



Design Of A Training Tool For Teaching Written Expression In French As A Foreign Language, Based On An Argumentative And Enunciative Didactic Approach

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Abstract. We describe here an innovative training tool focused on the integrated and cognitive learning of argumentative and polyphonic expression in French as a foreign language (FLE). Based on semantics, argumentative and enunciative didactics, as well as on the principles of SAE and DAE, our approach proposes a linguistic framework applicable to the whole language, presented in a technical and practical way. The main objective is to enable students to observe concrete examples of the French language to become aware of what their discourse reveals about themselves, identifying semantic similarities and differences in order to understand the meaning and linguistic instruments used.

The training tool, called “DAE SPOC”, is an open-access interactive web platform that integrates cognitive skills into a learning content management system (LCMS). It aims to promote cognitive self-learning of argumentative and polyphonic expression in FLE through exercises focusing on reflection, decision-making, the use of generalising and particularising lexis, as well as the linguistic architecture of expression and the autonomous production of constructed discourse.

The platform offers a variety of exercises, such as the use of discourse markers, textual organisation to structure ideas effectively, reflection and writing activities to develop communicative and reflective skills in a self-guided way, as well as exercises aimed at reinforcing autonomy in reflection and writing to consolidate the skills acquired throughout the course. Regularly enriched, this platform aims to provide learners with practical tools and relevant exercises to improve their mastery of argumentative and polyphonic expression in French as a foreign language.

Keywords: integrated learning, argumentative expression, teaching tool.

1 Introduction

The process of teaching and learning a foreign language is based on the recognition of the linguistic material of the language to be taught, in this case French, on its linguistic architecture and functioning, and then on a conceptualisation of the language and the natural and technical tools made available to us by the state of science. With this in

mind, we have focused on the lexical, syntactic, semantic, pragmatic and rhetorical aspects of the language on the basis of a natural conceptualisation of the language in enunciative and argumentative terms and, from the linguistic and didactological perspectives formulated and applied by Tordesillas (2004, 2009, 2014), we have developed, in technical terms, a didactics of the written expression of French. We start from the premise that the design and functioning of language, and therefore of its discursive use and usage, are based on parameters and resources determined and identifiable from new linguistic considerations and categories, of a semantic nature, which can be identified and processed from a technical and automatic point of view. On this basis, it is possible to develop a technological tool for language learning, using a computer interface. The training in the learning of written expression based on the argumentative and enunciative principles of language that we propose in this article consists of the design of an online course aimed at language learning, in this case FLE, through the practice and exercise of the fundamentals, principles and resources that make it up concerning writing in French.

The teaching methodology is part of a methodological approach to language teaching and learning called *Didactique argumentative et énonciative* (DAE), based on and developed by Prof. Dr. Tordesillas (2009, *et al.* 2014) in her interest in providing those who know and are interested in the French language with a way of proceeding to write speeches with a solid background of language and linguistic knowledge, and therefore, aiming at a student in terms of a contemporary digital citizen within a framework of artificial intelligence. The characteristics of the course are presented below in the form of a SPOC (small private open course) in the LCMS UAM-X platform of the Universidad Autónoma de Madrid (Spain), which makes it possible to set certain objectives, organise the theoretical content and put it into practice in order to plan, structure and direct the discourse created in French by the student, following the guidelines achieved for written discourse competence at level B2 of the Common European Framework of Reference for Languages (CEFR). It is divided as a SPOC course structure into sections and sub-sections corresponding to the units and sub-units of a usual methodology. Then we place the units with the theoretical and practical content and access to the forums. Everything is presented under a flexible content navigation, to allow the student to navigate digitally through the different sections of the course.

The role of the teacher is to create the context as a facilitator by putting exercises and resources online, monitoring, managing forums and comments, all of which must be done by the teacher. Similarly, the processor has a function for monitoring the learner's work and receiving corrections to exercises that do not receive automated feedback. In this respect, the student will have at his disposal:

- Visualisation of audio/visual/audio teaching resources: video of the teacher, video conference or recorded presentation, video of other authors, presentation or concept map with voice-over, animations, etc.
- Reflection activities on audio/visual/audio teaching resources with feedback: questionnaire, Drag&Drop, etc.
- Viewing teaching resources to go deeper into the subject: video or videoconference, which can be streaming (MS Teams, Zoom or similar) or recorded.
- Participation in a synchronous chat or forum.

- Participation in the forum or by e-mail.
- Examination of comments included in the questionnaire, video, video-conference, chat, section, etc.

The student's independent/self-employed work will consist of:

- Carrying out readings and studies.
- Preparing presentations and forum discussions.
- Research and prepare assignments.
- Carrying out activities (revised or assessable), assignments and practical work (assessed by the teacher or by peers using an assessment grid).

