



IDENTIFYING DATA

Foreign language through children's or young people's literature: French

Subject	Foreign language through children's or young people's literature: French			
Code	O05G110V01937			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	French			
Department				
Coordinator	Vázquez Rodríguez, Sara			
Lecturers	Míguez Álvarez, Carla María Vázquez Rodríguez, Sara			
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General description	Know the genres of children's literature and their possibilities in relation to the teaching-learning of French as a foreign 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			

Training and Learning Results

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
A5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
B1	Know the objectives, curricular content, and the evaluation criteria in primary education.
B2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
B4	Promote coexistence in and out of the classroom and address peaceful resolution of conflicts. Know how to systematically follow learning and coexistence contexts and reflect on them.
B5	Group reflection on acceptance of rules and respect for others. Boost autonomy and singularity of each student via the management of emotions, feelings and values in early childhood.
B6	Know how language evolves in early childhood, learn to identify possible problems and assure adequate evolution. Effectively address language learning situations in multicultural and multilingual contexts. Oral and written expression, as well as mastery in the use of the different expression techniques.
B7	Know the educational implications of information and communication technologies and, in particular, of television in early childhood.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
B12	Understand the role, possibilities and limits of education in today's society and the core competencies affecting higher education schools and their professionals. Know the quality improvement models that can be applied to educational centres.
C42	To know the syllabus of language and reading and writing for this stage as well as the theories of acquisition and development of the relevant learning contents.

C43 To develop speaking and writing skills.
C44 To know and master techniques of oral and written expression.
C46 To understand the transition from speech to writing and to learn the different registers and uses of language.
C48 To approach situations of language learning in multilingual contexts.
C49 To recognize and appreciate the appropriate use of verbal and non-verbal language.
C50 To know and use appropriate resources for promotion of reading and writing habits.
C51 To acquire literary training and knowledge of children's literature in particular.
C52 To be able to promote a first approach to a foreign language.
D1 Capacity for analysis and synthesis
D2 Capacity for organisation and planning
D3 Oral and written communication
D4 Knowledge of foreign language
D6 Information management capacity
D7 Troubleshooting
D9 Team Work
D11 Skills in interpersonal relations
D12 Critical reasoning
D13 Critical reasoning
D14 Ethical commitment
D15 Autonomous learning
D16 Adaptation to new situations
D18 Leadership
D20 Initiative and an entrepreneurial spirit
D21 Motivation for quality

Expected results from this subject

Expected results from this subject	Training and Learning Results			
1. Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for an active citizenship.	A1 A2 A3 A4 A5	B2 B4 B5 B6 B7 B11	C49 C50 C52	D9 D13 D14 D15
2. Maintain a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.	A3	B4 B5 B11 B12		D1 D2 D16 D20
3. Value individual and collective responsibility in achieving a sustainable future.				D11 D15
4. Know and apply information and communication technologies in the classroom. To selectively discern audiovisual information that contributes to learning, civic formation and cultural richness.		B11	C43 C52	D6 D16
5. Acquire literary training and become familiar with children's literature and its subgenres. To explore the importance of children's literature in the development and education of young people.		B2	C43 C44 C51	D18 D20
6. Express themselves in a creative and playful way in a foreign language, orally and in writing.			C43 C44 C48 C50 C51	D4 D18 D20
7. Develop and evaluate curriculum content through appropriate didactic resources and promote creative competence in students.	B1		C42 C49	D1 D2 D7 D18 D21
8. To recognize children's literature as a valuable source of foreign language input for both elementary school students and students in training. To adopt the reading of children's literature as a permanent foreign language learning strategy.	B2 B4			D4 D18 D20
9. Develop a critical view of the children's literature texts studied. To reach an understanding of the values transmitted by children's literature, which allows the promotion of gender equality, equity and respect for human rights that make up the values of citizenship formation.	B2 B4 B5			D1 D15
10. Understand the main idea and plot of films and radio or television programs related to the field of children's literature.			C43 C44 C46 C48 C50	D1 D3 D4

11. Understand the description of events, feelings and desires expressed in works of children's literature.	B2 B4	C44 C49 C50	D1 D12
12. Understand written texts in the field of children's literature, from diverse cultures and historical moments.	B4 B5	C50 C51	D3 D4 D13
13. Know how to narrate a story or tale, the plot of a book or film, and be able to communicate, elaborate and justify impressions and opinions derived from them.		C43 C44 C48 C49	D1 D3 D4 D20
14. Be able to write critical texts describing their impressions of works of children's literature.		C43 C44	D1 D3 D4 D16
15. To understand children's and young people's literature as a stimulus for their own creativity and to be able to write their own creative texts corresponding to its different subgenres.	B2	C49 C50 C51	D3 D4 D16 D18 D21

