



## IDENTIFYING DATA

### Foreign Language 1: French

Subject	Foreign Language 1: French			
Code	P02G110V01405			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	2nd	2nd
Teaching language	#EnglishFriendly French			
Department				
Coordinator	Valcárcel Riveiro, Carlos			
Lecturers	Valcárcel Riveiro, Carlos			
E-mail	carlos.valcarcel@uvigo.es			
Web	<a href="http://https://classroom.google.com/">http://https://classroom.google.com/</a>			
General description	<p>The main objective of this course is to strengthen CEFR A1 level competences in French language through Task Based Learning approach.</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>			

## Training and Learning Results

Code	
B1	Know the aims, contents curriculares and criteria of evaluation of the Childish Education.
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.
B6	Know the evolution of the language in the first infancy, know identify possible dysfunctions and look after his correct evolution. Tackle with efficiency situations of learning of tongues in contexts multiculturales and multilingual. Express oralmente and by writing and dominate the use of different technical of expression.
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.
C5	Know promote the acquisition of habits around the autonomy, the freedom, the curiosity, the observation, the experimentation, the imitation, the acceptance of norms and of limits, the symbolic and heuristic game.
C6	Know the pedagogical dimension of the interaction with the equal and the adults and know promote the participation in collective activities, the cooperative work and the individual effort.

- C8 Know inform to other professional specialists to tackle the collaboration of the centre and of the teacher in the attention to the special educational needs that pose .
- C13 Analyse and incorporate of critical form the most notable questions of the current society that affect to the familiar and school education: social and educational impact of the audiovisual languages and of the screens; changes in the relations of gender and \*intergeneracionales; multiculturalidad and interculturalidad; discrimination and social inclusion and sustainable development.
- C21 Know work in team with other professionals of inside and out of the centre in the attention to each student, as well as in the planning of the sequences of learning and in the organisation of the situations of work in the classroom and in the space of game, identifying the peculiarities of the period 0-3 and of the period 3-6.
- C22 Attend the needs of the students and transmit security, tranquility and affection.
- C28 Know international experiences and examples of practices of innovative in childish education.
- C29 Value the importance of the work in team.
- C30 Participate in the preparation and follow-up of educational projects of childish education in the frame of projects of centre and in collaboration with the territory and with other professionals and social agents.
- C40 Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects.
- C41 Boost experiences of initiation to the technologies of the information and the communication.
- 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.
- C44 Know and dominate technicians of oral expression and written.
- C45 Know the oral tradition and the folklore.
- C46 Comprise the step of the oralidad to the writing and know the different registers and uses of the tongue.
- C47 Know the process of learning of the reading and the writing and his education.
- C48 Face situations of learning of tongues in multilingual contexts.
- C49 Recognise and value the suitable use of the verbal language and no verbal.
- C50 Know and use properly resources for the animation to the reading and to the writing.
- C51 Purchase literary training and especially know the childish literature.
- C52 Be able to boost a first approximation to a foreign tongue.
- C54 Know and use songs to promote the auditory education, rhythmical and vowel.
- C55 Know use the game like didactic resource, as well as design activities of learning based in principles
- C56 Elaborate didactic proposals that boost the perception and musical expression, the skills motrices, the drawing and the creativity.
- C57 Analyse the audiovisual languages and his educational implications.
- C59 Purchase a practical knowledge of the classroom and of the management of the same.
- C60 Know and apply the processes of interaction and communication in the classroom, as well as dominate the skills and necessary social skills to boost a climate that facilitate the learning and the convivencia.
- 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.
- C62 Relate theory and practical with the reality of the classroom and of the centre.
- C63 Participate in the educational activity and learn to know do, acting and reflexionando from the practice.
- C64 Participate in the proposals of improvement in the distinct fields of performance that can establish in a centre.
- C65 Regulate the processes of interaction and communication in groups of students of 0-3 years and of 3-6 years.
- C66 Know forms of collaboration with the distinct sectors of the educational community and of the social surroundings.
- 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

