

Les enjeux de l'EMILE: Formation des étudiant.e.s et des enseignant.e.s

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Plan

- A. EMILE comme politique**
- B. EMILE & le cerveau**
- C. EMILE & l'oral non-natif**
- D. EMILE?! Au secours!**

A] Quoi? Où? Pourquoi?

- ▶ EMILE: **Enseignement** d'une matière en intégrant une langue étrangère
- ▶ **L'apprentissage** d'une matière via une langue autre que la langue maternelle
 - ▶ CLIL Content Language Integrated **Learning**
 - ▶ CLIL (Allemagne, Autriche)
 - Intégrierte **Lernen** von Inhalt und Sprache
 - Integriertes Fremdsprachen- und Sachfach **lernen**
 - Fach**unterricht** mit einer Fremdsprache als Arbeitssprache

A] Quoi? Où? Pourquoi?

- ▶ plutôt au niveau Master (MastersPortal.eu)
- ▶ Nord / Sud
- ▶  depuis Processus de Bologne (1999)

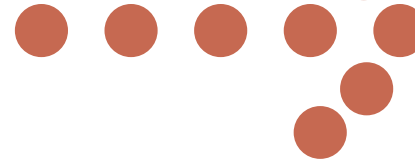
A] Quoi? Où? Pourquoi?

► **Objectif : améliorer l'apprentissage de 2 choses**

Contenu
disciplinaire



réussite
de ses
études



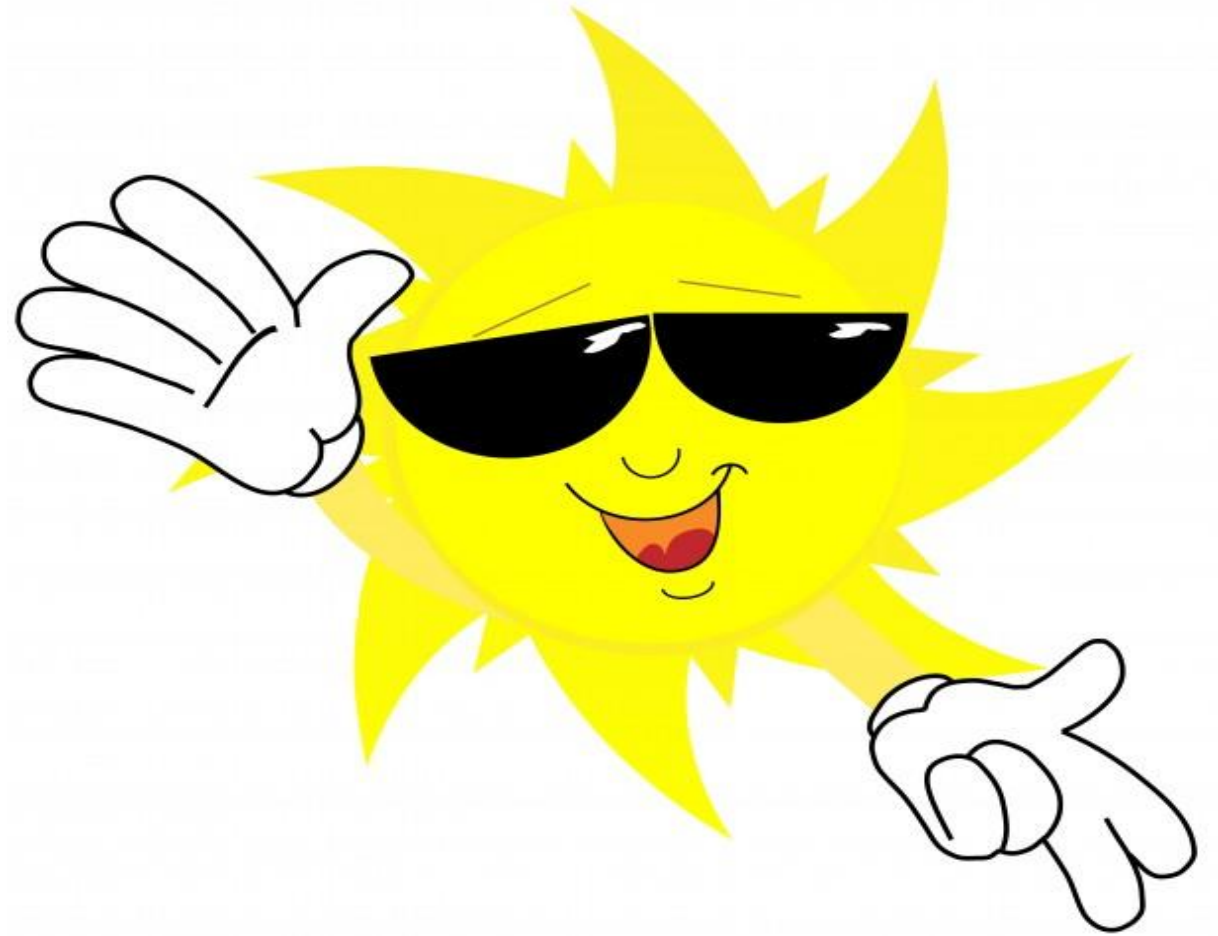
après
études?



