

## EDUC 5464S

### The Common European Framework of Reference (CEFR) for Primary/Junior

#### Instructor:

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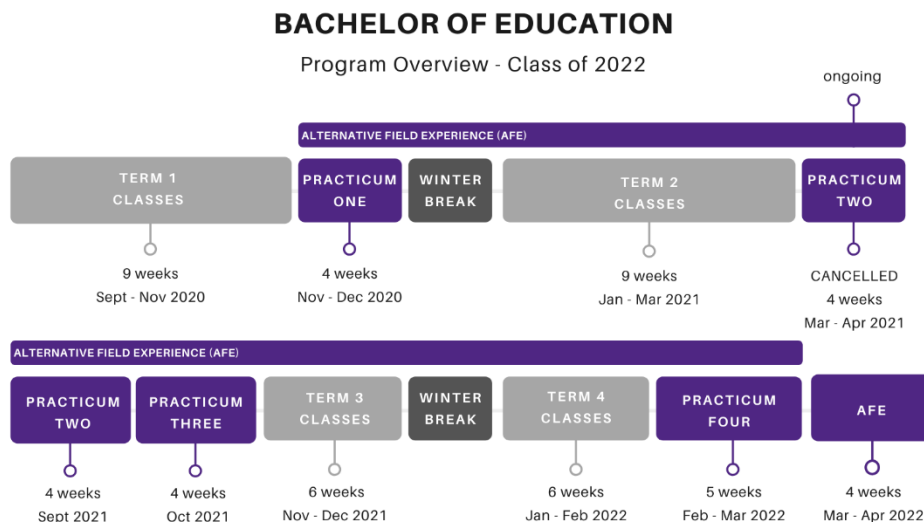
Office Hours: by appointment

#### Schedule:

Section 001: 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.



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## Syllabus Report

# 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, .25 credit

**Course Credits:** 0.25

Number of Weeks: 6

### **Week 1:** L'introduction et Les principes de Base du CECR

Les buts et la structure du cours, les tâches et des renseignements supplémentaires;

Les buts et les principes de base du CECR, le CECR au Canada et le CECR en Ontario.

## Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Le Bouthillier, J., & Bourgoïn, R. (2019). Enseigner la langue seconde et la littérature : Les principes directeurs et la façon de les mettre en pratique. UNB. Retrieved October 8, 2021, from <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> . Chapitre 3

## 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	Week 2 Materials & Readings	Ministère de l'Éducation de l'Ontario et le ministère du Patrimoine canadien. (n.d.). Approche actionnelle . transformingfsl. Retrieved October 8, 2021, from <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> .

## 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	Week 3 Materials & Readings	Ministère de l'Éducation de l'Ontario et le ministère du Patrimoine canadien. (n.d.). La compétence orale . transformingfsl. Retrieved October 8, 2021, from <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> .

## 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 Materials & Readings	Ministère de l'Éducation de l'Ontario et le ministère du Patrimoine canadien. (2019). La grammaire en action. transformingsfl. Retrieved from <a href="https://transformingsfl.ca/wp-content/uploads/2019/07/FSL_GrammaireenAction-2.pdf">https://transformingsfl.ca/wp-content/uploads/2019/07/FSL_GrammaireenAction-2.pdf</a> . Pages 1-14.
		Ministère de l'Éducation de l'Ontario et le ministère du Patrimoine canadien. (2015). Écouter pour apprendre. transformingsfl. Retrieved from <a href="https://transformingsfl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf">https://transformingsfl.ca/wp-content/uploads/2015/12/Listening-to-Learn-French-20151201.pdf</a> . Pages 1-9

## 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	Week 5 Materials & Readings	Le Bouthillier, J., & Bourgoïn, R. (2019). Enseigner la langue seconde et la littérature : Les principes directeurs et la façon de les mettre en pratique. UNB. Retrieved October 8, 2021, from <a href="https://www.unb.ca/second-language/fr/ressources/enseigner">https://www.unb.ca/second-language/fr/ressources/enseigner</a>

## 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	Week 6 Materials & Readings	Jacquet, M. (2016). Inclusion, diversité et approche personnalisée : l'articulation d'un « nouveau » cadre éducatif en Colombie-Britannique. <i>Alterstice</i> , 6(1), 147–158. <a href="https://doi.org/10.7202/1038286ar">https://doi.org/10.7202/1038286ar</a>

## Assessment Activities

Type	Name	Description
Assignment	Week 3 Activity	À remettre aujourd'hui : Les activités de réchauffement .
Assignment	Week 4 Activity	À remettre aujourd'hui : Le plan de leçon inspiré du CECR .
Assignment	Week 6 Assignment	À remettre aujourd'hui : 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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## 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 online) 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.

## Support 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)