Finally, these different types of assessment are often used in combination to obtain a complete picture of learners' understanding and skills.

- Diagnostic: to identify gaps in knowledge or skills at the start of a learning period, by means of an initial assessment questionnaire about prior knowledge of argumentative and enunciative concepts, as well as written expression in French.
- Formative and competency-based: to enhance ongoing learning by providing continuous feedback through section-based exercises and task-based assessments.
- Summative: to measure the knowledge and skills acquired at the end of a learning period, through an end-of-course assessment.

2 Objectives of the “DAE SPOC” training course

The course aims to provide learners with a solid grounding in French-language writing, while incorporating modern linguistic tools and innovative technological approaches. By focusing on mastering the fundamentals of grammar, syntax and semantics, as well as developing argumentative and enunciative skills, this programme aims to create a holistic learning experience. From the design of technological tools dedicated to language learning to the promotion of student autonomy and the use of interactive online teaching resources, every element contributes to the linguistic development and active engagement of learners in their learning journey.

As part of a set of cross-disciplinary teaching objectives, the course aims to develop these linguistic and communicative skills for learners of French:

- a. Mastering the fundamentals of writing in French: this section focuses on understanding the basic principles of French grammar, syntax and semantics. It also aims to instil an in-depth knowledge of the lexical-semantic, semantic-pragmatic and syntactic-semantic workings of the language.
- b. Integrating linguistic tools into discourse creation: this section encourages the use of the linguistic tools available in the French language to reflect on, support and construct discourse creation. The aim is to understand the complexity of the French language, its use and its usage in different architectural, linguistic and linguistic forms, in various lexical, semantic, pragmatic and rhetorical contexts.
- c. Developing a technological tool for language learning: focusing on a user-friendly computer interface, this part explores the design and operation of a technological tool dedicated to language learning. It also seeks to understand how to deal with new

linguistic considerations and semantic categories from a technical and automatic point of view.

d. Putting Argumentative and Enunciative Didactics (DAE) into practice: this stage involves following the DAE methodology, as well as writing speeches using a solid background of linguistic and cultural knowledge.

e. Transcending the transfer of content, skills and tools: this section aims to go beyond the simple transfer of content, skills and tools available in the language to create a richer language. It encourages a creative and reflective approach, favouring personal expression and the construction of original discourse.

f. Promote student autonomy and engagement: encourage independent work through reading, study, preparation of presentations and research. Encourage active participation through assessed activities, forum discussions and practical work.

g. Use a variety of learning resources and interact online: use audio/visual learning resources, videos, presentations, animations, etc., to deepen the subject matter. Participate in interactive online activities, including forums, asynchronous chats, quizzes and summative assessments. These online interactions enrich learning by adding a collaborative and interactive dimension to the educational process.

3 Practical approach and technical foundations of the argumentative and enunciative semantics of language

On the basis of argumentative and enunciative semantics (Tordesillas 1998, 2004, 2022), we propose a linguistic framework (applicable to the language as a whole), which can be approached in a more technical or practical way, as we shall see below. Next, we will formulate the technical framework on which we understand language development to be based.

We start from the four levels: topical, enunciative, argumentative and locutionary. The levels interact with each other and are present, take on a texture and transcend into the linguistic sign. They give it a body of meaning which, in turn, always on the basis of interaction, becomes a discursive sign, again adopting a texture. In this execution, it takes on a body of meaning and becomes embodied and visible in the discourse in a discursive dynamic, in this case, organised in chains, in order to respond to the end pursued by the saying. The saying and the said, the implicit and the explicit, the pre-supposition and the inference, the parts and the whole, the word and the discourse become particularly interesting.

To bring together and demonstrate what we have been explaining for several pages, we considered that the best way to do so was to observe it in practice. To do this, given the historical situation of linguistic thought described above, given the scientific and academic circumstances described above, given the hypotheses we have been formulating, and given the hypotheses we have been formulating for several pages now, we considered that the best way to do this was to observe it in practice.

We arrive at the conformation of an enunciative and argumentative semantics executable in a practice, in this case a simple writing practice, which makes it possible to observe the semantic texture of language as we have described it can be clearly observed.

It should be remembered that we are talking about the meaning of discourse and the discourse of meaning, and that the semantic formulation of language, in argumentative and enunciative terms, has not yet been completed in its entirety and, for the moment, is, to a certain extent, complex.

