



## IDENTIFYING DATA

### (\*)Lingua francesa e a súa didáctica

Subject	(*)Lingua francesa e a súa didáctica			
Code	P02G120V01505			
Study programme	(*)Grao en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	French Galician			
Department				
Coordinator	Valcarcel Riveiro, Carlos			
Lecturers	Valcarcel Riveiro, Carlos			
E-mail	carlos.valcarcel@uvigo.es			
Web	<a href="http://https://sites.google.com/site/didactiquedufle/">http://https://sites.google.com/site/didactiquedufle/</a>			
General description				

## Competencies

Code	
A1	(*)Coñecer as áreas curriculares da Educación Primaria, a relación interdisciplinar entre elas, os criterios de avaliación e o corpo de coñecementos didácticos ao redor dos procedementos de ensino e aprendizaxe respectivos
A2	(*)Deseñar, planificar e avaliar procesos de ensino e aprendizaxe, tanto individualmente como en colaboración con outros docentes e profesionais do centro.
A3	(*)Abordar con eficacia situacións de aprendizaxe de linguas en contextos multiculturais e plurilingües. Fomentar a lectura e o comentario crítico de textos dos diversos dominios científicos e culturais contidos no currículo escolar
A4	(*)Deseñar e regular espazos de aprendizaxe en contextos de diversidade e que atendan á igualdade de xénero, á equidade e ao respecto aos dereitos humanos que conformen os valores da formación cidadá
A5	(*)Fomentar a convivencia na aula e fóra dela, resolver problemas de disciplina e contribuir á resolución pacífica de conflitos. Estimular e valorar o esforzo, a constancia e a disciplina persoal nos estudantes
A10	(*)Reflexionar sobre as prácticas de aula para innovar e mellorar o labor docente. Adquirir hábitos e destrezas para a aprendizaxe autónoma e cooperativa e promoverla entre os estudantes
A11	(*)Coñecer e aplicar nas aulas as tecnoloxías da información e da comunicación. Discernir selectivamente a información audiovisual que contribúa ás aprendizaxes, á formación cívica e á riqueza cultural
A12	(*)Comprender a función, as posibilidades e os límites da educación na sociedade actual e as competencias fundamentais que afectan aos colexios de educación primaria e aos seus profesionais. Coñecer modelos de mellora da calidade con aplicación aos centros educativos
B1	(*)Capacidade de análise e síntese
B2	(*)Capacidade de organización e planificación
B3	(*)Comunicación oral e escrita
B4	(*)Coñecemento dunha lingua estranxeira
B5	(*)Coñecementos de informática
B6	(*)Capacidade de xestión da información
B7	(*)Resolución de problemas
B8	(*)Toma de decisións
B9	(*)Traballo en equipo
B10	(*)Traballo nun contexto internacional
B11	(*)Habilidades nas relacións interpersoais
B12	(*)Recoñecemento da diversidade e da multiculturalidade
B13	(*)Razoamento crítico
B14	(*)Compromiso ético
B15	(*)Aprendizaxe autónoma
B16	(*)Adaptación a novas situacións

B17 (\*)Creatividade

B18 (\*)Lideranza

B19 (\*)Coñecemento doutras culturas e costumes

B20 (\*)Iniciativa e espírito emprendedor

B21 (\*)Motivación pola calidade

---

**Learning aims**

---

Expected results from this subject	Training and Learning Results
(*)1. Comprise the main ideas of the speech spoken when this is clear and normal and treat daily subjects of the personal fields, public, professional and educational (Common Frame, Picture 5).	B3 B11 B12 B19
(*)2. Comprise the main idea of films and of programs of radio or television that treat current subjects or of personal or professional interest, when the articulation is relatively slow and clear.	B3 B4 B10 B15 B19
(*)3. Comprise texts written drafted in a tongue of usual and daily use or related with the work.	B3 B4 B10 B12 B15 B19
(*)4. Comprise the description of events, feelings and wishes in personal letters.	B3 B4 B10 B11 B12 B15 B19
(*)5. Knowledge *desenvolverse in almost all the situations that present him when it travels where speaks this tongue.	B3 B4 B7 B10 B11 B12 B15 B16 B19
(*)6. Power take part spontaneously in a conversation that treat daily subjects of personal interest or that they are pertinent for the daily life (for example family, interest, work, trips and current events).	B3 B4 B10 B11 B15 B19
(*)7. Power address *oralmente in French/English, fluently and security, subjects of interest for students of primary education. Know link sentences of simple form with the end to describe experiences and facts, as well as his dreams, hopes and ambitions.	B3 B4 B10 B12 B15 B19
(*)	B4 B10 B11 B12 B15 B19
(*)9. Know *narrar a history or relate, the plot of a book or film, and can describe his reactions.	B3 B4 B10 B11 B12 B15 B19

