



## IDENTIFYING DATA

### French language and its teaching

Subject	French language and its teaching			
Code	P02G120V01505			
Study programme	Grado en Educación Primaria			
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	<a href="http://https://classroom.google.com/">http://https://classroom.google.com/</a>			
General description	<p>This course focuses on the acquisition of teaching skills on foreign languages using French as working language.</p> <p>English Friendly subject: International students may request from the teachers:</p> <p>a) materials and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English.</p>			

## Skills

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
B1	To know the curricular areas of Primary Education, the interdisciplinary relationships between them, the assessment criteria and the body of pedagogical knowledge about their respective teaching and learning procedures.
B2	To design, plan and assess learning and teaching processes, both individually and working with other teachers and professionals from the school.
B3	To deal effectively with situations of language learning in multicultural and multilingual situations. To promote reading and critical commentary of texts from several scientific and cultural domains that are part of the school curriculum.
B5	To promote respectful coexistence within and outside the classroom, sort out problems of discipline and contribute to the peaceful resolution of conflicts. To stimulate and appreciate students' perseverance and personal discipline.
B6	To be familiar with the organizing structure of primary education schools and the diversity of actions that its functioning comprises. To undertake the tutoring and orientation roles with students and their families, paying attention individually to the singular educational needs of students. To be aware that the practice of the teaching profession will be permanently subject to improvement and adaptation to scientific, pedagogical and social changes throughout one's life.
B8	To uphold a critical, independent attitude with regard to all forms of knowledge and all values and to every public and private social institution.
B10	To reflect on classroom practices with the aim of innovating and improving teaching. To acquire habits and skills for independent and cooperative learning and to promote it among students.
C11	To know the processes of interaction and communication in the classroom.
C13	To promote cooperative work and individual work and effort.
C16	To design, plan and evaluate teaching and learning activities in the classroom.
C34	To promote the democratic education of the citizenry and the practice of critical thinking about society.

C43	To understand the basic principles of the sciences of language and communication.
C45	To know the languages and literatures school curricula.
C48	To promote reading and writing habits.
C50	To approach language learning situations in multilingual contexts.
C51	To be able to communicate, both orally and in writing, in a foreign language.
C52	To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
C62	To know and apply the processes of interaction and communication in the classroom, and master the social skills and abilities that are necessary to create an atmosphere in the classroom conducive to facilitating learning and respectful coexistence.
C63	To control and monitor the education process, in particular the teaching-learning process, through the mastery of the appropriate techniques and strategies.
C65	To participate in teaching activities and to learn from them, reflecting on practices and acting accordingly.
D1	Analysis and synthesis skills.
D2	Organization and planning skills.
D3	Oral and written communication in one's mother tongue.
D4	Knowledge of a foreign language.
D7	Problem resolution.
D9	Teamwork skills.
D11	Work in an international context.
D12	Interpersonal relations skills.
D13	Appreciation of diversity and multiculturalism.
D15	Ethical commitment.
D16	Independent-learning skills.
D17	Ability to adapt to new situations.
D19	Leadership skills.
D20	Knowledge of other cultures and customs.
D21	Entrepreneurship skills.

### Learning outcomes

Expected results from this subject	Training and Learning Results	
(*)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.		D1 D3 D4 D11 D13 D20
(*)3. Comprise texts written drafted in a tongue of usual and daily use or related with the work.		D1 D3 D4
(*)4. Comprise the description of events, feelings and wishes in personal letters.		D1 D3 D4
(*)5. Knowledge *desenvolverse in almost all the situations that present him when it travels where speaks this tongue.	C50 C51	D1 D3 D4 D13 D17 D20
(*)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).	C50 C51	D1 D3 D4 D12 D20
(*)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.	A3 B3 A4	C11 D1 C50 D3 C51 D4 D12 D20

(*)		C50	D1
		C51	D3
			D4
			D12
			D17
			D20
			D21
(*)9. Know *narrar a history or relate, the plot of a book or film, and can describe his reactions.		C51	D1
			D3
			D4
(*)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.		C51	D1
			D3
			D4
(*)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.	B1	C11	D1
	B6	C63	D2
			D9
			D12
			D19
(*)12. Design, schedule and evaluate processes of education and learning, so much individually as in collaboration with other educational and professional of the centre.	B2	C13	D1
	B8	C16	D2
		C34	D9
		C43	D12
		C45	D19
(*)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.	B5	C11	D2
		C13	D7
		C34	D12
			D15
(*)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.	B10	C13	D2
		C16	D9
		C34	D12
			D16
			D21
(*)15. Comprise the basic principles of the sciences of the language and of the communication.		C43	D1
			D3
			D4
(*)16. Handle the basic concepts of the communicative education of a foreign tongue, including the linguistic functions, and the competitions and *estrategias comunicativas.		C43	D1
			D3
			D4
(*)17. Differentiate between linguistic competitions, *socioculturales, and pragmatic (*MECR, Chapter 5, Sections 5.2.1, 5.2.2 and 5.2.3).		C11	D1
		C43	
		C52	
(*)18. Know the process of learning of the language written and his education.		C43	D1
		C51	D3
		C63	D4
(*)19. Know the school curriculum of the foreign tongue.		C43	D1
		C45	D4
(*)20. Know develop a program of education and communicative learning of *lalengua foreign.	A1	C45	D1
	A2	C52	D2
	A3		D4
	A4		
(*)21. Be able to prepare and *impartir a didactic unit.	A1	C16	D1
	A2	C51	D2
	A3	C52	D3
	A4	C62	D4
		C63	D9
		C65	
(*)22. Be able to present new functional elements, grammatical and lexical.		C43	D1
		C51	D2
		C52	D3
		C62	D4
		C63	D9
		C65	
(*)23. Know facilitate the oral practice in the classroom by means of communicative activities *enparejas and groups.		C43	D1
		C52	D2
		C62	D3
		C63	D4
		C65	D9