3.1 Practical approach

We propose that we are born with language faculties, a means of semiotic self-expression and insertion into the world, coexisting with the development and acquisition of language as a specific instrument of expression, which channels a type of expression (individual and collective; private and social) that implies the inscription of 'a' self and triggers the inscription of the self in the world through the exercise of the self. We could thus say that a type of being passes through a type of saying or being said. It should be added that this saying, this un-saying, this being, is complex from the moment that on the one hand it exists in its ego, its ethos, its pathos and its generic logos, but that at the same time the *je* to be identified and, if necessary, assumed, is an *je* attributed by another being and not consciously chosen, given its young age. We would add that this *je* is likely to influence the ego, just as, in a certain way, the ego may, at some point, influence the *je*. It's a complex process, poliloquent and therefore polyphonic, multi-form and also polyemotional and vice versa, in which intersubjectivity plays a key role. The vector that makes possible the convergence of language with language, from inside to outside and from outside to inside, and which is linked to an intrinsic component of subjectivity, is enunciation. The basis of expression, the basis of saying, the basis of language is the point of discursive articulation present in the linguistic evolution of the human being, of the speaker.

Thus, on the basis of argumentative and enunciative semantics and didactics, SAE and DAE, we propose a linguistic framework (applicable to the whole language), which can be dealt with in a more technical and practical way. We will now formulate the technical framework on which we understand linguistic development to be based. Our aim will be, on the basis of the observation of examples, i.e. the language of the discourse, for the learner to become aware of, familiar with and observe what the discourse says about him or her, i.e. to be able to identify a series of similarities and, by extension, semantic differences, in order to see what the semantic fabric of the discourse is and, consequently, the meaning of the discourse and the linguistic instruments that make it up. These similarities will correspond to a series of units that can be located on the surface and identified with a series of discourse categories, whether they be explicitated words, statements, declarations, ordering, composition, etc., which constitute the form in which the meaning of language is elaborated. They will then be proposed to the student, organised in such a way that he or she will be able to find these categories, which are in fact the language's instruments for expressing itself. We then move on to the deductive-inductive phase of discourse on language. The student will then be offered a practice that imitates the example. In this way, we will explain to the learner a type of

formatting and explicit operation of language: using real examples, we will show him the elements that make up a discourse, in other words, we will reveal a technical operation of the discourse which, on the other hand, responds to a semantic fabric. In this respect, a dual process of observation and practice is undertaken in parallel.

The next phase will consist of observing the possibilities offered by the language for carrying out the speech act, which, to a certain extent, comes under the present discursive gesture and the role played by the speaker in his relationship to the language in order to deliver a discourse. It will also be shown in the example, since it responds to a specific gesture. The third stage will aim to show the categorised instruments, both linguistic signs and management tools, offered by the language so that the speaker can identify, select and apply them in order to construct a discourse.

3.2 Practical foundations

Starting from the idea that when we ‘learn’ a language, whether mother tongue or foreign, we ‘learn’ a language, and that it is not so much a question of learning a language as a form, but the discursive meaning that language generates, the enunciative spaces it offers, the commonplaces it proposes, the contextual and spatio-temporal spheres it offers, the emotional universes it fosters.

If we focus on verbal language, i.e. *langue*, we can say that there is a constant interaction between the different components of the different levels, resulting in a verticality of meaning synthesised thanks to the transversality of the processes promoted by the phases of qualification and de-qualification, as well as by what is said and what is said. For the sake of discursive convergence, all this takes shape according to possible discursive dynamics (such as causal, conclusive, concessive, hypothetical, etc.) in different discursive meanings, which we will call discursive signs likely to take the form of forms (such as morphemes, *lexies*, expressions, phrases, syntagms, tropes, proverbs) which, in turn, and where appropriate by forming chains, are likely to adopt different discursive figures (explanation, harangue, dissertation, etc.), according to different discursive techniques (such as the use of the word, the use of the word, the use of the word, etc.), using various discursive techniques (e.g. induction, explanation, deduction, causal reasoning, analogy, hypothesis, alternative, dilemma, dialectic, paradox, etc.), by means of possible discursive devices (e.g. synchronisation, accumulation of listeners and agreements, commercial advantages, references and arguments of authority, appeals to the emotions, etc.), and in the field of refutation (for example, in the case of refutation, the use of the word “argument”, etc., or in the context of eliminating fallacious arguments: false syllogisms, ad hominem arguments, equivocation, circular argument, false alternative, abusive causality, false argument from authority, invalid evidence, unjustified evaluation, plea of principle, harangue, etc.) which can be raised in different discursive processes (notably dialogue, debate, conversation, interview, conference, discussion, dispute, negotiation, criticism, meeting, deliberation, sales, recruitment, short story, writing, etc. or in groups: report, business debate, press release, short story, advertising writing, etc.).