Langue
étrangère



Avantages

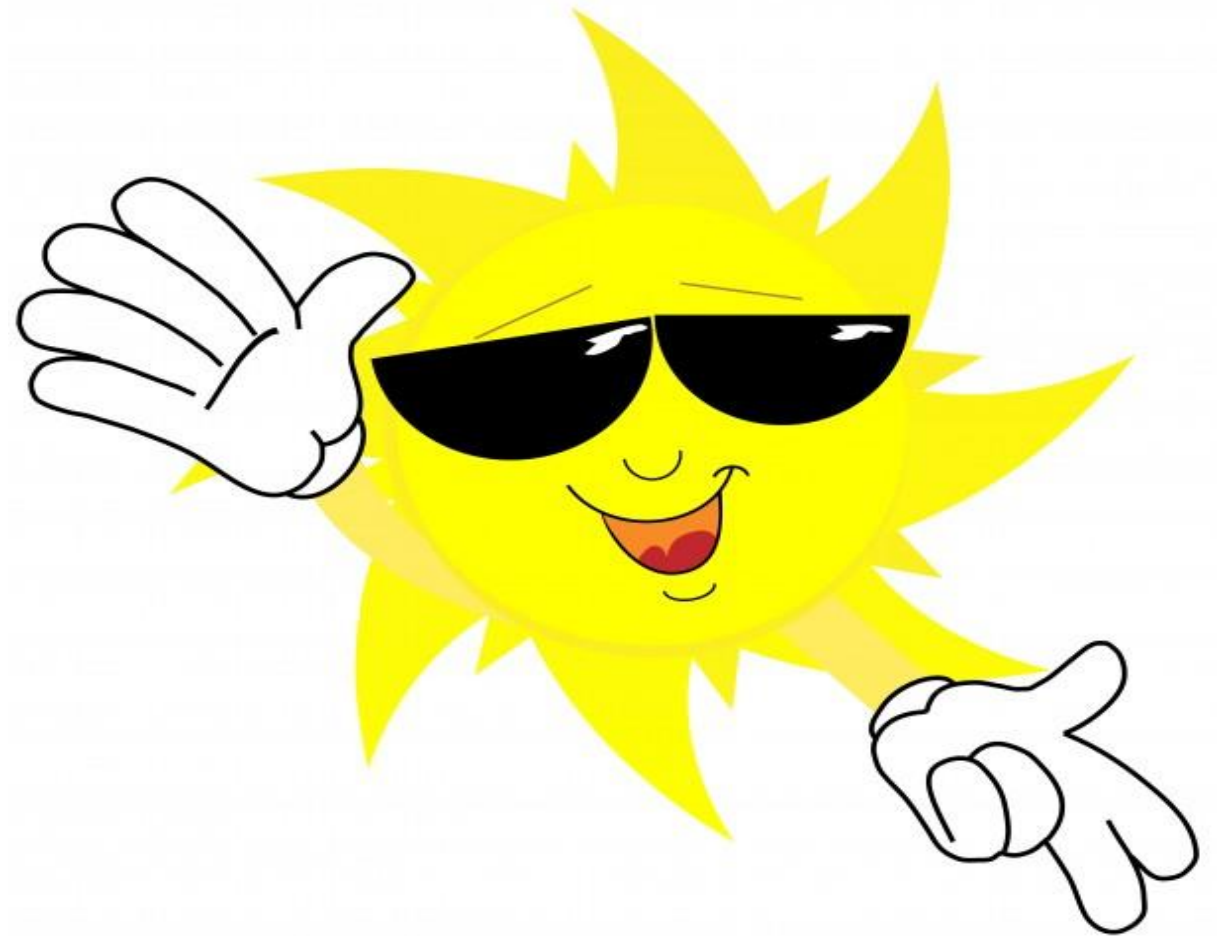


Voir http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm.

