

Second Language Pedagogies: From Theory to Practice (Vol. II) Preface

La didactique des langues secondes : de la théorie à la pratique (Vol. II)

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[See table of contents](#)

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La didactique des langues secondes : de la théorie à la pratique (Vol. II)/ Second Language Pedagogies : From Theory to Practice (Vol. II)

Preface

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This second collection of articles dedicated to the theory and practice of second language pedagogies follows the initial volume published in 2016 in *Nouvelle Revue Synergies Canada*. The present collection brings together authors who were invited to develop articles based upon successful presentations at the 6th International Conference on Second Language Pedagogies/6^e Colloque international sur la didactique des langues secondes (SLPC6/CIDLS6) at McGill University in Montreal, Canada in April 2017. Focusing on the conference's theme of "Meaningful and Authentic Interactions in and Beyond the Classroom," the authors whose work appears here collectively examine and deliberate upon a variety of topics related to second language teaching and learning contexts, including teaching methodologies and approaches, development of didactic materials, program development, curriculum (re)design, teacher development, in-class and online teaching and learning, and development of technology tools to support language learning.

In their article "Needs Analyses for Task-Based Curriculum Design: How Useful Can it be for General Purpose L2 Courses?" Liakina and Michaud examine the feasibility of adopting a task-based curriculum at all levels of a French as a Second Language program. Undertaking a process guided by the competencies listed in the Common European Framework of Reference for Languages, they describe the steps undertaken in their comprehensive needs analysis. The objectives of this process include examining pre-existing student and instructor attitudes towards task-based learning, identifying appropriate content and teaching methodology, and determining how much importance learners and instructors place on materials which reflect the geographical and cultural markers of the learning environment, referred to in the article as "place" and "context." Through an analysis of responses to questionnaires, surveys and interviews, Liakina and Michaud document the steps of the needs analysis, discuss the results of data collection, and comment on the next steps for implementing their findings into their program planning. This well documented process promises to be informative and instructive to others who are contemplating similar curriculum renewal.

Nutting's article, "La place de l'anglais dans la chanson francophone : controverses et débat," discusses the tension which exists between the two languages when French is subject to the overpowering influence of English in North America and, she argues, worldwide. This tension between languages is also evident in classrooms where French is the language of instruction in an English-speaking environment. Rather than fight this reality, Nutting embraces it as an authentic trait of today's language and uses it as a tool for her students to deliberate upon contemporary language and culture. Using music as the *entrée* to this treatment, Nutting references recent decisions by French-speaking songwriters and singers to present their work in English, for both artistic and economic reasons. She develops innovative uses of popular diglossic songs, in English, French and *franglais*, supported by listening, reading and writing prompts to i) explore the lyrical and socio-political richness of diverse musical genres originating in a wide array of francophone locations; ii) encourage students to read and comment critically with respect to the selected songs; iii) develop intercultural competence through their engagement and responses to the music and iv) motivate completion of authentic action-oriented tasks in an advanced B2 French language course. The article details the pedagogical sequences used to achieve these learning outcomes and concludes with the author's reflections on students' engagement with the presented activities, as well as her own hopes regarding the value of this learning experience relative to their ongoing engagement with the French language.

In her article, "A Sentence a Day – How to Engage University Students in an Online Daily Writing Task," Sutcliffe de Moraes addresses the challenge of motivating English as a Second Language students to complete regular writing tasks in the target language in support of the learning outcomes of the course. Referencing research findings which state that i) students benefit from producing and receiving feedback on shorter, regular writing

tasks and ii) online social networks often prompt increased oral and writing production, de Moraes turns to an examination of Web 2.0 tools to provide online options for short writing tasks. She investigates the opportunities offered by existing social media platforms like Facebook and WhatsApp, and commercial tools like Lang-8, then goes on to identify the challenges encountered therein. Due to the inherent limitations she found in these tools for her purpose, de Moraes settles upon creating a new social networking tool tailored to her students' needs, and then proceeds to design writing activities for students with low levels of spoken English and weak writing skills. She showcases a variety of instructor to student and peer to peer writing interactions performed on this new social network, and discusses levels of student engagement for each type of activity. De Moraes provides and discusses statistics on the frequency of student engagement, the quality of students' writing, peer to peer vs. student to instructor exchanges, and student feedback on the usefulness of the activities. Furthermore, she provides suggestions for the types of activities which better engage students, and discusses next steps for implementing the newly designed tool at different language competency levels.