Starting from an enunciative, locutionary, topical and argumentative foundation, we can say that it forms the basis of a discursive construction that can be presented in

different models, whose discursive support, or discursive construction, favours linguistic formalisation. We can thus find a discursive structure whose architecture is based on

- the type of building,
- the parts of the building,
- the type of combination,

bearing in mind that, to do this, we need linguistic material which, in turn, comprises components of varying extension, which can be associated with discursive signs, such as:

- discursive acts,
- dynamics and functions,
- lexicon and expressions.

We would arrive at a possible formulation such as the following discursive construction:

- Precisely defined global linguistic foundations:
 - direct grasp of the subject
 - strong, favourable argumentation
 - transparency of argumentation and enunciation
 - enunciative polyphony in harmony
 - enunciative figures in agreement
 - speaker involved with the enunciator
 - explanation of the foundations
 - response to a letter
 - exposition: introduction+development+conclusion
 - explanation of variables
 - contextualisation
- Updated global foundations:
 - Speaker: company/interlocutor: company
 - Act: closed answer to a question
 - Subject: doubts about reliability
 - Objective: to make people believe in the company's reliability.
 - Aim: to show the company's reliability
 - Enunciation: harmony of voices
 - Implication: transparent (we)
 - Deictic approach: strong *je, hic et nunc*
 - Argumentation: conclusive discursive dynamics based on doxal topoi
 - Explanation of argumentation: speech acts and enumeration of argumentation
 - Realisation: direct argumentation (explicit argument and conclusion)
 - Discursive approach based on reasoning (introduction+development +conclusion)
 - Type of discourse process: letter
 - Linguistic material: nouns, pronouns, verbs, modalisers, markers, operators, expressions, discourse dynamics, theme, opinion, etc.

4 General and specific linguistic architecture of argumentative and enunciative didactics

The approach and the explicit foundations of the training will give rise to the general linguistic architecture of the discourse, while the specific linguistic architecture corresponds to the opinion and the theme of the discourse.

The general architecture of argumentative and enunciative didactics can be broken down into three main parts: the introduction, the development and the conclusion. The introduction begins with an expression introducing the theme, followed by a concrete illustration. This phase serves to state the subject, while linking it to a concrete example to better grasp its essence. The theme is then followed by an evaluative phrase which guides the reader towards the author's position on the subject. The development is built around a series of enumerations of arguments, each introduced by a specific marker. Each enumeration is followed by an expression introducing the author's opinion, accompanied by an opinion in its own right. This structure of ordered arguments makes it possible to present a concluding dynamic, gradually leading the reader towards an in-depth understanding of the subject by following this structure: "Marker 1/2/3 introducing an enumeration: Expression introducing an opinion + Opinion". The conclusion begins with a marker introducing a consequence, followed by an expression introducing an opinion on the subject. This section is concluded by a sentence which summarises the theme, expresses the opinion explicitly, and highlights the conclusion and purpose of the statement.

By following this structure, argumentative and enunciative didactics offers a systematic approach, enabling a clear and convincing presentation of the ideas, the author's position and the conclusion of the statement.

Here is a graphical overview of the general linguistic architecture of the discourse:

INTRODUCTION : APPROCHE DU SUJET ET POSITIONNEMENT						
Expression introduisant un sujet	+	Expression introduisant une question (EQ)	+	Sujet	+	Expression d'évaluation (EE)
DÉVELOPPEMENT : ARGUMENTATION-EXPLICATION MOYENNANT L'ÉNUMÉRATION D'ARGUMENTS ORDONÉS						
	Marqueur 1 introduisant une énumération	+	Expression introduisant une opinion	+	Opinion (suj + vbe + pred)	
	Marqueur 2 introduisant une énumération	+	Expression introduisant une opinion	+	Opinion (suj + vbe + pred)	
	Marqueur 3 introduisant une énumération	+	Expression introduisant une opinion	+	Opinion (suj + vbe + pred)	
CONCLUSION : FERMETURE DU SUJET-IMPLICATION MOYENNANT L'EXPLICITATION DE L'OPINION, DE LA CONCLUSION ET DE L'OBJECTIF DU DIRE						
	Marqueur introduisant une conséquence	+	Expression introduisant une opinion	+	Sujet/opinion	

Fig. 1. General linguistic architecture of the DAE.

