IDENTIFYING DATA

Foreign language learning: French

Subject	Foreign language learning: French
Code	P02G110V01508
Study programme	Grado en Educación Infantil

Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st

Teaching language	#EnglishFriendly French
Department	
Coordinator	Valcárcel Riveiro, Carlos
Lecturers	Valcárcel Riveiro, Carlos
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Web	http://https://classroom.google.com/
General description	This course focuses on the acquisition of teaching skills on foreign languages for Preschool Education using French as working language. English Friendly subject: International students may request from the teachers: a) materials and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English.

Skills

Code	
A3	That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy.
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B3	Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights.
B4	Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them.
B5	Reflexionar In group on the acceptance of norms and the respect to the other. Promote the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values in the first infancy.
B7	Know the educational implications of the technologies of the information and the communication and, in particular, of the television in the first infancy.
B8	Know foundations of dietary and childish hygiene. Know foundations of early attention and the bases and developments that allow to comprise the psychological processes, of learning and of construction of the personality in the first infancy.
B9	Know the organisation of the schools of childish education and the diversity of actions that comprises his operation. Assume that the exercise of the educational function has to go perfecting and adapting to the scientific changes, pedagogical and social along the life.
B10	Act like orientador of mothers and parents in relation with the familiar education in the period 0-6 and dominate social skills in the deal and relation with the family of each student and with the group of the families.
B11	Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.
B12	Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres.
C37	Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history.
C42	Know the curriculum of tongue and lectoescritura of this stage as well as the theories on the acquisition and development of the corresponding learnings.

C43	Favour the capacities of speech and of writing.
C51	Purchase literary training and especially know the childish literature.
C53	Know the musical foundations, plastics and of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learnings.
C61	Control and do the follow-up of the educational process and, in particular, of education and learning by means of the command of technicians and necessary strategies.
D1	Capacity of analysis and synthesis
D2	Capacity of organisation and planning
D3	oral and written Communication
D4	Knowledge of foreign tongue
D5	Knowledge of computer
D6	Capacity of management of the information
D7	Resolution of problems
D8	Takes of decisions
D9	Work in team
D10	Work in an international context
D11	Skills in the interpersonal relations
D12	Recognition of the diversity and multiculturalidad
D13	critical Reasoning
D14	ethical Commitment
D15	autonomous Learning
D16	Adaptation to new situations
D17	Creativity
D18	Leadership
D19	Knowledge of other cultures and habits
D20	Initiative and spirit emprendedor
D21	Motivation by the quality
D22	Sensitivity by environmental subjects

Learning outcomes

Expected results from this subject	Training and Learning Results			
(*)1. Deseñar, planificar e avaliar procesos de ensino e aprendizaxe, tanto individualmente como en colaboración con outros docentes e profesionais do centro.	A3 A4 A5	B2 B3 B4 B5 B7 B9 B11 B12	C42 C43 C51 C53 C61	D1 D3 D4 D6 D8 D11 D12 D14
(*)2. Reflexionar sobre as prácticas de aula para innovar e mellorar o labor docente. Adquirir hábitos e destrezas para a aprendizaxe autónoma e cooperativa e promovela entre o estudantado.	A3 A4 A5	B2 B3 B4 B5 B7 B9 B11 B12	C42 C43 C51 C53 C61	D1 D2 D3 D4 D5 D7 D8 D9 D11 D13 D14 D15 D17 D19

	A	B	C	D
New		B7 B10 B11	C37 C42 C43 C51 C53 C61	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21
New		B2 B3 B4 B5 B10	C37	D6 D7 D8 D9 D11 D12 D13 D14 D15 D17 D18
New	A3		C42	D1 D2 D3 D4 D6 D9 D12 D13 D15 D19
New		B2 B3	C42 C43 C51 C53	D1 D2 D3 D4 D6 D13 D15
New			C42 C51 C53	D1 D2 D3 D4 D6 D9 D12 D13 D14 D15 D19
New		B2 B3 B7 B11	C42 C53	D1 D2 D4 D6 D9 D11 D12 D13 D19