(*)24. Know create opportunities for the free and communicative production by means of games, activities *lúdicas and creative.	C43	D1
	C52	D2
	C62	D4
	C63	D9
	C65	D21
(*)25. Know as *fomentar the reading and encourage to write.	C48	D2
		D4
(*)26. Comprise distinct forms of evaluation and of car-evaluation and know carry the evaluation to cape.	C63	D1
	C65	D2
		D4

## Contents

Topic	
D1 - Communicative teaching of foreign languages.	D1a. Key issues related to foreign language teaching in primary education: age, initial language, socio-cultural context, needs and objectives.  D1b. Methodologies in foreign language teaching.  D1c. Task based language learning and teaching in primary education.
D2 - Methodology 1: Presentation and practice.	D2b. Primary Education Curriculum and foreign language learning.  D2c. Activities to develop foreign language skills in Primary Education: oral and written comprehension, oral and written production.
D3 - Methodology 2: Production, creativity and games.	D3a: Songs and music for the French classroom in Primary Education.  D3b. The role of storytelling in the French classroom of Primary Education.  D3c. The use of games in the French classroom of Primary Education.
D4 - Lesson planning.	D4a. Selecting of materials to work in the classroom: didactized documents and authentic documents.  D4b. Timing of objectives, contents and activities.  D4c. Evaluating oral and written comprehension.  D4d. Evaluating oral and written output.
L1. Introducing oneself and other people.	L1a. Greetings, farewells.  L2b. Asking and knowing how to say the name, address, age and telephone number.  L3c. Asking and knowing how to tell the occupation and country of origin.
L2. Describing physical and personality.	L2a Physical, affective and personal characteristics: describing oneself and other people according to their appearance and personality. Identifying someone through his or her description.  L2b. Expressing agreement and disagreement; techniques of clarification, paraphrasing, and verification.
L3. The living environment.	L3a. Description of households and places.  L3b. Understanding advertisements for rental housing and flats.  L3c. Orientation in the city.
L4. Applying for a job. Animals.	L3a. Understanding texts related to the working world.  L3b. Practicing job interviews in pairs.  L3c. Reading and writing job application letters.  L3d. Domestic and wild animals. Farm animals.

## Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	2	4	6
Project based learning	18	36	54
Presentation	2	4	6

Problem solving	27	54	81
Debate	3	0	3

\*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 C-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.
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.
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.

## Assessment

Description	Qualification	Training and Learning Results
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Presentation	On 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 three) 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	B1	C11	D1
			B2	C13	D2
			B3	C16	D3
			B5	C34	D4
			B6	C43	D7
			B8	C45	D9
			B10	C48	D11
				C50	D12
				C51	D13
				C52	D15
				C62	D16
				C63	D17
				C65	D19
					D20
					D21

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### 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.**

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## Sources of information

### Basic Bibliography

BENTLEY, K., **The TKT course : teaching knowledge test : CLIL module (Content and Language Integrated Learning)**, 1, Cambridge University Press, 2010

BERTOCCHINI, P. e COSTANZO, E., **Manuel de formation pratique pour le professeur de FLE**, 2, Clé Internationale, 2017

CHAUVET, A., **Référentiel de l'Alliance française pour le Cadre européen commun**, 1, Clé Internationale, 2009

DALE L. et TANNER, R., **CLIL activities : a resource for subject and language teachers**, 1, Cambridge University Press, 2012

COYLE, D., HOOD, P. e MARSH, D., **CLIL. Content and language integrated learning**, 1, Cambridge University Press, 2010

CUQ, J. P. et GRUCA, I., **Cours de didactique du français langue étrangère et seconde**, 2, Presses Universitaires de Grenoble, 2008

PINTER, A., **Teaching Young Language Learners**, 2, Oxford University Press, 2017

VANTHIER H., **L'enseignement aux enfants en classe de langue**, 1, Clé Internationale, 2009

### Complementary Bibliography

BALL, P. / KELLY, K. / KLEGG, J., **Putting CLIL into Practice**, Oxford University Press, 2015

GAONAC'H, D. e MACAIRE, D., **Les langues à l'école dès le plus jeune âge**, Cnesco, 2019

MACAIRE D., **(Se) former à enseigner les langues aux enfants**, HAL Archives ouvertes, 2010

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## Recommendations

### Subjects that are recommended to be taken simultaneously

Language and literature teaching: Spanish/P02G120V01506

Language and literature teaching: Galician/P02G120V01501

Language and literature: Spanish/P02G120V01603

Language and literature: Galician/P02G120V01602

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

Education: Design and development of the primary education curriculum/P02G120V01201

Education: New technologies applied to primary education/P02G120V01202

Psychology: Educational psychology: School learning processes/P02G120V01205

Psychology: Developmental psychology from 6 -12 years/P02G120V01103

Spanish language/P02G120V01303

Galician language/P02G120V01404

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## 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 synchronous 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.

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