Avantages

- ▶ Faire d'1 pierre 2 coups
- ▶ ↑ compétences interculturelles
- ▶ ↑ prestige de l'institution
- ▶ PEUT promouvoir une langue (bilinguisme; langues régionales ou minoritaires)

Voir http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm.



A] Où est le problème?

Inconvénients

A] Où est le problème?



Inconvénients

■ Coût:



A] Où est le problème?

Inconvénients

- Coût:  
 - Embaucher et/ou former
 - Résistance: étudiants + enseignants
 - Menace à la langue nationale (perte terminologique, non-crédation de termes/concepts)

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B] Le traitement cognitif

- ▶ **Charge cognitive** = la quantité d'information que vous pouvez traiter simultanément en mémoire de travail (MDT)
- ▶ **Limite cognitive** = le nombre maximum de blocs/*chunks* d'information que vous pouvez traiter simultanément

4 petites expériences

B] Expérience n°1

TI CEI UFM SAE S

**Écrivez les lettres
telles qu'elles apparaissent**

B] Expérience n°2

TICE IUFM SAES

**Écrivez les lettres
telles qu'elles apparaissent**

B] Limite Cognitive : 7 +/- 2

**Les mêmes lettres, mais laquelle était plus facile?
pourquoi?**

N°1: TI CEI UFM SAE S

N°2: TICE IUFM SAES

... car organisées en groupes/ *chunks*
qui ***sont significatives pour votre cerveau***

... et ***en nombre plus petit*** (3 contre 12)

B] Expérience n°3

VA

RAV

PRO

AVR

O

**Écrivez les lettres
telles qu'elles apparaissent**

B] Expérience n°4

VARA

VPRO

AVRO

**Écrivez les lettres
telles qu'elles apparaissent**

B] Limite Cognitive : 7 +/- 2

Le même exercice mais laquelle était plus facile?
pourquoi?

N°3: VA RAV PRO AVR O

N°4: VARA VPRO AVRO

... car organisées en groupes/ *chunks*
qui *sont significatives pour votre cerveau ???*

... et *en nombre plus petit* (3 contre 12)

B] L'apprentissage & la cognition

Chanquoy, L., Tricot, A., & Sweller, J. (2007). *La charge cognitive. Théorie et applications* (pp. 131-188). Paris, France: Armand Colin.

Pour faciliter l'apprentissage:

+ le transfert vers mémoire à long terme

- la charge sur mémoire de travail

novices ≠ experts

B] La charge cognitive et EMILE

apprendre VIA une langue non-maternelle

=

traiter du contenu VIA un parlé souvent accentué

novices ≠ experts

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C] Où est le problème?

- ▶ **L'oral non-natif = FAS (*foreign-accented speech*)**
- ▶ **L'aisance de traitement (*processing fluency*)**
 - ▶ L'effet vampire
 - ▶ Recherches empiriques:
 - ▶ MAUVAISE NOUVELLE: l'accent persiste
 - ▶ BONNE NOUVELLE : intelligibilité ≠ degré perçu d'accent
- ▶ **Un marqueur social (le *plus saillant*?)**
 - ▶ Préjugés subconscients



C] L'impact du FAS

**discrimination
basée sur la langue**



**évaluations moins
positives**

FAS & le discours de CM (*lecture-style speech*)

C] Discours de CM & FAS: De vrais enjeux

- 1) Changements dans universités européennes suite à Bologne
- 2) Impact de FAS sur la perception des locuteurs (compétence et autres traits)
- 3) Potentiel de la recherche à informer la prise de décision

C] Question de recherche & Hypothèse

QR: Comment est-ce que FAS influe sur la perception du statut d'un locuteur, par rapport à la perception de sa compétence?

