

## Abstracts

### **Context(s) and Contextualisation(s) in Teaching French as a Foreign Language**

**Carmen- tefania Stoean**

*Through this paper, we propose a synthesis of the ideas on the importance of the context in teaching foreign languages in terms of its influence on the lessons' design and planning.*

*The concept of context is closely related to the concept of contextualisation, which became more important after the work of European Council on implementing the European Union's linguistic and educational policies and on institutional harmonisation of the higher education study cycles and certifications.*

**Keywords :** *context, teaching context, learning context, contextualisation.*

### **Multi-/Plurilinguism in the University Language Policy: Basic Principles and Application**

**Anna Kruchinina**

*Viewing the present reform of higher education based on the principles of the Statement of Bologna (13), mainly the one stipulating the establishment of an European area of higher education, multi-/plurilinguism has become part of the methodology and didactics of modern languages. After having reviewed the skills meant to contribute to the development of students' plurilinguism/pluriculturalism, as well as the role played by academic mobility in this type of teaching, the author discusses the way in which the legal context in the Russian Federation emphasizes these aspects and stimulates plurilinguistic and pluricultural education.*

**Keywords :** *CARAP, multilinguism, multicultural, language policy, pluricultural, plurilinguism.*

**The Institution and Teaching of French as a Foreign Language:  
the French University in Armenia**

**Anaida Gasparyan**

*The author presents the administrative and professional organization of teaching French as a Foreign Language at the French University in Armenia, emphasizing, on the one hand, the close cooperation with various French Institutions with a view to setting up an administrative system for teaching French as a Foreign Language, and, on the other hand, the efforts made to have this system meet the requirements of modern and efficient teaching.*

**Keywords :** *cooperation, syllabus, double diploma, partnership, professionalization.*

**The Complexity of Context in Teaching French as a Foreign Language  
in Albania: Present State and Perspectives**

**Eglantina Gishti**

**Esmeralda Kromidha**

*Is learning French as a second language based on a global or contextual perspective? This fact could be analyzed from different points of view and in this case study, we will recognize that the responses to this question are difficult, so our observations lead to the fact that first of all we have to definite the objectives which would be external or internal. External objectives are all the linguistic policy of the university education system concerning the learning of French as a second language. As internal objectives we could consider the utility of FSL learning towards the students' needs, their expectations and their motives for choosing the French language.*

**Keywords:** *foreign language methods, linguistic context, linguistic objectives, students' motivation.*

## **French as a Foreign Language at the Yarmouk University in Jordan : Present State, Representations and Perspectives**

**Elie Alrabadi**

*In this survey, we ask ourselves the following questions: What representations do Jordanian students, newly admitted at the French department of the Yarmouk University in Jordan, have on the French language and culture, on the French and on France? How do such representations influence the Jordanian students' attitude towards learning the French language? To answer these questions we drew up a questionnaire which was distributed to first term Jordanian students doing a bachelor's in French. However, before approaching the issue of representations, we will present the difficulties encountered by Jordanian teachers and students of French. We will also review the new perspectives of the French language in Jordany focusing on Yarmouk University.*

**Keywords :** *Jordany, French department, the French language, representations, teaching/learning.*

## **Social and Cultural Differences and Differentiation in Teaching French as a Foreign Language in the Moroccan school**

**Rachid Arraichi**

*Based on his personal research, the author of this article emphasizes the various types of difficulties Moroccan university students must face to reach proficiency in French.*

*Firstly, the article deals with the way in which institutions facilitate learning of French and objectively presents the limits of such ways.*

*Secondly, the author describes the approach created by his team aiming at diminishing the effect of social and cultural differences on French teaching/learning, emphasizing the ever increasing role played by the contribution of sociolinguistics in the didactics of foreign languages.*

**Keywords :** *social and cultural differences, teaching practice, methodological practice, didactic principles, sociolinguistics, strategies.*

**Teaching French for Specific Purposes/Specialised French at the University. Overview, Professional and Academic Perspective**  
**Cynthia Eid**

*In the second phase of the project MeRSI, in which the author is member and represents the CLER of the Antonine University in Lebanon, we observed closely - first part of this article - several forms that a Language Centre in a university can have, by comparing the Center for Languages and Resources (CLER) of the Antonine University in Lebanon and the International Center of French Studies (CIEF) of the University of Lyon 2 in France, the differences between an internal functioning and an external functioning of a center for languages, the differences between the French for a Specific University program (FS) and the French for Specific Purposes (FOS).*

