISSUES.	HARD TO FOLLOW OR UNPREPARED.	5
2. EXPLANATION OF PODCAST PROCESS	CLEARLY EXPLAINS CREATION PROCESS, GOALS, AND REFLECTIONS.	GENERAL EXPLANATION OF PROCESS AND CONTENT.	VAGUE OR MINIMAL EXPLANATION.	5

LEARNING TASK 3: Description of an approach or method for teaching/learning French
DUE: ongoing 30% for the Powerpoint, 10% for the presentation.

Choose one approach that has been used (or that is currently being used) for teaching French as an additional language and provide a thorough description of the approach (historical context, classroom or other applications, effectiveness). You will include citations from the readings. This work will be done on a Powerpoint to present to your peers.

POWERPOINT

CRITERIA	EXCELLENT (6 PTS)	GOOD (4–5 PTS)	NEEDS IMPROVEMENT (1–3 PTS)	POINTS EARNED
1. CONTENT ACCURACY & COMPLETENESS (HISTORICAL CONTEXT, CLASSROOM APPLICATIONS, EFFECTIVENESS)	THOROUGH, ACCURATE, AND DETAILED COVERAGE OF ALL ASPECTS.	COVERS MOST REQUIRED ELEMENTS; SOME DETAILS LACKING.	INCOMPLETE OR INACCURATE; MISSING KEY POINTS.	___ /6
2. USE OF CITATIONS & REFERENCES	RELEVANT, CLEARLY CITED READINGS INTEGRATED WELL.	SOME CITATIONS PRESENT BUT INCONSISTENTLY USED.	LACKS OR POORLY INTEGRATES CITATIONS.	___ /6
3. SLIDE DESIGN & VISUAL APPEAL	CLEAR, ENGAGING, WELL-ORGANIZED, PROFESSIONAL SLIDES.	MOSTLY CLEAR AND ORGANIZED; MINOR DESIGN ISSUES.	CLUTTERED, HARD TO READ, OR UNPROFESSIONAL SLIDES.	___ /6
4. ORGANIZATION & FLOW	LOGICAL, EASY-TO-FOLLOW STRUCTURE WITH CLEAR HEADINGS.	MOSTLY ORGANIZED WITH MINOR FLOW ISSUES.	POORLY STRUCTURED OR CONFUSING LAYOUT.	___ /6

CRITERIA	EXCELLENT (6 PTS)	GOOD (4–5 PTS)	NEEDS IMPROVEMENT (1–3 PTS)	POINTS EARNED
5. LANGUAGE & CLARITY	CLEAR, ACCESSIBLE LANGUAGE SUITABLE FOR PEERS.	MOSTLY CLEAR LANGUAGE; SOME AWKWARD PHRASING.	UNCLEAR OR INAPPROPRIATE LANGUAGE.	___ /6

PRESENTATION

CRITERIA	EXCELLENT (4–5 PTS)	GOOD (2–3 PTS)	NEEDS IMPROVEMENT (0–1 PT)	POINTS EARNED
1. CLARITY & SPEAKING SKILLS	CLEAR, CONFIDENT, WELL-PACED, EASY TO UNDERSTAND	MOSTLY CLEAR; MINOR HESITATIONS OR PACING ISSUES	OFTEN UNCLEAR, HESITANT, OR DIFFICULT TO FOLLOW	___ /5
2. ENGAGEMENT & AUDIENCE CONNECTION	MAINTAINS EYE CONTACT, ENGAGES AUDIENCE, KEEPS INTEREST	SOME AUDIENCE ENGAGEMENT; OCCASIONAL LAPSES	LITTLE TO NO AUDIENCE ENGAGEMENT OR EYE CONTACT	___ /5

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING*

*All assignments and discussions are in French.

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

GENERATIVE AI

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will

support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.