(*)10. Be able to write simple texts and well linked on subjects that are him known or of personal interest. Power write personal letters that describe experiences and impressions.		B3 B4 B5 B10 B11 B12 B15 B19
(*)11. Know the areas *curriculares of the Primary Education, the relation *interdisciplinar between them, the criteria of evaluation and the body of didactic knowledges around the procedures of education and respective learning.	A1 A3	B1
(*)12. Design, schedule and evaluate processes of education and learning, so much individually as in collaboration with other educational and professional of the centre.	A2 A3 A4	B2 B4 B9 B11 B14 B16 B17 B18 B19 B21
(*)13. *Fomentar The *convivencia in the classroom and out of her, resolve problems of discipline and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, the proof and the personal discipline in the students.	A3 A5	B7 B9 B14 B18 B21
(*)14. *Reflexionar On the practices of classroom for *innovar and improve the educational work. Purchase habits and *destrezas for the autonomous and cooperative learning and promote it between the students.	A10	B1 B5 B6 B13 B14 B17 B21
(*)15. Comprise the basic principles of the sciences of the language and of the communication.	A3	B1 B4 B13
(*)16. Handle the basic concepts of the communicative education of a foreign tongue, including the linguistic functions, and the competitions and *estrategias comunicativas.	A3	B1 B2 B4 B6 B13 B19
(*)17. Differentiate between linguistic competitions, *socioculturales, and pragmatic (*MECR, Chapter 5, Sections 5.2.1, 5.2.2 and 5.2.3).	A3	B1 B4 B6 B12 B13 B19
(*)18. Know the process of learning of the language written and his education.	A1 A3	B1 B3 B4 B13
(*)19. Know the school curriculum of the foreign tongue.	A1 A3 A12	B1 B4 B13 B14 B21

(*)20. Know develop a program of education and communicative learning of *lalengua foreign.	A1 A2 A3	B2 B3 B4 B5 B7 B8 B10 B11 B12 B13 B14 B17 B19 B20 B21
(*)21. Be able to prepare and *impartir a didactic unit.	A1 A2 A3 A10	B2 B3 B4 B5 B7 B8 B9 B10 B12 B13 B14 B17 B19 B21
(*)22. Be able to present new functional elements, grammatical and lexical.	A2 A3	B2 B3 B4 B5 B6 B14 B15 B17 B21
(*)23. Know facilitate the oral practice in the classroom by means of communicative activities *enparejas and groups.	A2 A3	B2 B3 B4 B9 B11 B12 B14 B16 B17 B19 B21
(*)24. Know create opportunities for the free and communicative production by means of games, activities *lúdicas and creative.	A2 A3 A10 A11	B2 B3 B4 B5 B9 B11 B12 B14 B15 B16 B17 B19 B21

(\*)25. Know as \*fomentar the reading and encourage to write.

A2  
A3  
A10  
B2  
B3  
B4  
B9  
B11  
B14  
B15  
B17  
B19  
B21

(\*)26. Comprise distinct forms of evaluation and of car-evaluation and know carry the evaluation to cape.

A2  
A3  
A10  
B1  
B2  
B4  
B5  
B8  
B9  
B13  
B14  
B17  
B21

## Contents

### Topic

(\*)1. Introduction to the basic concepts of the communicative education of a \*lenguajextranjera, including the linguistic functions, and the competitions and \*estrategiascomunicativas. (\*)

(\*)2. Personal experiences \*delaprendizaje of the foreign tongue; identification of opportunities in the surroundings for \*fomentar the own learning and \*diagnóstica of needs and objective. Use of internet for autonomous learning. (\*)

(\*)3. The presentation of new functional elements, grammatical and lexical in the classroom of French. The oral practice in the classroom by means of communicative activities \*enparejas and groups. (\*)