*In the second part of this article we shall outline the FOS / FS courses at the Antonine University by particularly examining two units, that of Engineering in Computing, Networks, Telecommunications, Software and Multimedia as well as that of the Nursing Sciences and Physical Education. We shall move on to the analysis of the purposes of the FOS / FS courses, on the identification of needs and on the methodology chosen in order to finally assess the teaching of FOS / FS in the CLER of the Antonine University.*

**Keywords:** *MeRSI, FOS / FS, Language Centre, differences, functioning, purposes.*

**Teaching French to Non-Philologists**

**Antonia Velkova**

*The article deals with teaching French at the French Speaking Faculty of Electrical Engineering and Information Technology (FFGEI) of the Technical University in Sofia (UTS). We specifically present the context, the framework and the actual situation of learning this subject matter and supply information on the students, namely their level in this language which serves to teach scientific subjects.*

**Keywords :** *consortium, professional outlet, excellence, selection.*

**The New Curricula – an Area of Teaching and Learning Culture and Alterity in the University (the Case of the Faculty of Foreign Languages in Tirana)**

**Lorena Dedja  
Ardiana Hyso-Kastrati**

*This article approaches a fairly discussed subject regarding the relevance of culture in the formation of the students, just some years after the implementation of the new university system according to the Bologna Accords. We start by noticing that the disciplines of cultural content occupy a very important part in the wholeness of our curricula, from which comes the need for reviewing the subject matter and objectives of each of the disciplines. Our analysis is based upon the different conceptions of culture used by ourselves during the formation. Weight should be given, on one side, to the new disciplines or modules for completing this process, mainly the study on the genre of the essay towards other literary genres and the anthropology, on the other side to cultural disciplines par excellence, such as civilization, where a new approach has proved to be necessary.*

**Keywords:** *teaching of culture, literature, essay, civilization, anthropology.*

**The option to learn Agronomy in the French Language:  
Challenges for and Strengths of the Students of the University of  
Agronomy in Iasi**

**Elena Petrea**

*The article presents the results of a survey conducted among the students of the University of Agronomy in Iasi concerning the role of the French language in specialized training.*

**Key words:** *knowledge, French section, specialized training, utility.*

## **The Status of Literary Texts in the Learning Process of French as a Foreign Language**

**Migena Alimehmeti**

*The importance and function of literary texts materials for the teaching of a foreign language is constantly challenged by experts and authors of FLE teaching methods. Our goal is to emphasize that the literary text is a teaching contemporary material to achieve authentic situations presented in the textbooks. We are focused on issues such as the characteristics of the reading process in different methods of French language teaching, the treatment of literary texts as authentic texts, the criteria for the selection of literary texts as didactic support. For the purposes of this article, a survey was conducted with the students of the Faculty of Foreign Languages of Tirana, in Albania. They study English L1 and French L2. This questionnaire will help us to better see the profile of Albanian students in the study of literary texts in French as well as highlight their educational needs.*

*Materials used as bibliographic resources include the analysis of various textbooks of French language learning, the publications of the Council of Europe about foreign language learning and the scientific publications by different authors in this field.*

**Keywords:** *approach, authentic text, literary text, CERF, reading.*

## **Contextualizations of CERF. The Case of South-East Asia**

**Ruxandra Constantinescu- tef nel**

*The article presents the issue no.50 of July 2011 of « Français dans le Monde. Recherches et Applications » concerning the contextualization of the Common European Framework of Reference for languages (CEFR) in East Asia.*

**Keywords:** *Common European Framework of Reference for languages, contextualization, autonomisation, teaching/learning, East Asia.*

**Brief Bibliography on Contexts and Contextualization in  
Teaching/Learning French as a Foreign Language**

**Carmen- tefania Stoean**

*This bibliography contains some of the most important theoretical works dealing with the study of context in language teaching and with the approach of contextualization as a basic didactical principle in language teaching.*

*It also includes the titles of important papers disseminating experiments made and results obtained in adapting methodologies, methods and textbooks to various ever diversified contexts of language teaching/learning.*