Michaud, Desaulniers, and Bertrand's article, "L'enseignement des langues par la tâche : le cas d'un cours visant les compétences informationnelles," frames and presents the task-based language learning approach, which provides the theoretical underpinnings for the development of a French course entitled, "Français par projets" at the Language Centre of l'Université du Québec à Montréal. The authors document the process of developing learning tasks that better incorporate the French language in learners' real-life settings with the aim of developing academic and professional field-specific linguistic competencies. They argue that offering learning opportunities through meaningful tasks allows instructors to effectively guide students towards improved linguistic fluency and also contributes to authentic and significant communication. The article describes the multiple steps undertaken by the authors, including a needs analysis, selection of tasks, development and implementation of teaching materials, and assessment of the newly developed and implemented curriculum. Through an examination of survey data, the authors conclude that a task-based curriculum elevates student engagement, contributes to achievement in linguistic competencies, and fosters intercultural awareness and information literacy, which facilitate students' integration into their chosen academic and professional fields.

Referencing the argument that language learning should prepare students for authentic and meaningful interactions with native speakers beyond the walls of the classroom, Viswanathan, Lebel, and Barysevich argue that the classroom itself offers a space which can foster active and authentic communication. In their article "Un dispositif pour promouvoir et soutenir l'authenticité des interactions en classe de langue seconde," the authors present a pedagogical tool of their own design, which they call "le groupe de discussion et le suivi des pairs" (GDSP). After first exploring the concept of "authenticity," the authors provide examples of how their tool establishes authentic communication, which they consider an inherent trait of the classroom. GDSP is applied in all levels of French courses where students are divided into two groups for a weekly activity in which one group assumes the role of speakers while the second acts as observers. They collaborate in order to complete different facets of a task that requires written and oral comprehension, as well as oral production. While the speaker group progressively works with an authentic text, followed by engagement in authentic tasks that require written and oral comprehension and a culminating oral production, the observer group documents the discussion led by the speaker group before producing a written report on the discussion. This format alternates throughout the semester, allowing all groups to benefit from the principles of the GDSP. The authors propose two models for how to integrate their project in French courses at the B1 and B2 levels of the Common European Framework of Reference for Languages. They also discuss how their project enables students to be engaged in activities that foster collaboration, context-specific language use, respect for cultural diversity, and as a result, a strong student community where authentic communication is generated in a natural and realistic manner.

In her article "Concevoir un parcours d'auto-apprentissage guidé de la prononciation du FLE sur Moodle," Rassart presents a project co-led with her colleague Geneviève Briet at the Université catholique de Louvain, that develops an online French pronunciation learning tool made accessible on Moodle. Having analyzed their students' oral productions, her team identified some of the most frequently exhibited difficulties in levels of the A1 to B2 learner groups participating in their study. This analysis allowed Rassart and Briet to classify the most problematic phonetic features, and integrate these specific target elements into their courses' overall pedagogical sequences to efficiently teach and correct phonetic and prosodic errors. The article also demonstrates how pedagogical sequences at a course specific level, as well as in a language program as a whole, can introduce continuity in the approach to teaching pronunciation throughout the curriculum. Using a variety of pedagogical approaches as inspiration for their project development, the authors showcase a series of effective pronunciation learning tools and materials encompassing various innovative pedagogical approaches for the online language-learning context.