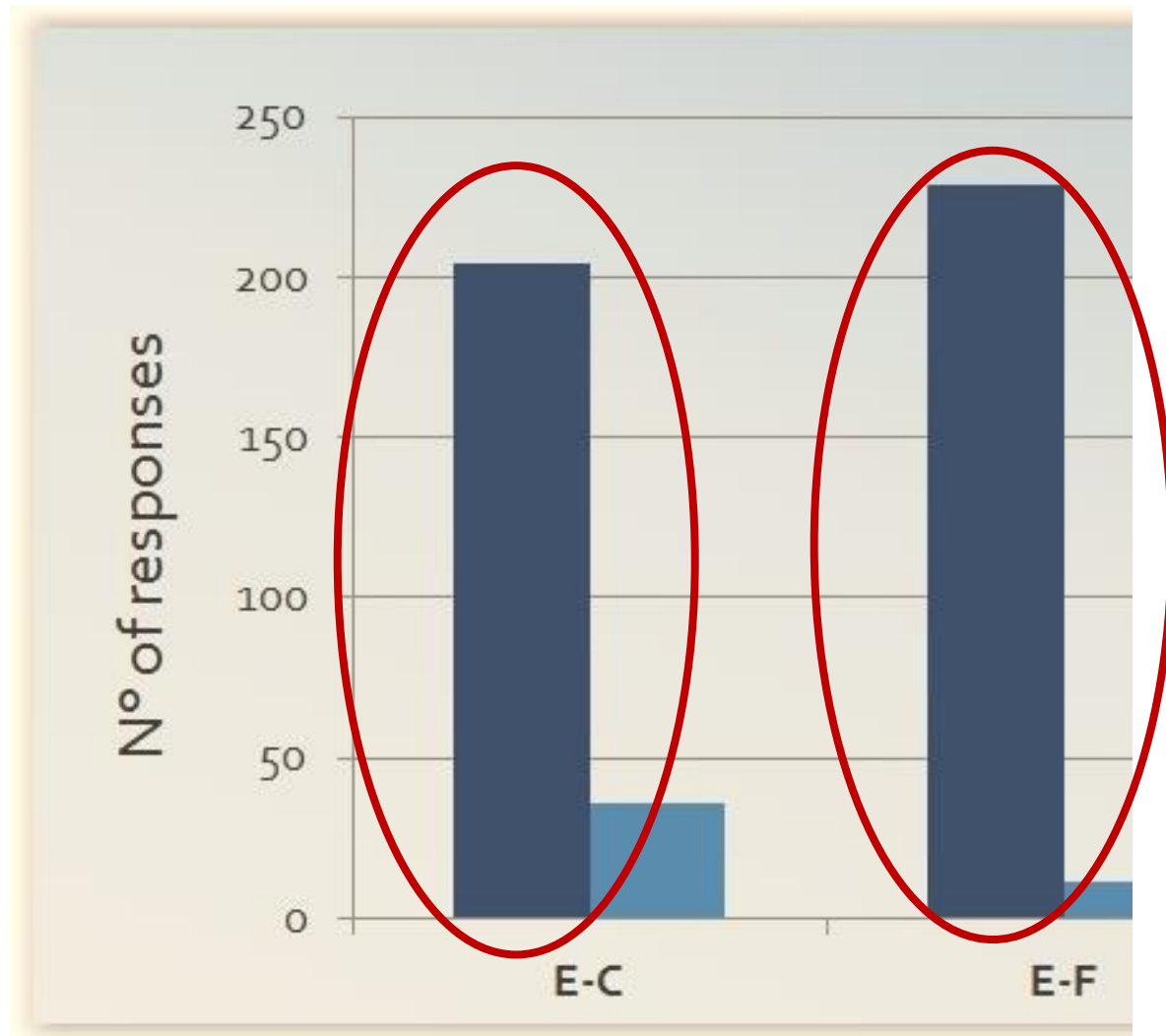
Hyp: Les participants attribueront des évaluations de compétence plus positives aux locuteurs natifs.



C] Méthodologie

- ▶ Étudiants universitaires
 - ▶ 21 tchèques & 19 français
 - ▶ apprenants plutôt « expérimentés »
- ▶ Test de perception en 2 étapes
- ▶ Écoute & passation individuelles, sur ordinateur
 - ▶ Passage court (ca. 15 mots) + passage long (ca. 40 mots)
 - ▶ Juger la compétence des locuteurs via la voix
- ▶ ****Jugements rapides** (PRAAT script)

C] Résultats clés: Préférence du natif



C] Résultats clés

- ▶ Une nette préférence pour des locuteurs natifs
- ▶ Participants FR:
 - ▶ forte préférence pour « les autres »
 - ▶ évaluation négative « des leurs »
- ▶ Participants Tchèques:
 - ▶ préférence moins nette pour « les autres »
 - ▶ évaluation moins négative « des leurs »

C] Résultats clés

- ▶ Une nette préférence pour des locuteurs natifs
- ▶ Participants FR:
 - ▶ forte préférence pour « les autres »
 - ▶ évaluation négative « des leurs »
- ▶ Participants Tchèques
 - ▶ préférence moins nette pour « les autres »
 - ▶ évaluation moins négative « des leurs »
- ▶ *Natifs:
 - ▶ aucune évaluation négative: + tolérants de FAS?
 - ▶ évaluations +++ où participants ont évalué « des leurs » ---

Q: Quel est le statut & puissance du modèle natif?

