

## SUBJECT TEACHING GUIDE

### G565 - Teaching and Learning French in Primary Education

#### Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Primary Education Teaching

Academic year 2023-2024

| 1. IDENTIFYING DATA              |  |                  |                    |                  |  |
|----------------------------------|--|------------------|--------------------|------------------|--|
| Degree                           | Double Degree in Teaching in Early Childhood Education and Primary Education<br>Degree in Primary Education Teaching |                  |                    | Type and Year    | Compulsory. Year 3<br>Compulsory. Year 3 |
| Faculty                          | School of Teacher Training   |                  |                    |                  |  |
| Discipline                       | Subject Area: Teaching and Learning of Languages<br>Module: Training in Teaching and the Discipline                  |                  |                    |                  |  |
| Course unit title and code       | G565 - Teaching and Learning French in Primary Education   |                  |                    |                  |  |
| Number of ECTS credits allocated | 6  | Term             | Semester based (2) |                  |  |
| Web                              |  |                  |                    |                  |  |
| Language of instruction          | Spanish  | English Friendly | Yes                | Mode of delivery | Face-to-face                             |

|                  |   |  |  |  |  |
|------------------|---|--|--|--|--|
| Department       | DPTO. FILOLOGIA   |  |  |  |  |
| Name of lecturer | MARGARITA ELENA GARCIA CASADO                                 |  |  |  |  |
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| Office           | Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (236) |  |  |  |  |
| Other lecturers  | CLAUDIA UDIAS GARRIDO   |  |  |  |  |

**3.1 LEARNING OUTCOMES**

- Students should be able to understand and critically value the different methodologies used in the field of Foreign Language Teaching
- Students should be able to understand the procedures of teaching and learning and to critically value their distinct didactic approaches
- Students should be able to analyze, select, adapt and use teaching materials to all linguistic skills as well as culture and intercultural competencies.
- Students should know and adapt distinct methodological approaches regarding the teaching of French as a Foreign Language
- Students should know and be able to apply a variety of learning strategies concerning all linguistic competences
- the student should be able to use and apply strategically a variety of teaching games related to the teaching of linguistic competences

**4. OBJECTIVES**

- to understand and critically value the different teaching methodologies used in the FLT classroom and in particular French as a foreign language
- to elaborate innovative projects and activities (teaching materials, strategies, approaches) for the French language teaching classroom based on a global and critical perspective of the FLT
- to implement and adapt when necessary the adequate methodology for the teaching of linguistic competences
- to select, analyze and strategically use didactic material
- to use strategically the Internet resources in the FLT classroom
- to elaborate Didactic sequences / teaching projects and classroom sessions

**6. SUBJECT PROGRAM**

CONTENTS

|   |   |
|---|---|
| 1 | Unit 1. Presentation of the methodologies used in the field of French as a foreign language<br>- the Communicative approach<br>- The Task based learning approach and the Common European Framework of Reference for Languages                      |
| 2 | Unit 2. Linguistic competences and strategies applied in the learning-teaching process<br>- oral comprehension strategies<br>- oral production strategies<br>- interactive communicative strategies<br>- reading strategies<br>- writing strategies |
| 3 | Unit 3.<br>Elaboration of a didactic project  |
| 4 |   |

| 7. ASSESSMENT METHODS AND CRITERIA  |      |             |           |        |
|---|------|-------------|-----------|--------|
| Description   | Type | Final Eval. | Reassessn | %      |
| - Attendance is compulsory<br>- students will have to participate actively in all classroom activities and to return on due time all required activities.<br>- Final exam will be comprehensive.  | Work | Yes         | Yes       | 30,00  |
| Mínimum grade to pass the course: 5.<br>Students are required to participate actively in class.<br>Students will return all classroom activities on time.<br>Final exam: 40% of final grade<br>Classroom activities and attendance: 60% of final grade  | Work | No          | Yes       | 30,00  |
| Teaching sequence / Teaching project.   | Work | Yes         | Yes       | 40,00  |
| TOTAL   |      |             |           | 100,00 |
| Observations  |      |             |           |        |
| <ul style="list-style-type: none"> <li>- Final exam is comprehensive</li> <li>- Evaluation process in formative and summative</li> <li>- students will be required to produce and apply teaching activities appropriate to the linguistic competences</li> <li>. the day of the final exam, students will turn in their Project</li> <li>- students will abide by the University of Cantabria policy concerning plagiarism</li> </ul> |      |             |           |        |
| Observations for part-time students   |      |             |           |        |
| <p>Students who will not be able to attend class on a regular basis should inform their teacher of their specific situation at the beginning of the course.</p> <p>The teacher will provide them with a pertinent bibliography and all necessary instructions in order for them to comply with classroom requisites.</p> <p>They will have to turn in a Didactic unit / Teaching project the day of the final exam.</p>               |      |             |           |        |

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

- Augé, Hélène, Borot Marie-France, Vielmas Michèle. Jeux pour parler, jeux pour créer. Paris : Clé International.
- Beacco, J. L. L'approche des compétences dans l'enseignement des langues. Paris : Didier, 2007.
- Besse, H. Méthodes et Pratiques des manuels de langues. Paris : Didier, 1985.
- Bordallo, Isabelle, Ginestet Jean-Paul. Pour une pédagogie du projet. Paris : Hachette, 2006.
- Christophe, Suzanne. Jeux poétiques et langue écrite. Paris : A. Colin, 1985.
- Cuq, J.-P, et Crucca I. Cours de didactique du français langue étrangère et seconde. Grenoble : Presses Universitaires de Grenoble, 2003.
- Cyr, Paul. Les stratégies d'apprentissage. Paris : Clé International, 1998.
- Duverger, Jean. L'enseignement en classe bilingue. Paris : Hachette, 2005.
- Galisson, Robert et Puren, Christian. Du concept en didactique des langues étrangères. Paris : Didier, 1997.
- Galisson, Robert. D'hier à aujourd'hui, la didactique générale des langues étrangères. Du structuralisme au fonctionnalisme. Paris : Clé international, 1980.
- Germain, Claude, Hubert Séguin, . Le point sur la grammaire. Paris : CLE International, 1998.
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- Puren, Christian. La didactique des langues étrangères à la croisée des méthodes : Essai sur l'éclectisme.. Paris : Didier, 2006.
- Puren, Christian. De la méthodologie à la didactologie. Paris : Didier, 2001.
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- Robert, J. P. Rosen E., Reinhart C. Faire classe en FLE. Une approche actionnelle et pragmatique. Paris : Hachette, 2011.
- Robert, J. M. Manières d'apprendre. Pour des stratégies d'apprentissage différenciées. Paris : Hachette, 2009.
- Rosen, Evelyne. Le point sur le Cadre européen commun de référence. Lassay-les-Châteaux : Clé International, 2007.
- Stoean, Carmen-Stefania. "La méthode traditionnelle". Dialogos. 14. 2006 : 6-9.
- Vanthier, Hélène. L'enseignement aux enfants en classe de langue. Paris : Clé international, 2009.