(\*)4. The place of the grammatical games in the classroom; create and carry out activities \*quefomentan the communicative and autonomous □production□ in the classroom. The \*cuentacuentos in the classroom of foreign tongue. (\*)

(\*)5. The didactic unit: preparation of a didactic unit □ election of thematic, identification of put and objective and of linguistic competitions, \*socioculturales, \*discursivas and strategic, planning and \*temporalización of the unit; exhibition in front of the mates and the professor, evaluation by part of the mates. (\*)

(\*)The evaluation: evaluate the own experience with this \*asignatura in terms of \*lasnecesidades and objective identified to the start of the course; the evaluation of the English/\*francés in the classroom of primary, by part of the professor and by part of the student. (\*)

(\*)7. Tongue. Who am? - Physical characteristics, affective and personal: describe to if same and the other in terms of the appearance and of the character; express the agreement and the disagreement; identify to somebody by means of his description; technicians of \*clarificación, \*paráfrasis, and \*verificación. (\*)

(\*)8. Tongue. The surroundings in which lived: description of houses; understanding of announcements of flats and houses in rent; orient in the city. (\*)

(\*)9. Tongue. Request a work: comprise texts related with the labour world; practise interviews of work in couples; read and write letters of application of employment.

## Planning

	Class hours	Hours outside the classroom	Total hours
Master Session	25	50	75
Troubleshooting and / or exercises	25	50	75

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Master Session	(*)As sesións maxistras desenvolveranse nas horas de grupo A. Nelas trataranse os contidos de didáctica das linguas estranxeiras. Ademais, o alumnado deberá participar nas actividades que propoña o profesor no grupo da RedeSocial da universidade.
Troubleshooting and / or exercises	(*)Preferentemente, nas horas de tipo B, traballaranse os contidos estritamente lingüísticos e comunicativos do programa. Ao longo do curso, o profesor proporá un máximo de seis tarefas ou proxectos que deberá realizar cada alumno. As datas de realización das tarefas serán establecidas na clase, pero non se aconsella que se superen as tres semanas para a súa realización. O profesor guiará o alumnado para a execución destas tarefas propondo actividades comunicativas.

## Personalized attention

Methodologies	Description
Master Session	
Troubleshooting and / or exercises	

## Assessment

	Description	Qualification
Master Session	(*)O alumnado deberá presentar por escrito, xa for en formato papel ou electrónico, unha programación para un mínimo dunha sesión dunha clase de francés. O alumno escollerá o ciclo e o curso para o que elaborará a programación, que deberá estar acompañada da contextualización e xustificación pedagóxica correspondentes. Os criterios de avaliación e o baremo serán negociados co alumnado no inicio do curso e farán parte dunha grella de avaliación. A data de entrega deste proxecto final será a da data oficial fixada polo centro.	50
Troubleshooting and / or exercises	(*)Ao longo do curso o alumnado deberá realizar unha serie de tarefas ou proxectos relacionados cos contidos de lingua francesa da materia. Cada proxecto será avaliado mediante unha grella de avaliación cuxos criterios e baremo se fixarán na clase. En todo caso, entre os criterios das grellas de avaliación dos proxectos se deberá contemplar a asistencia e a participación nas clases. A media das notas obtidas en cada proxecto constituirá o 50% da nota final da materia.	50

## Other comments on the Evaluation

## Sources of information

## Recommendations

### Subjects that are recommended to be taken simultaneously

- (\*)Didáctica da lingua e literatura: Galego/P02G120V01501
- (\*)Didáctica da lingua e literatura: Español/P02G120V01506
- (\*)Lingua e literatura: Galego/P02G120V01602
- (\*)Lingua e literatura: Español/P02G120V01603

### Subjects that it is recommended to have taken before

- (\*)Educación: Deseño e desenvolvemento do currículo da educación primaria/P02G120V01201
- (\*)Educación: Novas tecnoloxías aplicadas á educación primaria/P02G120V01202
- (\*)Psicoloxía: Psicoloxía da educación: Procesos de aprendizaxe escolar/P02G120V01205

(\*)Psicología: Psicología do desenvolvemento de 6 a 12 anos/P02G120V01103

(\*)Lingua española/P02G120V01303

(\*)Lingua galega/P02G120V01404

---