C] Discussion: Implications



**Effets du traitement + biais
Possible de modifier?**

**Si oui, chez qui?!
Et comment?!**

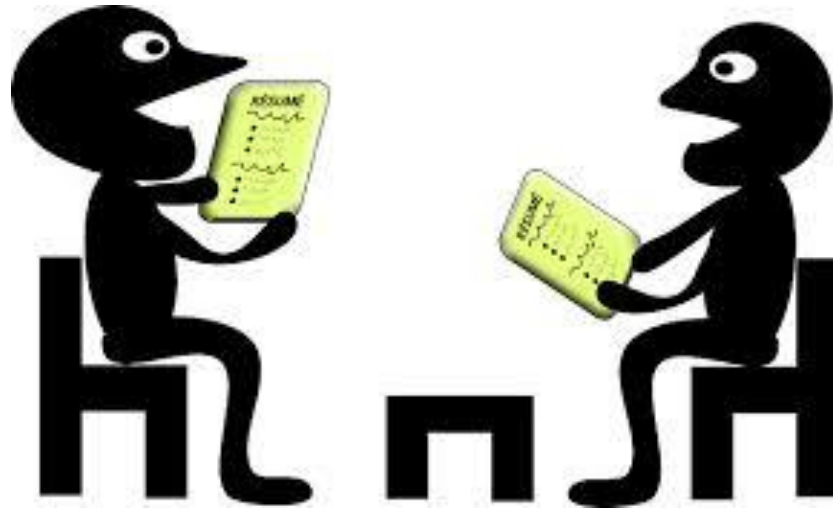


Plan

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D] Que faire?

- ▶ Formation des enseignants (*speakers*)
- ▶ Formation des étudiants (*listeners*)



D] Que faire? Améliorer la tolérance & l'aisance

▶ Formation des enseignants (*speakers*)

- Tolérance : *nativeness* vs intelligibilité

- Aisance de traitement:

- ▶ Distance entre voyelles, *Clear Speech* de Bradlow & Bent; accent phrastique, Hahn 2004, Gray; groupe tonal, Slater 2015, etc.

- ▶ Ingénierie pédagogique (*instructional design*) (Geary 2004; Sweller 2006, 2008)

D] Que faire? Améliorer la tolérance & l'aisance

▶ Formation des étudiants (*listeners*)

□ Tolérance:

- 1) exercices de « prise de perspective » et/ou de contacts bien encadrés
- 2) Portfolio Européen des Langues (PEL) & compétences interculturelles

□ Aisance de traitement:

- 1) Derwing et al. 2002, formation explicite sur traits de l'anglais avec accent vietnamien
- 2) B-B, Bradlow & Wright, adaptation à FAS + généralisation à d'autres accents & locuteurs
- 3) Cauldwell & *Jungle Listening*, travail sur la perception, les zones « écrasées »

D] *Jungle Listening*: Revoir modèles & objectifs

- ▶ *Clear Speech Model (CSM)* = principe de *nativeness*

Serre (Greenhouse)

formes de citation/dico



Jardin (Garden)

règles de la chaîne parlée
(élision, assimilation, ..)

bien rangé, gouverné par
règles, prévisible

travail de prononciation



D] *Jungle Listening*: Revoir modèles & objectifs

- ▶ *Clear Speech Model (CSM)* = principe de *nativeness*



Serre (Greenhouse)

So you won't be

all the way to the

I beg your pardon? Yes?

Have you got any?



Jardin (Garden)

So you won't be

all the way to the

I beg your pardon? Yes?

Have you got any?



D] *Jungle Listening*: Revoir modèles & objectifs



ness

authenticité

Jungle

la réalité du spontané

rapide, *messy*,
imprévisible

travail de
perception

D] *Jungle Listening*: Revoir modèles & objectifs

- ▶ *Clear Speech Model (CSM)* = principe de *nativeness*
- ▶ *Spontaneous Speech Model (SSM)* = principe d'authenticité

<i>Serre (Greenhouse)</i>	<i>Jardin (Garden)</i>	<i>Jungle</i>
So you won't be	So you won't be	So you won't be
all the way to the	all the way to the	all the way to the
I beg your pardon? Yes?	I beg your pardon? Yes.	I beg your pardon? Yes?
Have you got any?	Have you got any?	Have you got any?

D] Concrètement?