Descrición	A	B	C	D
(*)3. Diferenciar entre competencias lingüísticas, socioculturais e pragmáticas.	A3 A4 A5	B2 B3 B5 B10	C42 C43 C53	D1 D3 D4 D6 D10 D11 D12 D13 D19
(*)4. Diferenciar entre as actividades comunicativas (interacción oral, expresión oral e comprensión oral) adecuadas ao nivel A1.1 do Marco Europeo Común de Referencia para a Aprendizaxe das Linguas (MECR).	A3 A4 A5		C37 C43	D1 D3 D4 D7 D11 D12 D13 D19
(*)5. Ser capaz de preparar e aplicar unha unidade didáctica.	A3 A4 A5	B2 B3 B4 B5 B7 B8 B11 B12	C42 C43 C51 C53 C61	D1 D2 D3 D4 D7 D8 D9 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22
(*)6. Ser capaz de levar a cabo distintos tipos de avaliación.	A3 A4 A5	B2 B3 B5 B7 B9 B11 B12	C42 C43 C51 C61	D1 D2 D3 D4 D5 D6 D7 D8 D13 D14 D15 D19 D21
(*)7. Coñecer o currículo da lingua estranxeira na Educación Infantil.	A3 A4 A5	B2 B3 B4 B5 B7 B8 B9 B10 B11 B12	C42 C43 C51 C53 C61	D1 D3 D4 D13 D14 D15 D21
(*)8. Identificar os tipos de actividades comunicativas (interacción oral, expresión oral e comprensión oral) no ámbito persoal.				D1 D2 D3 D4 D11 D12 D13 D19

Contents

Topic	
1. The theoretical framework of language for communication: action-oriented approaches.	1a. Factors in the teaching of foreign languages in preschool education: age, native language, socio-cultural context, needs and objectives.
	1b. French as a foreign language: FLE, FOS, EMILE/ CLILE, EVLANG and Français précoce
	1c. Methodologies for teaching foreign languages.
2. Task and skill-based pedagogical approach.	2a. Project based foreign language learning in Preschool Education.
	2b. The Common European Framework of Reference for Languages (CEFR).
	2c. The European Language Portfolio (ELP).
3. Curriculum and foreign language teaching in Preschool Education.	3a. Legislation on foreign language teaching in preschool education.
	3b. The A1 level of the CEFR in Preschool Education: objectives, contents and skills.
	3c. The Preschool curriculum and foreign language learning.
4. Teaching units design.	4b. The selection of learning materials for the classroom: pedagogized vs. authentic materials.
	4c. Songs, stories and games for the French sessions in Preschool Education.
	4d. Scheduling objectives, contents and activities
5. Overall and analytical evaluation procedures.	5a. Assessing oral and written comprehension.
	5b. Assessing oral and written production.

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	12	24	36
Project based learning	14	28	42
Presentation	2	2	4
Problem solving	20	40	60
Debate	4	4	8

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

Methodologies

	Description
Lecturing	Lectures will be held in French with the whole class, in group A hours. In them, the teacher and the students will work on the essential concepts related to the different topics of the course and necessary for the development of the projects. The teacher will also provide literature and other useful resources for students to find further information.
Project based learning	Throughout the course, the teacher will propose at least three projects to be presented orally on the dates indicated at the beginning of the course. All the projects will be group-based and the instructions for their completion will be detailed on the learning platform. In class, the teacher will guide the students to carry out their projects by means of collaborative group tasks.
Presentation	Presentations will preferably take place in A-group sessions. For each project, groups must present in French and in person the outcomes of their work. Each group will have 10 minutes to make its presentation.
Problem solving	In B-group sessions, students will complete a series of group tasks in digital collaborative spaces so they can work on different aspects related to the projects in progress.
Debate	Discussion will preferably take place during B-group sessions. Students will have to provide answers and ideas about the issues raised in the lectures, although digital meetings with some experts can also be scheduled. If needed, discussion sessions can also be used to reinforce linguistic or digital skills.