The essential linguistic material that will comprise the general and specific linguistic architecture will be made up of determiners, nouns/pronouns, verbs, modifiers (realizers and derealizers), operators, prepositions, and discourse markers. The expressions will be those introducing a subject (*pour ce qui concerne, en relation avec la question de, la question est que*), an example (*tel est le cas, par exemple, considérons le cas de, l'exemple confirme*), an evaluation (*je signale que c'est un sujet, certains affirment que c'est, il faut d'abord rappeler que c'est*), an opinion (*nous considérons que, j'accorde que, il est admis que*), an agreement or a disagreement (*je diffère de, nous validons, je conteste que*), an emphasis/reminder/relief (*il faut souligner que, n'oublions pas que, insister sur le fait que*), a stage/transition (*passons à présent à la question de, nous reviendrons plus loin sur la question de, après avoir traité de la question de*), a concluding summary (*de toute manière, en réalité, toute réflexion faite*). The markers will be those introducing an enumeration (*en premier lieu, en second lieu, ensuite, enfin*), a consequence/conclusion (*ainsi, de ce fait, tout ceci permet de conclure*), a cause/an argument (*d'ailleurs, à cause de cela, d'autant que*), a concession (*de toute évidence, quand même, à l'opposé*).

5 Practising written expression in FLE on the basis of DAE

In this second part of the course, dedicated to training written expression in French, we look at different ways of improving this essential skill. The first section focuses on exercises in the use of expressions and discourse markers, specifically exploring two important units. Subsection 1 focuses on expressions, while subsection 2 looks at markers, thus helping to refine the quality of expression.

The second section is devoted to textual organisation exercises, offering an in-depth exploration of the order of elements at statement level in subsection 3. Subsection 4 focuses on the order of paragraphs at text level, offering tools for effectively structuring ideas within a broader framework.

Finally, the third section offers exercises in thinking and writing, aimed at developing the ability to think and write in a self-guided and semi-autonomous way in subsection 5. Subsection 6 pushes the boundaries by encouraging total autonomy in thinking and writing, thus consolidating the skills acquired throughout this training sequence.

This comprehensive programme offers a step-by-step approach to strengthening written expression in French, covering the essential aspects in a systematic way.

5.1 Section 1. Exercises in the use of expressions and discourse markers

Subsection 1. Concerning linguistic expressions

Our approach will begin with exercises focusing on the use of expressions and discourse markers with a linear learning approach, the exercises being chosen with a view to leading the learner towards the ultimate goal, mastery of written expression in French. The activities will focus on the appropriate use of expressions to introduce topics, as illustrated in the following text. The learner must find the markers corresponding

to a language process, for example enumerate, or write the missing discourse marker so that the text has cohesion between the different paragraphs that make it up. Let's look at an example of a statement in which the learner, having revised the theory, has to discern the discourse dynamics inherent in the discourse and select a learned expression from among those provided.

“Il est vrai que la question de la formation continue de ces travailleurs sans diplôme est cruciale. Nous sommes donc renvoyés sur le volet de la formation professionnelle continue des salariés. Je pense qu'il ne faut pas non plus démissionner de ce côté-là. Mais _____ l'insertion, on peut en rester là. Par contre, à partir du moment où ces jeunes sont sans emploi, les résultats de nos entretiens étaient assez clairs.” (http://www2.senat.fr/rap/r08-436-2/r08-436-2_mono.html)

Choisissez l'option correcte: *par rapport à la question de/j'estime que/rappelons que*

Or, the learner must introduce the appropriate expression from an example:

“Cette mise à distance est de l'ordre de la perte, elle est douloureuse – inacceptable sans doute pour certains. Mais elle est inexorable, et nécessaire aujourd'hui pour que la génération du présent construise son propre passé, et s'imagine un avenir. Le formateur est très convivial et démystifie la complexité du produit en faisant notamment appel à de nombreux exemples _____. Il n'a laissé aucune question sans réponse. La formation intègre une grande diversité d'exercices ! Super formation.” (<https://formation-professionnelle.lemonde.fr/formations/ib/ecrire-des-requetes-transact-sql-pour-sql-server-2012-2014-515152>)

Choisissez l'option correcte: *pour illustrer le sujet/en réalité/que nous différons*

Or even an assessment:

“Quant à votre deuxième point, _____ pour le dialogue judéo-chrétien. En lisant entre les lignes notre document Entre Jérusalem et Rome, nous comprenons qu'il fut évidemment plus facile pour l'Église d'entrer en relation diplomatique avec Israël en tant qu'État séculier.” (de Cacqueray, M.-A. et Iborra, E. (2023). *Ce qu'est le christianisme. Un testament spirituel*. Editions du Rocher).