1) Trouver/Faire trouver des exemples/créer un corpus de mots ou d'expressions fixes récurrents

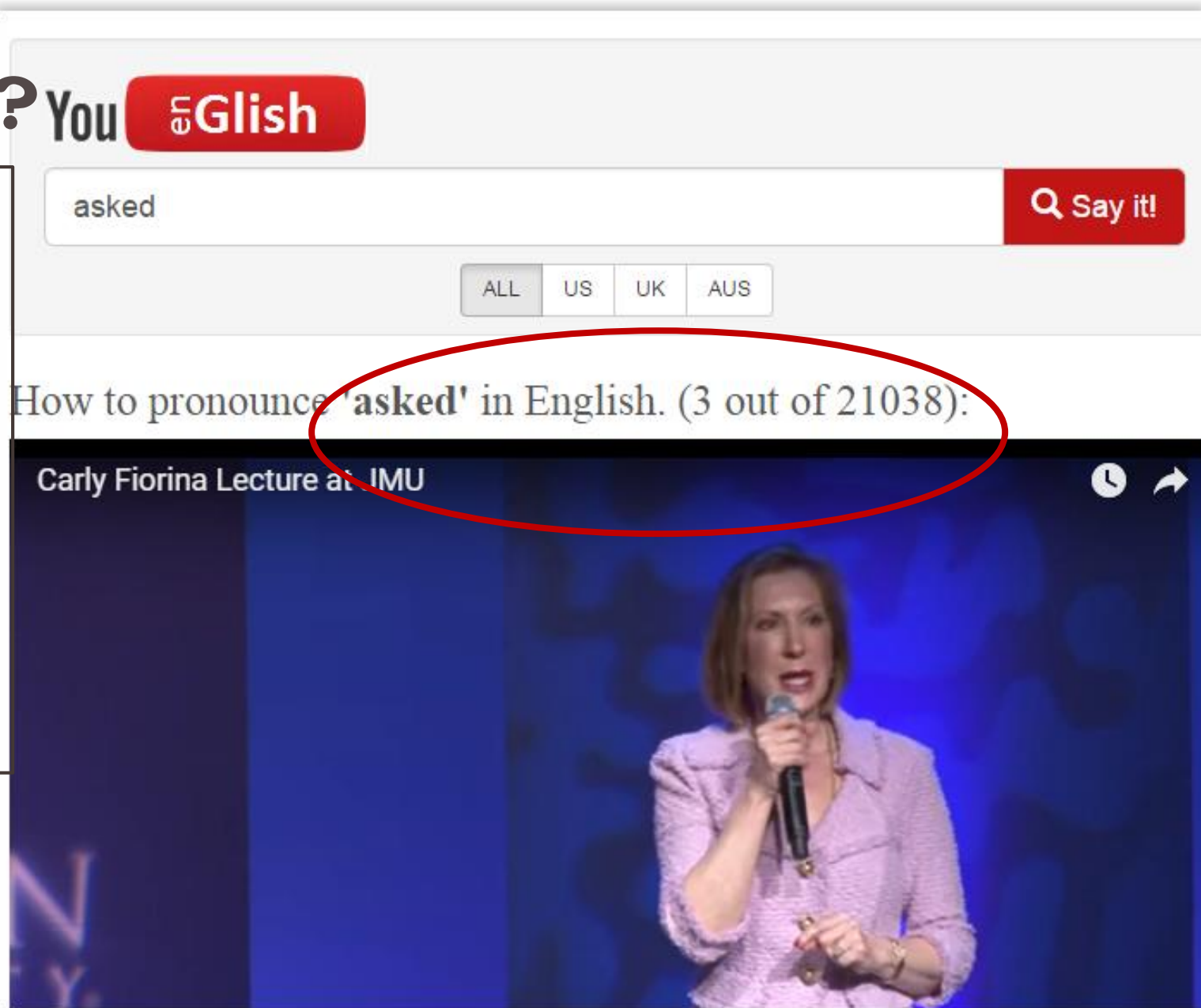
- ▶ <http://youglish.com/>
- ▶ <http://yohasebe.com/tcse/>



D] Concrètement? You

1) Trouver/Faire trouver des exemples/
créer un corpus (mots ou expressions fixes récurrents)

- ▶ <http://youglish.com/>
- ▶ <http://yohasebe.com/tcse/>



The screenshot shows the YouGlish website interface. At the top, there is a search bar with the word "asked" entered. To the right of the search bar is a red button labeled "Say it!". Below the search bar are four tabs: "ALL", "US", "UK", and "AUS". The main content area displays the search results for "asked", with the text "How to pronounce 'asked' in English. (3 out of 21038):" circled in red. Below this text is a video player showing a woman, Carly Fiorina, speaking into a microphone. The video title is "Carly Fiorina Lecture at IMU".



D] Concrètement?

