

## EDUC 5464S

### Second Language Acquisition: The Common European Framework of Reference (CEFR) for Primary/Junior

#### Instructor:

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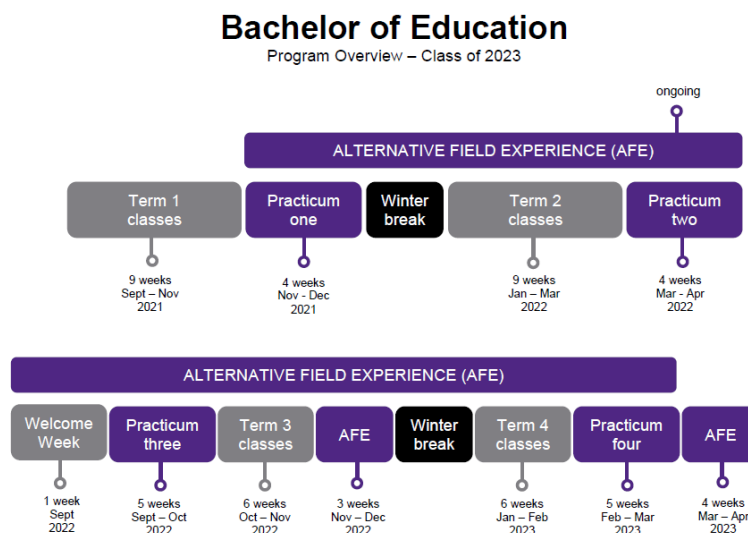
**Dr. Shelley Taylor** (she/her), PhD  
(Coordinator)  
E: taylor@uwo.ca  
T: 519-661-8111  
Office Hours: by appointment

#### Schedule:

**Section 1:** Wednesday, 4:30PM-7:30PM,  
Room: 2035

#### Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Term 2** of the Bachelor of Education.



# Common European Framework of Reference (CEFR) for Primary/Junior (EDUC 5464S)

**Course Description:** A focus on pedagogical approaches associated with the Common European Framework of Reference for Languages/CEFR (Council of Europe, 2001), including the three-dimensional character of its global proficiency scales (communicative activities, language quality, and strategies), and its emphasis on continuously linking teaching and assessment. 3 hours per week, second term.

**Course Credits:** 0.25

**Number of Weeks:** 6

## Instructor's course description/summary:

Ce cours est destiné aux futurs enseignants et futures enseignantes du français langue seconde et comporte les apprentissages suivants :

- L'historique du Cadre européen commun de référence pour les langues (CECR) et ses objectifs ;
- La structure du CECR, comment il est utilisé au Canada et comment l'intégrer aux programmes d'études de l'Ontario;
- Le CECR comme outil de planification, d'enseignement et d'évaluation du progrès des élèves dans l'apprentissage du Français Langue Seconde surtout pour les niveaux Primaire et Junior.

## Résultats d'apprentissage :

À la fin du cours, la future enseignante/le futur enseignant pourra :

- Décrire les principes du CECR ;
- Reconnaître les niveaux de compétence linguistique et dresser son propre profil linguistique ;
- Élaborer des plans de leçon inspirés du CECR et liés aux programmes d'études du français langue seconde (FLS) en Ontario ;
- Utiliser des instruments d'évaluation basés sur le CECR ;
- Élaborer un plan de perfectionnement professionnel et linguistique continu.

## Week 1: [Introduction au cours]

- Introduction au cours: Les buts et la structure du cours, les tâches et des renseignements supplémentaires et les buts et les principes de base du CECR, le CECR au Canada et le CECR en Ontario.

## Learning Activities

| Type                    | Name  | Description  |
|-------------------------|---|--|
| Entry ticket<br>Reading | Week #1 Reading<br><b>pages 1-7: Common European Framework of Reference for Languages: Learning, teaching, assessment</b> | <a href="https://rm.coe.int/1680459f97">https://rm.coe.int/1680459f97</a><br><br><a href="https://transformingfsl.ca/wp-">https://transformingfsl.ca/wp-</a> |

**Chapitre 1: Du  
communicatif à  
l'actionnel: Un  
cheminement de  
recherche**

[content/uploads/2014/09/Du-communicatif a l actionnel-  
Un cheminement de recherche.pdf](content/uploads/2014/09/Du-communicatif-a-l-actionnel-Un-cheminement-de-recherche.pdf)

<https://www.cmec.ca/docs/assessment/CEFR-canadian-context.pdf>

**Pages 3-4: Working with  
the CEFR in Canadian  
Context**

### Assessment Activities

| Type                 | Name         | Description |
|----------------------|--------------|-------------|
| Formative Assessment | Diagnostique |             |

### Week 2:[ Les niveaux communs de référence du CECR et l'approche actionnelle]

- La description des niveaux et la découverte de son propre profil linguistique;
- Les concepts clés de l'approche actionnelle et l'utilisation de l'approche actionnelle en salle de classe.

### Learning Activities

| Type  | Name   | Description   |
|---|--|---|
| Reading   |  |   |
| 1.Utilisation du CECR                           |  | <a href="https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions">https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions</a>                                   |
| 2. Bien comprendre les niveaux de langues CECRL | Week #2 Reading:<br><b>Les 3 Tableaux d'évaluation</b> | <a href="https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-Module-3-FR-Action-Oriented-Approach-Feb.-2015.pdf">https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-Module 3-FR Action-Oriented Approach-Feb. 2015.pdf</a> |
| 3. L'approche actionnelle                       |  |   |

### Assessment Activities

| Type                 | Name   | Description |
|----------------------|--|-------------|
| Formative Assessment | Discussion en petit groupe;<br>Partage avec toute la classe<br>Exemples des activités actionnelles |             |

### Week 3:[ L'enseignement de la production orale et de l'interaction orale]

- L'utilisation de modèles, d'idées pratiques et de ressources pour enseigner et évaluer la production orale et l'interaction orale.