**Expected results from this subject**

Expected results from this subject	Training and Learning Results	
2. Understand the main point of movies and many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear	B7	C29 D1 C41 D2 C48 D3 C49 D4 C52 D5 C57 D6 D7 D9 D10 D11 D15 D16 D17
3. Comprise texts writings drafted in a tongue of usual and daily use or related with the work.		C29 D1 C41 D2 C43 D3 C44 D4 C48 D5 C57 D6 D7 D9 D15 D16 D19
(*)4. Comprender a descrición de acontecementos, sentimentos e desexos en cartas persoais.		C43 D1 C44 D3 C48 D4 D6 D7 D10 D11 D15 D16 D19
(*)5. Saber desenvolverse en case todas as situacións que se lle presentan cando viaxa a onde se fala esa lingua.		C28 D3 C43 D4 C44 D6 C48 D7 C49 D8 C52 D10 D11 D12 D16 D19
(*)6. Poder participar espontaneamente nunha conversa que trate temas cotiáns de interese persoal ou que sexan pertinentes para a vida diaria (por exemplo: familia, afeccións, traballo, viaxes e acontecementos actuais).		C6 D3 C29 D4 C43 D6 C44 D11 C48 C49 C52 C57
(*)7. Poder tratar oralmente en inglés/francés, con fluidez e seguridade, temas de interese para alumnos de educación infantil.		C43 D3 C44 D4 C48 D6 C49 D7 C52 D8 C57
(*)8. Saber construír frases de forma sinxela co fin de describir experiencias e feitos, así como os seus soños, esperanzas e ambicións.		C43 D1 C44 D3 C48 D4 C49 D13 C57 D17

(\*)9. Poder explicar e xustificar brevemente as súas opinións e proxectos.

C6  
C43  
C44  
C48  
C49  
C57  
D1  
D2  
D3  
D4  
D6  
D8  
D13  
D17

(\*)10. Saber narrar unha historia ou relato, a trama dun libro ou película, e poder describir as súas reaccións.

C43  
C44  
C48  
C49  
C57  
D1  
D3  
D4  
D7  
D8  
D9  
D13  
D17

(\*)11. Ser capaz de escribir textos sinxelos e ben estruturados sobre temas que lle son coñecidos ou de interese persoal. Poder escribir cartas persoais que describan experiencias e impresións.

C43  
C44  
C48  
C49  
C57  
D1  
D2  
D3  
D4  
D6  
D11  
D17

(\*)12. Desenvolver estratexias de aprendizaxe autónoma e de traballo cooperativo. Favorecer a análise e a observación dos propios procesos de aprendizaxe co fin de innovar e mellorar o labor docente e as prácticas de aula.

B1  
B2  
B3  
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B7  
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D22

(*)13. Coñecer formas e medios para continuar e enriquecer a súa propia formación cultural e lingüística.	B7	C8	D1
	B12	C13	D2
		C21	D3
		C63	D4
		C64	D6
		C66	D8
			D9
			D13
			D14
			D15
			D16
			D17
			D18
(*)14. Desenvolver certas actitudes afectivas desexábeis nun docente de lingua estranxeira como, por exemplo, solidariedade e cooperación cos demais, interese e tolerancia cara ao diferente, seguridade na propia competencia comunicativa, e unha visión da lingua estranxeira como medio de comunicación cultural e non simplemente como unha materia máis.			D19
			D20
			D21
	B1	C5	D4
	B2	C6	D8
	B3	C8	D9
	B4	C13	D12
	B5	C21	D13
	B6	C22	D14
	B7	C28	D17
	B8	C29	D18
	B9	C30	D19
	B10	C40	D20
	B11	C41	D21
	B12	C42	D22
		C46	
		C49	
		C50	
		C51	
		C52	
		C54	
		C55	
		C56	
		C57	
		C59	
		C60	
		C61	
		C62	
		C63	
		C64	
		C65	
		C66	

## Contents

### Topic

1. Linguistic aspects: vocabulary, grammar, semantics, phonetic accuracy, spelling, orthoepy.	1. The Common European Framework levels A1 and A2.
2. Socio-linguistic aspects: linguistic markers for social relations, politeness norms, folk wisdom sayings, differences in registers.	1. Introducing yourself to others / introducing other people: physical appearance, personality, family and work environment.
	2. Talking about yourself: expressing likes and preferences.
	3. Organizing agendas and planning activities.
	4. Setting up meetings and making invitations.
3. Speech aspects: ordering sentences according to natural sequence, cause and effect relationships (or vice versa), and speech structuring; ordering speech according to thematic organization, coherence and cohesion.	1. Writing letters and emails.
	2. Reading and writing small ads.
	3. Telling about an event.
	4. Telling the story of a book or a film.

4. Verbal strategies used to avoid miscommunication: asking for repetition, paraphrasing, using general words, approaching, clarifying, asking for help.
5. Intercultural aspects: daily life, personal relationships, values, beliefs and attitudes, body language, social conventions, ritual behaviours.
1. Making and answering phone calls.
2. Finding or telling the way to a location.
- . Filling out forms.
2. Talking about daily life routines: schedules, meals and activities.
3. Buying and selling.