Personalized assistance

Methodologies	Description

Lecturing	One-to-one assistance will be provided in different ways: 1. During the tuition schedule detailed by the teacher in the course presentation. Students must previously make an appointment with the teacher within this schedule and via email. In these tuitions students will be able to solve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. The teacher will not attend students without previous appointment or beyond the established schedule. 2. Through the learning platform 3. Through videoconference (previous appointment) or e-mail.
Project based learning	One-to-one assistance will be provided in different ways: 1. During the tuition schedule detailed by the teacher in the course presentation. Students must previously make an appointment with the teacher within this schedule and via email. In these tuitions students will be able to solve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. The teacher will not attend students without previous appointment or beyond the established schedule. 2. Through the learning platform 3. Through videoconference (previous appointment) or e-mail.
Debate	One-to-one assistance will be provided in different ways: 1. During the tuition schedule detailed by the teacher in the course presentation. Students must previously make an appointment with the teacher within this schedule and via email. In these tuitions students will be able to solve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. The teacher will not attend students without previous appointment or beyond the established schedule. 2. Through the learning platform 3. Through videoconference (previous appointment) or e-mail.
Presentation	One-to-one assistance will be provided in different ways: 1. During the tuition schedule detailed by the teacher in the course presentation. Students must previously make an appointment with the teacher within this schedule and via email. In these tuitions students will be able to solve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. The teacher will not attend students without previous appointment or beyond the established schedule. 2. Through the learning platform 3. Through videoconference (previous appointment) or e-mail.
Problem solving	One-to-one assistance will be provided in different ways: 1. During the tuition schedule detailed by the teacher in the course presentation. Students must previously make an appointment with the teacher within this schedule and via email. In these tuitions students will be able to solve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. The teacher will not attend students without previous appointment or beyond the established schedule. 2. Through the learning platform 3. Through videoconference (previous appointment) or e-mail.

Assessment

Description	Qualification	Training and Learning Results			
PresentationOn the dates agreed in class, students must present in French the outcomes of their group projects which must be submitted to the learning platform. Students must complete all the projects proposed during the course (at least 3) in order to be assessed in the first call. Each work group will have 10 minutes and will be able to use the technical means that the faculty puts at their disposal. Presentations will be evaluated by the teacher according to a rubric whose criteria and scales will be available on the learning platform. In any case, groups will be created randomly by the teacher.	100	A3 A4 A5	B2 B3 B4 B5 B7 B8 B9 B10 B11 B12	C37 C42 C43 C51 C53 C61	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22

Other comments on the Evaluation

Evaluation dates and deadlines are displayed on the learning platform as well as on the faculty's website.

First call evaluation

Classroom-based evaluation

Students must complete and submit all the projects proposed by the teacher. The final grade will be calculated from the

mean of the grades obtained in each project.

Non-classroom-based assessment

Students who cannot or do not wish to attend class must ask the teacher to do the non-classroom-based evaluation within the first month of class. This evaluation will consist of a written examination on 100% of the content covered by the classroom projects. The examination will be held on the official date set by the faculty. It will be graded from 0 to 10 and will have different tasks where the students' oral and written comprehension in French will be assessed, as well as their oral and written expression. The examination type and the evaluation tools used by the teacher will be available on the learning platform.

Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may need an adaptation of the evaluation system. This adaptation has to be designed by both the teacher and the students involved with the aim of ensuring that all the necessary means are available for students with SEN to show evidence of their achievement of the course objectives.

First call voluntary challenges

The teacher may propose voluntary challenges and give students distinctions with a certain value on the final grade. Guidelines for the challenges, their value in the final grade and the criteria for their awarding will be found on the learning platform.

Second call evaluation

Students who will not attend any evaluation (classroom-based or non-classroom-based) at the first call will be evaluated as no-shows. Those who will not pass the course in the first call will be evaluated at the second call. At the second call, the work done at the first call will not be taken into account.