#### Learning Activities

| Type    | Name                | Description   |
|---------|---------------------|---|
| Reading | La compétence orale | <a href="https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-Module1-Oral_Proficiency-FR_Feb.2015.pdf">https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-Module1-Oral_Proficiency-FR_Feb.2015.pdf</a> |

#### Assessment Activities

| Type                 | Name  | Description   |
|----------------------|---|---|
| Formative Assessment | Discussion en petit groupe<br>Soumission des Activités de rechauffement | Réflexion: Après avoir travaillé avec les niveaux ce que je pense |

### Week 4: [L'enseignement de l'écoute et de la lecture]

- L'utilisation de modèles, d'idées pratiques et de ressources pour enseigner l'écoute et la lecture.

#### Learning Activities

| Type    | Name  | Description  |
|---------|---|--|
| Reading | Week 4 Grammaire en action pages 1-14<br>Écouter pour apprendre pages 1-9 | <a href="https://transformingfsl.ca/wp-content/uploads/2019/07/FSL_GrammaireenAction-2.pdf">https://transformingfsl.ca/wp-content/uploads/2019/07/FSL_GrammaireenAction-2.pdf</a><br><a href="https://transformingfsl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf">https://transformingfsl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf</a> |

#### Assessment Activities

| Type                 | Name  | Description |
|----------------------|---|-------------|
| Formative Assessment | Soumission du plan de leçon inspiré du CECR |             |

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## Week 5: [L'enseignement de la production écrite]

- L'utilisation de modèles, d'idées pratiques et de ressources pour enseigner et évaluer la production écrite.

### Learning Activities

| Type    | Name                                   | Description   |
|---------|--|---|
| Reading | L'enseignement de l'écrit - ressources | <a href="https://www.unb.ca/second-language/fr/ressources/enseigner-francais.html">https://www.unb.ca/second-language/fr/ressources/enseigner-francais.html</a> |

### Assessment Activities

| Type                 | Name             | Description |
|----------------------|------------------|-------------|
| Formative Assessment | Billet de sortie |             |

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## Week 6: [Le CECR et l'éducation plurilingue et interculturelle]

Les pratiques d'enseignement qui aident les élèves à améliorer leurs commences interculturelles.

### Learning Activities

| Type    | Name  | Description   |
|---------|---|---|
| Reading | <b>COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT Pages 123-128</b> | <a href="https://www.arqus-alliance.eu/sites/default/files/inline-files/CEFR%20Companion%20Volume_eng.pdf">https://www.arqus-alliance.eu/sites/default/files/inline-files/CEFR%20Companion%20Volume_eng.pdf</a>   |
|         | <i>Les approches plurielles des langues et des cultures</i>   | <a href="https://downloads.ctfassets.net/cfektv4t16rw/4rqxajQod1qbanWQFZORVT/06677b3bb793a03c387e9e9a3a27e8/ef/guide-approches-plurilingues-211014.pdf">https://downloads.ctfassets.net/cfektv4t16rw/4rqxajQod1qbanWQFZORVT/06677b3bb793a03c387e9e9a3a27e8/ef/guide-approches-plurilingues-211014.pdf</a> |
|         | <i>Guide, approches plurilingues</i>  | <a href="https://downloads.ctfassets.net/cfektv4t16rw/4rqxajQod1qbanWQFZORVT/06677b3bb793a03c387e9e9a3a27e8/ef/guide-approches-plurilingues-211014.pdf">https://downloads.ctfassets.net/cfektv4t16rw/4rqxajQod1qbanWQFZORVT/06677b3bb793a03c387e9e9a3a27e8/ef/guide-approches-plurilingues-211014.pdf</a> |

### Assessment Activities

| Type | Name | Description |
|------|------|-------------|
|------|------|-------------|

Participation dans la discussion et contribution au groupe

Formative Assessment

Soumission des taches: **1. La trousse d'enseignement inspirée du CECR**  
**2. Les solutions pour persévérer et progresser dans la salle de classe FSL**

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### Assessment Activities

| Type   | Name   | Description          |
|--------|--|----------------------|
| Week 3 | Activités de réchauffement   | Les détails dans OWL |
| Week 4 | Le plan de leçon inspire du CECR   | Les détails dans OWL |
| Week 6 | 1. La trousse d'enseignement inspirée du CECR                              | Les détails dans OWL |
|        | 2. Les solutions pour persévérer et progresser dans la salle de classe FSL | Les details dans OWL |

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**Formative Assessment**

1. Faire les lectures indiquées avant chaque classe afin de pouvoir participer pleinement aux activités connexes en classe.
2. Participer activement aux discussions et aux activités en classe.
3. Fournir un soutien à ses camarades de classe.
4. Démontrer le bon usage de la langue.

**This course meets the following Course Outcomes:**

Décrire les principes du CECR

Reconnaître les niveaux de compétence linguistique et dresser son propre profil linguistique;

Élaborer des plans de leçon inspirés du CECR et liés aux programmes d'études du français langue seconde (FLS) en Ontario;

Utiliser des instruments d'évaluation basés sur CECR.

## How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional

integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## **Faculty of Education Pass/Fail Policy:**

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## **Participation**

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;

- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Ontario Curriculum & Supplementary Resources:



**Curriculum &  
Resources**

[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and  
Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous  
Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility  
Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial  
Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)