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	4	12	16
Project based learning	10	16	26
Project based learning	10	16	26
Project based learning	10	16	26
Project based learning	10	20	30
Problem solving	8.5	17.5	26

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

## Methodologies

	Description
Introductory activities	One hour session with group A (the whole class) at the beginning of the course. The objectives and contents of the subject will be explained, as well as the methodology and the evaluation system applied. The resources and tools for online learning will also be presented.
Project based learning	Throughout the course, the teacher will propose four group projects to be carried out in French by each student. The dates of the projects and their oral presentation will be established by the teacher at the beginning of the course. The teacher will guide the students to carry out these projects preferably in the hours with B groups and using the learning platform.
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Problem solving	The teacher will help students to carry out the projects by proposing communicative tasks focused, on the one hand, on the practice of expression and comprehension, and, on the other hand, on the reinforcement of skills in phonetics, vocabulary and grammar. Additional online activities and challenges will also be proposed.

## Personalized assistance

Methodologies	Description
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.
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.

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## Assessment

Description		Qualification	Training and Learning Results
Project based learning	Throughout the course students must complete four group projects related to the contents for the subject. Each project will be presented orally in the classroom and submitted on the learning platform. Groups will have ten minutes to present their projects in French and they may use all the technical means available at the faculty. Presentations will be evaluated by the teacher according to an assessment rubric whose criteria and scale will be available on the learning platform. In any case, all the groups will be created randomly by the teacher. All projects proposed must be completed by the students within the time and conditions agreed with the class in order to ensure their evaluation at the first call.	20	B1 C5 D1 B2 C6 D2 B3 C8 D3 B4 C13 D4 B5 C21 D5 B6 C22 D6 B7 C28 D7 B8 C29 D8 B9 C30 D9 B10 C40 D10 B11 C41 D11 B12 C42 D12 C43 D13 C44 D14 C45 D15 C46 D16 C47 D17 C48 D18 C49 D19 C50 D20 C51 D21 C52 D22 C54 C55 C56 C57 C59 C60 C61 C62 C63 C64 C65 C66

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Problem solving	Throughout the course, the teacher will propose a minimum of ten voluntary challenges and, after evaluation, will assign the students awards with a certain score on the final grade. The instructions for the challenges, their value in the final grade and the criteria for obtaining them will be detailed on the learning platform.	20	C43 D1 C44 D2 C45 D3 C46 D4 C48 D5 C49 D6 D7 D8 D10 D12 D13 D14 D15 D16 D17 D19

### 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

##### Continuous assessment

Students must complete and present all the projects proposed by the teacher. The final grade will be calculated by adding up the grades obtained in each compulsory project and each voluntary challenge. Each project will be assessed for a maximum of two points on the final mark and each voluntary challenge will be assessed for a maximum of 0.2 points.

##### Final assessment

Students who cannot or do not wish to complete the continuous assessment must ask the teacher to take the final assessment within the first month of class. This evaluation will consist of a written examination on 100% of the content covered by the classroom projects. Students will be required to take an examination to assess their listening and writing

skills (each of which will count for a maximum of 2 points), as well as their writing skills. On that day, students must also take another examination on speaking skills. Each examination on expression will be graded from 0 to 3 points according to a rubric, whose criteria and scale will be agreed in the classroom. The sum of these four examinations will constitute 100% of the final grade of the subject. Students must take these four examinations on the date established by the school in order to be assessed.

#### **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.

#### **Second call evaluation**

Students who will not complete any evaluation (continuous or final) 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. Students will be required to take an examination to assess their listening and writing skills (each of which will count for a maximum of 2 points), as well as their writing skills. On that day, students must also take another examination on speaking skills. Each examination on expression will be graded from 0 to 3 points according to a rubric, whose criteria and scale will be agreed in the classroom. The sum of these four examinations will constitute 100% of the final grade of the subject. Students must take these four examinations on the date established by the school in order to be assessed.

#### **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. Repeated use of machine translation in a project or in an examination may constitute an invalidation.

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#### **Sources of information**

##### **Basic Bibliography**

ESCOUFIER, Dorothée / GOMY, Camille / KIM, Ta Minh, **Communication progressive du français**, Clé International, 2014

JOB, Béatrice, **La grammaire. Français: théorie et pratique**-, 2, Santillana, 2012

LIRIA, Philippe, **Gramática francesa del estudiante A1/A2**, Difusión, 2010

##### **Complementary Bibliography**

BÉRARD, Évelyne / LAVENNE, Christian, **Grammaire utile du français**, Didier, 1991

DI GIURA, Marcella / SUSO, Javier, **Grammaire contrastive para hispanohablantes. A1/A2.**, Clé International, 2013

VV.AA., **Testes? Estou preparado! Francês 7º ano.**, Porto Editora, 2017

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#### **Recommendations**

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

Communication: Spanish language/P02G110V01101

Communication: Galician language/P02G110V01201

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