



IDENTIFYING DATA

French language and their didactics

Subject	French language and their didactics			
Code	P02G120V01505			
Study programme	(*)Grao en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	French			
Department				
Coordinator	Valcárcel Riveiro, Carlos			
Lecturers	Valcárcel Riveiro, Carlos			
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Web	http://https://sites.google.com/site/didactiquedufle/			
General description	(*)Materia centrada na adquisición de competencias na didáctica da lingua estranxeira tomando como exemplo a lingua francesa.			

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 promova 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	B2
	A3	B4
	A4	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	B7
	A5	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	B1
	A3	B3
		B4
		B13
(*)19. Know the school curriculum of the foreign tongue.	A1	B1
	A3	B4
	A12	B13
		B14
		B21

(*)20. Know develop a program of education and communicative learning of *lalengua foreign.	A1	B2
	A2	B3
	A3	B4
		B5
		B7
		B8
		B10
		B11
		B12
		B13
		B14
		B17
		B19
		B20
		B21
(*)21. Be able to prepare and *impartir a didactic unit.	A1	B2
	A2	B3
	A3	B4
	A10	B5
		B7
		B8
		B9
		B10
		B12
		B13
		B14
		B17
		B19
		B21
(*)22. Be able to present new functional elements, grammatical and lexical.	A2	B2
	A3	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	B2
	A3	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	B2
	A3	B3
	A10	B4
	A11	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

(*)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	25	50
Projects	25	50	75
Presentations / exhibitions	0.5	0	0.5
Autonomous practices through ICT	7	14	21
Proceedings	3.5	0	3.5

*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 con toda a clase, nas horas de grupo A. Nelas o profesor sinalará os conceptos esenciais dos diferentes puntos dos contidos da materia. Tamén trasladará ao alumnado unha serie de preguntas que se deberán responder nas horas de debate ou no grupo que se creará para a materia na rede social máis usada pola clase. O profesor tamén indicará bibliografía e sitografía útil para o alumnado procurar información e encontrar respostas.
Projects	(*) Ao longo do curso, o profesor proporá un mínimo de catro tarefas que integrarán o portfolio ou blog de aprendizaxe que deberá presentar oralmente cada alumno no final do cuadrimestre. As datas de realización das tarefas serán establecidas nas sesións de debate, pero non se aconsella que se superen as dúas semanas para a súa realización. Preferentemente, nas horas de tipo B, o profesor guiará o alumnado para a execución destas tarefas mediante a realización de actividades grupais e colaborativas.
Presentations / exhibitions	(*) Desenvolveranse no final no cuadrimestre durante o período de exames establecido no calendario académico. Nestas sesións cada alumno deberá expor oralmente na aula o seu portfolio de aprendizaxe no tempo establecido previamente polo profesor e a clase.
Autonomous practices through ICT	(*)O alumnado deberá realizar en liña unha serie de actividades obrigatorias para reforzar o seu nivel de lingua francesa. As dúbidas serán resoltas preferentepente nas horas C ou durante o horario de atendimento do profesor.
Proceedings	(*) Desenvolveranse preferentemente nas horas de tipo C, aínda que tamén se poderán programar encontros dixitais. O alumnado deberá achegar respostas e ideas sobre as preguntas que se formulen nas sesións maxistras. As horas de debate tamén se poderán usar para negociar datas, horarios, criterios e metodoloxía do sistema de avaliación.

Personalized attention	
Methodologies	Description
Master Session	
Projects	
Presentations / exhibitions	
Proceedings	
Autonomous practices through ICT	

Assessment		
	Description	Qualification
Projects	(*)Ao longo do curso o alumnado deberá realizar unha serie de tarefas ou proxectos relacionados cos contidos da materia. Cada proxecto será avaliado de xeito anónimo por un grupo do alumnado conformado aleatoriamente. O conxunto das tarefas ou proxectos realizados por cada alumno constituirá o seu portfolio de aprendizaxe, que se irá completando en formato blog. A media das notas obtidas en cada proxecto constituirá o 50% da nota final da materia. Para poder ser avaliado na primeira convocatoria, o alumnado deberá realizar todas as tarefas propostas nos prazos fixados pola clase.	30
Presentations / exhibitions	(*)Nas datas establecidas na clase durante o período de exames do cuadrimestre, o alumnado deberá presentar oralmente o seu portfolio de aprendizaxe, froito das tarefas parciais encargadas polo profesor e que estarán recollidas nun blog de aprendizaxe. O alumnado deberá ter realizado todas as tarefas propostas ao longo do curso para ser avaliado na primeira convocatoria. Cada estudante disporá de 10 minutos e poderá usar os medios audiovisuais que a facultade pon ao seu dispor. As exposicións serán públicas, aínda que o/a alumno/a poderá decidir se quere realizar a exposición só en presenza do profesor. As exposicións de cada estudante serán avaliadas segundo unha grella de avaliación cuxos criterios e baremo serán negociados na aula ao inicio do cuadrimestre. Sexa como for, nos criterios de avaliación que conformarán esta grella terase en conta a asistencia ás aulas.	50
Autonomous practices through ICT	(*)A actividade desenvolvida en liña para reforzar o nivel de lingua francesa será avaliada automaticamente no ambiente virtual de aprendizaxe.	20

Other comments on the Evaluation

Sources of information

Recommendations

Subjects that are recommended to be taken simultaneously

Didáctica da lingua e literatura: Español/P02G120V01506

Language & literature didactics: Galician/P02G120V01501

Lingua e literatura: Español/P02G120V01603

Language & literature: Galician/P02G120V01602

Subjects that it is recommended to have taken before

Education: Design & development of primary education syllabus/P02G120V01201

Education: New technologies applied to primary education/P02G120V01202

Psychology: Psychology of education: School learning processes/P02G120V01205

Psychology: Developmental psychology from 6 -12 years/P02G120V01103

Spanish language/P02G120V01303

Galician language/P02G120V01404