Choisissez l'option correcte: *je considère que c'est un sujet important/comme par exemple/la question est*

Or an opinion, for example:

“Au sujet du logos qui est tel que je le décris, les hommes se sont toujours avérés incapables de le comprendre, aussi bien avant qu'ils ne l'aient entendu, qu'une fois qu'ils l'ont entendu. Car bien que toutes choses se déroulent en accord avec ce logos, les hommes sont comme des gens sans expérience, même lorsqu'ils expérimentent des mots et des actes tels que je les explique, quand je distingue chaque chose selon sa nature et que _____ il en est ainsi ; mais les autres hommes n'arrivent pas à s'apercevoir de ce qu'ils font après qu'ils se sont réveillés, tout comme ils oublient ce qu'ils font lorsqu'ils dorment.” (https://www.editions-harmattan.fr/auteurs/article_pop.asp?no=18948)

Choisissez l'option correcte: *je déclare qu'/pour l'illustrer/je rejette qu'*

Subsection 2. Discourse markers

Let's continue with the exercises requiring the insertion of discourse markers. In the next exercise, we see that it's necessary to add one to the adapted expression introducing an enumeration:

“Un diplomate occidental, en poste en Libye, fait le scénario de la suite des événements. Selon lui, les infirmières pourraient prochainement regagner leur pays. _____, les familles libyennes accordent leur pardon aux cinq infirmières et au médecin palestinien. _____, la justice prononce des peines de prison à vie. _____, le gouvernement libyen trouve un accord avec la Bulgarie, les cinq infirmières sont extradées dans leur pays où elles devraient purger leurs peines de prison. L'incertitude demeure sur le sort du médecin palestinien.” (http://www1.rfi.fr/actufr/articles/072/article_40671.asp)

Choisissez l'option correcte: *pour commencer, ensuite, enfin/d'un côté, ensuite, finalement/d'une part, d'autre part, d'un autre côté*

Or a conclusion:

“Le propre de la République des Idées, c'est alors la vivacité de son sentiment du “jusqu'ou aller trop loin”, frontière jamais explicitement problématisée, dont aucun des auteurs évidemment n'admettrait s'y soumettre, mais laissée au mécanisme à demi-conscient, et au moins aussi sûr, de l'affinité des habitus, ce préaccord, intellectuel et politique, d'esprits qui se reconnaissent immédiatement entre eux, et ne se retrouvent pas là par hasard. _____ aucun auteur ne se soumet à rien : il lui suffit de se laisser aller “en toute liberté” à ses penchants intellectuels les plus sincères. Et tous savent très bien où s'arrêter: là où leur désir de penser, ou plutôt de ne plus penser, le leur commande. (Lordon, F. (2014). “Les évitements visibles du “Parlement des invisibles”. *Le Monde diplomatique*. <https://blog.mondediplo.net/2014-02-07-Les-evitements-visibles-du-Parlement-des>)

Choisissez l'option correcte: *de telle sorte en effet qu' / avant de passer à la question de qu' / voici une question importante*

Or even a concession:

“D'après Y. Dutercq, la régulation est la recherche de la définition ajustée et du contrôle souple de l'action publique. Elle suppose une pluralité des instances et des lieux de régulation, _____ pilotage qui indique qu'une seule autorité fixe la marche à suivre. Elle requiert un cadre, une définition ajustée aux conditions de mise en œuvre de l'action.” (<http://veille-et-analyses.ens-lyon.fr/LettreVST/16-mars-2006.php>)

Choisissez l'option correcte: *contrairement au/je concède que le/ après avoir traité de la question du*

5.2 Section 2. Text organisation exercises

Subsection 3. Order of paragraphs at statement level

We then move on to exercises in textual organisation based on the order of the elements at the level of the language in question, arranging the elements according to the general linguistic architecture. The examples of textual organisation exercises start with the order of the paragraphs at the level of the statement in which the learner has to organise them so that there is textual coherence.

1. (Expression introduisant un thème)+(Expression introduisant un exemple)+thème+(Expression d'évaluation)

a. exemplifiée par la préservation des habitats marins tels que les récifs coralliens,

b. nous signalons que demeure un impératif écologique essentiel pour assurer l'équilibre fragile de notre planète

c. En ce qui concerne la protection de la biodiversité,

“En ce qui concerne la protection de la biodiversité, exemplifiée par la préservation des habitats marins tels que les récifs coralliens, nous signalons que demeure un impératif écologique essentiel pour assurer l'équilibre fragile de notre planète.”

2. (Marqueur 1 introduisant une énumération) + (expression introduisant une opinion) + opinion.

a. face à la complexité croissante des enjeux environnementaux,

b. Premièrement,

c. il est impératif d'adopter des politiques globales et coordonnées pour garantir une réponse efficace et durable.

“Premièrement, face à la complexité croissante des enjeux environnementaux, il est impératif d'adopter des politiques globales et coordonnées pour garantir une réponse efficace et durable.”

3. (Marqueur 2 introduisant une énumération) + (expression introduisant une opinion) + opinion.

a. dans le contexte de la préservation de la biodiversité,

b. il est essentiel d'adopter des pratiques agricoles durables qui respectent l'équilibre écologique et la diversité des écosystèmes.

c. Deuxièmement,

“Deuxièmement, dans le contexte de la préservation de la biodiversité, il est essentiel d'adopter des pratiques agricoles durables qui respectent l'équilibre écologique et la diversité des écosystèmes.”