Bello's article "Can All Voices be Heard? Active Learning Strategies Enhance FSL Oral Production" profiles a pedagogy based upon the principles of active learning, and implemented in an advanced French as a Second Language (FSL) course. Learning opportunities include both planned and spontaneous student participation in discussions, debates and other learning activities which are relatable to the student's lived experiences. Students are encouraged to integrate their experiences, as well as their personal interests and talents into the overall learning experience, through engagement in a variety of activities realized via online facilitation, as well as in student-led and group facilitated in-class activities. The article maps out strategies that can be adopted, modified and repeated by other instructors to meet the objective of active learning, while emphasizing the leadership role assumed by students in their own learning. Bello's position is that an active learning environment is optimal for foreign language learners, since it can allow them to work independently on building their language strengths. Additionally, an active learning environment offers students opportunities to act as group leaders, contributing team members, co-constructors of curriculum, and peer instructors and evaluators.

In their article "Encourager les réflexions/interactions affectives par l'usage scénarisé des outils du Web 2.0: en quoi est-ce significatif ?" Anthony and Fenoglio discuss the undeniable link between students' affect and their language learning experience. They posit that the popularisation in language learning of the action-oriented approach and task-based learning provides opportunities to engage students in exploring their own affect vis-à-vis their language learning experience. Based on the premise that Web 2.0 tools are inherently interactive in nature, the authors argue that such tools provide the possibility of promoting interaction among students as well as self-reflection, and could have beneficial results on a student's language learning if the activities offered motivate students to engage, and if the activities lead to improvement in any area of the student's language learning efforts. The authors describe their adoption of the Web 2.0 text editing tool Etherpad, and the Google+ network to engage students in collaborative projects in French language courses at A2 and B2 levels of the Common European Framework of Reference for Languages. Through completion of a sequence of activities that allow for social interaction and personal creative development, the authors argue that students' learning moves beyond the boundaries of the classroom. Along the way, students develop linguistic fluency, including oral and written communication; engage in self-assessment and self-correction; increase their expertise in using digital tools; and build valuable social skills such as cooperation, communication and collaboration. Ending the article with a discussion on the results of surveys and interviews completed with students, the authors address the question presented in the article's title and provide their insights into whether, and to what extent, the Web 2.0 tools used accomplished the objectives of their implementation.

Fazon and Lousada's article "Des documents d'orientation aux activités pratiques : la conception d'un manuel public par des enseignants de FLE," describes the process undertaken by groups of teachers from multiple public-school boards in the state of Paraná, Brazil to develop new French textbooks for use throughout the state. In response to new language programme objectives established by the state of Paraná, and based on a variety of pedagogical approaches including Bronckart's principles of socio-discursive interactionism, the authors facilitated workshops to identify the needs of the French language programmes and to conceptualise a revised framework for curriculum development and delivery. They guided teacher-participants in these workshops, equipping them with the knowledge and strategies needed to conceive of and create pedagogical materials compatible with the socio-discursive interactionist model. The article recounts the various processes undertaken, including identifying and developing multiple didactic sequences, envisioning target skills for each level of language instruction, and connecting in-class learning with the realities of the students' environment at local, state and national levels. The article argues that inviting French teachers from school boards to be oriented in a textbook building exercise, including participation in its development, led to the creation of teaching materials that correspond realistically with their teaching contexts and the learning contexts of their students.

In her article "Flipped Classroom, Flipped Teaching and Flipped Learning in the Foreign/Second Language Post-Secondary Classroom", Mohan provides a historical perspective on student-centered learning, identifying flipped teaching and learning as one of the most recent iterations of student-centered learning. The article begins by examining the ongoing discussion of the perceived benefits and shortcomings of flipped learning, then turns its attention to the application of this pedagogy in foreign/second language learning contexts. Purposely avoiding a detailed discussion on the technology tools and instructor training processes required to flip a course, the author instead focuses on the "paradigm shift in their pedagogy" that instructors must adopt before undertaking a flipped learning approach. In an effort to orient instructors to ways in which they might modify their thinking and teaching to accommodate flipped learning, the article goes on to describe examples of in-class activities, provides an inventory of preparatory steps instructors should consider before flipping their classes, and offers suggestions on how to navigate the world of flipped learning. The article concludes by identifying areas of the flipped learning approach which merit further study and provide opportunities for future scholarly research and publication.

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