Students who will attend the second call will have to take a written examination on 100% of the contents covered by the classroom projects. The examination will be held on the official date set by the faculty. It will be graded from 0 to 10 and will have different tasks where the students' oral and written comprehension in French will be assessed, as well as their oral and written expression. The examination type and the evaluation tools used by the teacher will be available on the learning platform.

Working languages

The working languages of the course will be French, Galician, Spanish and exceptionally English. The teacher will communicate with the students at all times, both orally and in writing, preferably in French. Unless the teacher gives other instructions, students may use any of the working languages. However, the commitment to use French will be taken into account positively in the final evaluation. Examination questions will be written in French only. Students from international mobility programmes may receive support in English upon request.

The use of automatic translators in any learning activity of this course, as well as to communicate with the teacher, is not allowed. Its repeated use in a project or in an examination may constitute an invalidation.

Sources of information
Basic Bibliography
BERTOCCHINI, P. e COSTANZO, E., **Manuel de formation pratique pour le professeur de FLE**, 2, Clé Internationale, 2017
CAMERON, L., **Teaching language to young learners**, Cambridge University Press, 2002
CHAUVET, A., **Référentiel de l'Alliance française pour le Cadre européen commun**, 1, Clé Internationale, 2009
CUQ, J. P. / GRUCA, I., **Cours didactique du français langue étrangère et seconde**, Presses Universitaires de Grenoble, 2005
GORDON, T., **Teaching Young Children a Second Language**, 1, Praeger, 2007
PINTER A., **Teaching Young Language Learners**, 2, Oxfird University Press, 2017
Complementary Bibliography
BALSIGER C. (dir.), **Eveil aux langues et approches plurielles : de la formation des enseignants aux pratiques de classe**, L'Harmattan, 2012
CONSELLERÍA DE EDUCACIÓN E ORDENACIÓN UNIVERSITARIA, **Lexislación da Educación Infantil en Galicia**, Xunta de Galicia, 2009
HUETE, C. / PEREZ, P. (eds.), **Enseñanza-aprendizaje de las lenguas extranjeras en edades tempranas**, Región de Murcia, 2003

RAKOCEVIC, R., **Langues étrangères à l'école en Europe : un cadre commun de référence et une diversité des pratiques**, DEPP, 2013

VANTHIER H., **L'enseignement aux enfants en classe de langue**, Clé Internationale, 2009

VV.AA., **Enseigner et apprendre les langues au cycle 2**, CRDP - Académie de Bordeaux,

WEISS, F., **Jouer, communiquer, apprendre**, Hachette, 2002

YAICHE, F., **Les simulations globales, mode d□emploi**, Hachette, 1996

Recommendations

Subjects that are recommended to be taken simultaneously

Visual and fine arts expression teaching/P02G110V01502

Physical education and its teaching in childhood/P02G110V01503

Musical expression and its teaching/P02G110V01504

Language and literature: Spanish/P02G110V01507

Language and literature: Galician/P02G110V01505

Subjects that it is recommended to have taken before

Communication: Spanish language/P02G110V01101

Communication: Galician language/P02G110V01201

Psychology: Educational psychology: Childhood learning processes/P02G110V01205

Psychology: Developmental psychology from 0-6 years/P02G110V01104

Children´s literature and language teaching/P02G110V01404

Foreign Language 1: French/P02G110V01405

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

No adaptation of the course contents is required, as all of them can be addressed in a non classroom-based context. The teaching methodologies, already based on the syncronous use of collaborative digital spaces, do not require modifications either. Online classes will be carried out by videoconference on the remote campus at the times scheduled for classroom-based classes whenever possible.

Tutoring sessions will preferably be ensured by videoconference, although it is also possible to contact the teacher by e-mail or by phone. Several references from the recommended literature are available in digital format. Students interested in consulting them are invited to contact the teacher.

=== ADAPTATION OF THE EVALUATION ===

The evaluation system foreseen for the different calls is maintained in a non-classroom-based environment. The examinations for non-classroom-based or second call evaluation will be carried out via the learning platform and the remote campus at the date and time scheduled by the faculty. The oral expression examinations will require the recording of audio files by the students.