4. (Marqueur 3 introduisant une énumération) + (expression introduisant une opinion) + opinion.

a. Troisièmement,

b. il est primordial de sensibiliser activement le public aux enjeux écologiques et d'encourager des comportements responsables pour préserver notre patrimoine naturel.

c. en matière de protection de la biodiversité

“Troisièmement, en matière de protection de la biodiversité, il est primordial de sensibiliser activement le public aux enjeux écologiques et d'encourager des comportements responsables pour préserver notre patrimoine naturel.”

5. (Marqueur introduisant une conséquence)+(expression introduisant une opinion)+sujet.

a. compromettant ainsi la richesse et la vitalité de nos héritages culturels.

b. Par conséquent,

c. nous constatons que l'indifférence envers la préservation de la diversité culturelle pourrait entraîner une homogénéisation regrettable des sociétés,

“Par conséquent, nous constatons que l'indifférence envers la préservation de la diversité culturelle pourrait entraîner une homogénéisation regrettable des sociétés, compromettant ainsi la richesse et la vitalité de nos héritages culturels.”

Subsection 4. Order of paragraphs in the text

Then we'll do some exercises on the order of paragraphs in the text, classifying the following paragraphs according to their general linguistic architecture. Let's look at an example:

TITRE: *La mondialisation culturelle: entre richesse et menaces pour la diversité*

INTRODUCTION: ÉNONCÉ DU THÈME ET DU POSITIONNEMENT.

- a. Au sujet de la culture, en tant que miroir de l'identité collective d'une société, demeure un élément fondamental qui façonne notre compréhension du monde.
- b. La mondialisation, en favorisant l'homogénéisation de certains aspects de la culture, suscite des inquiétudes quant à la préservation de la richesse et de la singularité des traditions culturelles.
- c. Pour illustrer cette influence, prenons comme exemple l'impact de la mondialisation sur la diversité culturelle, un phénomène qui soulève des questionnements cruciaux quant à la préservation de nos héritages culturels.
- d. Il est essentiel d'évaluer l'impact de cette tendance et de considérer les moyens de protéger la diversité culturelle.
- e. La diversité culturelle, pierre angulaire de l'humanité, est aujourd'hui soumise à des forces qui pourraient compromettre son épanouissement.

“(expression introduisant un sujet) Au sujet de la culture, en tant que miroir de l'identité collective d'une société, demeure un élément fondamental qui façonne notre compréhension du monde. (expression introduisant un exemple) Pour illustrer cette influence, prenons comme exemple l'impact de la mondialisation sur la diversité culturelle, un phénomène qui soulève des questionnements cruciaux quant à la préservation de nos héritages culturels.

(thème) La diversité culturelle, pierre angulaire de l'humanité, est aujourd'hui soumise à des forces qui pourraient compromettre son épanouissement. La mondialisation, en favorisant l'homogénéisation de certains aspects de la culture, suscite des inquiétudes quant à la préservation de la richesse et de la singularité des traditions culturelles. (expression d'évaluation) Il est essentiel d'évaluer l'impact de cette tendance et de considérer les moyens de protéger la diversité culturelle.”

DÉVELOPPEMENT: ARGUMENTATION - EXPLICATION PAR ÉNUMÉRATION D'ARGUMENTS ORDONNÉS EN TERMES DE DYNAMIQUE CONCLUSIVE.

- a. Deuxièmement, la mondialisation peut également créer des tensions culturelles et générer des conflits identitaires.
- b. Enfin, la mondialisation peut contribuer à la perte de traditions artisanales et de savoir-faire ancestraux.
- c. En favorisant la diffusion rapide des tendances culturelles dominantes, nous reconnaissons qu'elle peut étouffer les expressions uniques et locales, menaçant ainsi la diversité inhérente à chaque communauté.
- d. Lorsque des cultures sont perçues comme menacées, cela peut engendrer des réactions défensives, alimentant ainsi des antagonismes entre différentes communautés.
- e. Tout d'abord, la mondialisation peut entraîner une uniformisation des modes de vie et des pratiques culturelles.

f. Les industries culturelles mondialisées peuvent marginaliser les pratiques locales au profit de productions standardisées, compromettant ainsi la transmission intergénérationnelle de compétences uniques.

“(marqueur 1 introduisant une énumération) Tout d’abord, la mondialisation peut entraîner une uniformisation des modes de vie et des pratiques culturelles. (*expression introduisant une opinion*) En favorisant la diffusion rapide des tendances culturelles dominantes, nous reconnaissons qu’elle peut étouffer les expressions uniques et locales, menaçant ainsi la diversité inhérente à chaque communauté.