- 1) Trouver/Faire
trouver des exe
créer un corpus
expressions fixes ré
- ▶ <http://youglish.com>
 - ▶ <http://yohasebe.com>

The screenshot shows the TCSE website interface. At the top, there is a logo for TCSE (TED Corpus Search Engine) and a window title bar for 'Gadwin PrintScreen'. Below the logo is a search bar with the text 'Input text and press SEARCH' and buttons for 'SEARCH' and 'RESET'. There are three tabs: 'Main', 'N-gram', and 'Construction'. Below the tabs, there are options for 'Translation' (set to French) and 'Search Target' (set to English). There are several checkboxes for search options: 'Advanced Search (English only)', 'Search Talk Info (speaker/title/description)', 'Include English only talks' (checked), and 'Use Expanded Segments'. There are also options for 'Play video 10 seconds earlier' and 'Stop automatically'. Below these are 'Play speed' (set to x 1.00) and 'Video quality' (set to Normal). At the bottom, there are two sections: 'About TCSE' and 'Video Control Tips'. The 'About TCSE' section explains that TCSE is a search engine specializing in exploring transcripts of TED Talk, created for educational and scientific purposes, and uses data provided by TED under a Creative Commons license. It also includes links for 'Changelog' and 'Disclaimer'. The 'Video Control Tips' section provides instructions on how to skip to a specific segment and how to adjust sync between video and transcript.

Input text and press SEARCH

SEARCH **RESET**

Main **N-gram** **Construction**

Translation → French Search Target → English Translation

Advanced Search (English only) **Search Talk Info** (speaker/title/description)

Include English only talks **Use Expanded Segments**

Play video 10 seconds earlier **Stop automatically**

Play speed → x 1.00 Video quality → Low Normal

About TCSE

TCSE is a search engine specializing in exploring transcripts of TED Talk. It has been created for educational and scientific purposes. TCSE uses data provided by TED under the Creative Commons BY-NC-ND license, but it is **not an official service of TED**.

→ [Changelog](#)
→ [Disclaimer](#)

Video Control Tips

How to skip to a specific segment

1. Pause the video. (Otherwise you can see only closely adjacent segments.)
2. Locate the segment that you like to skip to.
3. Click on the "play" icon ▶ of the segment.

How to adjust sync between video and transcript

Sometimes video and transcript are not in sync for some reason. For

D] Concrètement?

- 1) Trouver/Faire trouver des exemples/créer un corpus
 - ▶ <http://youglish.com/>
 - ▶ <http://yohasebe.com/tcse/>
- 2) Intégrer ces contenus dans enseignements
 - ▶ En présentiel
 - ▶ À distance (via une plateforme, etc.)



D] Moodle

- ▶ Ecouter, imiter, ensuite comparer :
 - ▶ Via Forum sur Moodle?
 - ▶ Via discussion en présentiel?
 - ▶ *Logbook* écrit (papier ou en-ligne)?

D] Concrètement?

- 1) Trouver/Faire trouver des exemples/créer un corpus
 - ▶ <http://youglish.com/>
 - ▶ <http://yohasebe.com/tcse/>
- 2) Intégrer ces contenus dans enseignements
 - ▶ En présentiel
 - ▶ À distance (via une plateforme, etc.)
- 3) AudioNotetaker



D] AudioNoteTaker



DJ AudioNoteTaker

The screenshot displays the DJ AudioNoteTaker software interface. At the top, there is a navigation bar with tabs for 'Home', '09_Because every...', and '04_Have you g...'. Below this is a control panel with buttons for 'RECORD', 'CAPTURE', and playback controls (play/pause, stop, previous, next). A 'Pause (Ctrl+Space)' tooltip is visible over the pause button. To the right of the playback controls are settings for 'PAUSE MODE', 'AUDIO CLEAN-UP', and 'VOICE EFFECTS'. Further right are icons for 'SECTION', 'IMPORT', 'EXPORT', 'EXTRACT', 'SPEAK', 'SCRIBE', and 'TOOLS'. In the top right corner, there is a '(Title)' field with a pencil icon, '(Topic) (Speaker)', and a timestamp '3 Feb 2016 11:32'.

The main workspace is divided into three columns: 'IMAGES', 'REFERENCE', and 'AUDIO'. The 'AUDIO' column is currently active and shows a transcription of an audio file. The transcription is divided into two sections, 4.10.1 and 4.10.2. Section 4.10.1 contains the text: 'But you you three worked while you studied xx xxxx xxx xxx xxx xxxxxx xxx xxx xxxxxxxx xxx xx xxx xxxxxx xxx xxx xx xx xxx xxxxxx the work life and study balance.' The words 'But you you three worked while you studied' are circled in red. Section 4.10.2 contains the text: 'But what are the key pieces of advice for kind of the working mothers in the world because I believe it's not just a man's role.' The words 'Look at the transcript. Some of the words are wrong. Listen to the' are circled in red.