(marqueur 2 introduisant une énumération) Deuxièmement, la mondialisation peut également créer des tensions culturelles et générer des conflits identitaires. (*expression introduisant une opinion*) Lorsque des cultures sont perçues comme menacées, cela peut engendrer des réactions défensives, alimentant ainsi des antagonismes entre différentes communautés.

(marqueur 3 introduisant une énumération) Enfin, la mondialisation peut contribuer à la perte de traditions artisanales et de savoir-faire ancestraux. (*expression introduisant une opinion*) Il est considéré que les industries culturelles mondialisées peuvent marginaliser les pratiques locales au profit de productions standardisées, compromettant ainsi la transmission intergénérationnelle de compétences uniques.”

CONCLUSION: CLÔTURE DU THÈME-IMPLICATION EN EXPLICITANT L’OPINION ET EN EXPLICITANT LA CONCLUSION ET LE BUT DE L’ÉNONCÉ.

a. Face à ces enjeux, la préservation de la diversité culturelle devrait être une priorité mondiale, garantissant ainsi une société riche et plurielle pour les générations à venir.

b. Il est impératif que nous reconnaissons la valeur intrinsèque de chaque culture et que nous œuvrions à préserver et célébrer notre héritage culturel varié.

c. En conséquence, la mondialisation, bien qu’elle offre des opportunités d’interaction et d’enrichissement culturel, peut également mettre en péril la diversité culturelle.

“(marqueur introduisant une conséquence) En conséquence, la mondialisation, bien qu’elle offre des opportunités d’interaction et d’enrichissement culturel, peut également mettre en péril la diversité culturelle. (*expression introduisant une opinion*) Il est impératif que nous reconnaissons la valeur intrinsèque de chaque culture et que nous œuvrions à préserver et célébrer notre héritage culturel varié. (*sujet*) Face à ces enjeux, la préservation de la diversité culturelle devrait être une priorité mondiale, garantissant ainsi une société riche et plurielle pour les générations à venir.”

5.3 Section 3. Reflection and writing exercises

Subsection 5. Self-guided and semi-autonomous thinking and writing exercises

After the introductory exercises, we’ll move on to reflective and writing exercises. We will start with self-guided and semi-autonomous thinking and writing exercises, providing a lexicon including general terms such as nouns, adjectives and verbs, as well as a specific lexicon to be used in the text, including expressions and markers. For example, the learner has to write an argumentative text on the importance of education in a society. They must use the generalising and particularising vocabulary provided, as well as the general linguistic architecture studied. The target number of words is 250 to 300.

Subsection 6. Reflective exercises and independent writing

Finally, we will look at exercises in argumentative thinking and independent writing, without a guide, using the argumentative and enunciative concepts, as well as the general and specific linguistic architecture studied. By way of illustration, the learner must write an argumentative text on the issues of technological advances, artificial intelligence and academic life online. The target word count is 300-350.

6 In conclusion

The present study emerges from a concern rooted in the acquisition of discursive competence in French as a foreign language, with particular emphasis on its written expression. This approach is based on in-depth knowledge and linguistic foundations based on Tordesillas' *Didactique argumentative et énonciative* (DAE) (2009, *et al.* 2014). DAE, a language learning methodology, establishes enunciation and argumentation as fundamental pillars of linguistic description. This methodology guides learners towards an in-depth understanding of the semantic, pragmatic and rhetorical fabric of discourse, embracing its different manifestations. It emphasises the importance of recording the many possible combinations within each of these components, while respecting a structured order. We assume from the outset that writing is an indispensable part of language learning, with the ultimate aim of interaction and communication. We believe that an adequate command of writing implies a polyphonic and topical, enunciative and argumentative use of language. The creation of texts based on linguistic elements, techniques and tools is complex and requires a prior theoretical foundation such as that provided by the DAE. This makes it possible to discern, decompose, separate, categorise and group these elements according to discourse categories, thus serving as a reference when weaving the discourse.

It should be noted that our “DAE SPOC” training proposal is in line with the view that not only what is visible and audible is apprehended, but also what is not. We affirm that the acquisition of the form and meaning of language is essential, because even in the very essence of language, immanent potentialities are always present at a given moment in the learning process. The different stages of training, theory and practice, are blended with ongoing training in argumentative and enunciative concepts constructed during the learning process of the construction of the language itself, reinforced by the practical application of exercises in written expression in French.

In short, through the pen of learning, mastery of written expression in French is revealed as the key that opens the doors to inter-cultural communication. Guided by argumentative and enunciative didactics, we weave not just words, but profound meanings, affirming that the very essence of language lies in the constant revelation of immanent potentialities.

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ⁱ The correct option in the examples given in this article will always be the first.

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