On the right side of the interface, there is a sidebar with a search icon and a magnifying glass. Below this is an 'EDIT COLOUR KEY' section with a dropdown menu set to 'Default'. Underneath are two sections: 'CHUNKS' and 'SECTIONS'. The 'CHUNKS' section lists 'Important' (1), 'Review' (2), 'Task' (3), 'Delete' (4), and 'Summary' (5). The 'SECTIONS' section lists 'Important' (9), 'Review' (8), 'Task' (7), and 'Summary' (6). At the bottom of the sidebar is an 'OPTIONS' section with 'Continuous colouring' checked and 'Default audio co...' (0) and 'Default section colour' (checkbox) options.

At the bottom of the interface, there is a status bar with a 'VIEW' button and icons for 'Audio Notaker', 'Recording 03-02-2016 11:32', 'Thématique du Réseau LSP Grenoble, 10 juin 2016', 'Cursor: 0:00:14 / 0:00:32', and 'Visible: 0:00:00 to 0:00:20'.

AudioNoteTaker

The screenshot displays the AudioNoteTaker application interface. At the top, a purple title bar shows the window name "09_Because everything_student.ran - Sonocent Audio Notetaker". Below it is a navigation bar with "Home" and a tab for "09_Because every...". The main toolbar includes buttons for RECORD, CAPTURE, playback controls (play, stop, previous, next), a volume slider, and a speed control set to "x 1.0". Additional controls include PAUSE MODE, AUDIO CLEAN-UP, VOICE EFFECTS, SECTION, IMPORT, EXPORT, EXTRACT, SPEAK, SCRIBE, and TOOLS. A status bar in the top right corner shows "(Title) (Topic) (Speaker)" and the date "18 Jan 2016 20:40".

The interface is divided into several panels:

- IMAGES:** A video player showing a speaker on stage. The video title is "and so we often ask for simple solutions." and the current time is 01:11.
- REFERENCE:** Contains two sections of text with listening tasks.
 - 9.10.1:** The speaker is Leyla Acaroglu, and this is an extract from her talk 'Paper beats plastic? How to rethink environmental folklore'. She is an Australian, based in New York.
Listening task: What are the first six words of this extract? And what are the six words which come after 'because everything'.
 - 9.10.2:** The speaker is Gian Giudice, and this extract is from his talk 'Why our universe might exist on a knife-edge'. He is an Italian physicist, working at CERN.
Listening task: Because everything
- TEXT:** Contains the same two sections of text as the REFERENCE panel, but with some words obscured by "X" characters, likely representing a transcription or highlighting process.
- AUDIO:** A panel for audio processing, currently showing a blue progress bar.
- Settings Panel (Right):** Includes an "EDIT COLOUR KEY" button, a "Default" dropdown menu, and sections for "CHUNKS", "SECTIONS", and "OPTIONS".
 - CHUNKS:** A list of colored circles with corresponding numbers: Important (1), Review (2), Task (3), Delete (4), Summary (5).
 - SECTIONS:** A list of colored squares with corresponding numbers: Important (9), Review (8), Task (7), Summary (6).
 - OPTIONS:** Checkboxes for "Continuous colouring" (checked), "Default audio co..." (0), and "Default section colour" (unchecked).

At the bottom, a dark status bar displays "VIEW" with icons for various functions, the text "Audio Notetaker Recording 7ème Journée Thématique du Réseau LSP Grenoble, 10 juin 2016", and cursor/visible time information: "Cursor: 0:00:00 / 0:00:44 Visible: 0:00:00 to 0:00:29".

D] Concrètement?

- ▶ Réfléchir à mettre en place une formation
 - ▶ pour enseignants ET étudiants
 - ▶ afin de promouvoir une attitude de tolérance ET d'améliorer capacités de décodage
- ▶ Appuyer le travail sur des exemples pertinents pour vos étudiants & leurs disciplines (facteur de motivation)
- ▶ Manier « de la matière brute » (*spontaneous speech*), « gérer la jungle »

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Conclusion

- ▶ Objectif d'EMILE :
 - ▶ améliorer l'apprentissage d'un contenu disciplinaire & d'une langue
- ▶ Objectif institutionnel : attirer plus d'étudiants étrangers

**MISMATCH/DECALAGE
+ RESISTANCE**



Conclusion



**Effets du
traitement
+ biais**



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