Contents

Topic	
1 - Introduction	I. What is children's literature? II. The creative and playful use of the word in the infant and primary classroom and in the context of training of trainers.
2 - Lullabies, songs and rhymes.	I. The origin and morphology of lullabies. II. The use of lullabies in the infant and primary classroom.
3 - Libros infantiles, historias activas, respuesta física total.	I. Modelo de unidad didáctica basada en un libro infantil. II. Exposición de una unidad didáctica preparada por los estudiantes en el aula.
4 - Comics in the children's world and in the classroom.	I. Use of comics in the foreign language classroom.
5 - Fairy tales, folk legends and traditional stories.	I. The evolution of a fairy tale: archaic, traditional, postmodern. II. The morphology of fairy tales. III. Creative writing of a fairy tale.
6 - Children's poetry: for children or by children?	I. Tongue twisters, limericks, haikus and creative writing of poems.
7- Juvenile literature: short stories and (post) modern fairy tales.	I. Exploring traditional and modern formats. II. Short stories on CD-Rom and in the computer classroom. III. Creative rewriting of a story from another narrative perspective.
8 - Juvenile literature: novels. Creative anticipation of the plot from the title, cover etc.	I. Choice of a novel and work on listening and reading comprehension. II. Creative exposition of the contents of the novel through dramatization and/or play activities.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Previous studies	0	30	30
Mentored work	16	0	16
Mentored work	12	22	34
Presentation	10	30	40
Practices through ICT	0	10	10
Laboratory practical	10	0	10
Laboratory practice	2	2	4
Essay questions exam	2	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
Introductory activities	Activities aimed at contacting and gathering information about the students, as well as presenting the subject.
Previous studies	Search, reading and work of documentation, proposals for solving problems and / or exercises to be performed in the classroom and / or laboratory ... autonomously by the students.
Mentored work	The student develops exercises or projects in the classroom under the guidelines and supervision of the teacher. Its development may be linked to the student's autonomous activities.

Mentored work	The student, individually or in groups, prepares a document on the subject matter of the course or prepares seminars, research, reports, essays, summaries of readings, lectures, etc.
Presentation	Presentation by the students to the teacher and/or a group of students of a topic on the contents of the subject or the results of a work, exercise, project, etc.... It can be carried out individually or in a group.
Practices through ICT	Activities of application of knowledge to concrete situations and acquisition of basic and procedural skills related to the subject matter. They are developed through ICT in an autonomous way.
Laboratory practical	Activities of application of knowledge to concrete situations and acquisition of basic and procedural skills related to the subject. They are developed in special spaces with specialized equipment (language laboratory).

Personalized assistance

Methodologies	Description
Presentation	The work to be exhibited will be the result of student/teacher collaboration for the correct development of the processes required during the elaboration and also the resolution of doubts during the hours of tutorials prior to the exhibition.
Mentored work	The work to be presented will be the result of student/teacher collaboration for the correct development of the processes required during the elaboration and also the resolution of doubts during the hours of tutorials prior to the presentation.

Assessment

	Description	Qualification	Training and Learning Results		
Mentored work	The student develops exercises or projects in the classroom under the guidelines and supervision of the teacher. Its development may be linked to the student's autonomous activities.	10	A1 A2 A3 A4 A5	C42 C43 C44 C46 C48 C49 C50 C51 C52	D1 D2 D3 D4 D12 D13 D14 D15 D16 D18 D20 D21
Presentation	Presentation by the students to the teacher and/or a group of students of a topic on the contents of the subject or the results of a work, exercise, project, etc.... It can be carried out individually or in a group.	30	B11	C43 C44 C46 C48 C49 C50 C51 C52	D1 D2 D7 D9 D11 D12 D13 D14 D18 D20 D21
Laboratory practice	Tests for evaluation that include activities, problems or practical exercises to be solved. Students must respond to the activity formulated, applying the theoretical and practical knowledge of the subject.	40	B7	C42 C43 C44 C46 C48 C49 C50 C51 C52	D1 D2 D4 D12 D13 D14 D16 D18 D20 D21
Essay questions exam	Continuous assessment (in French): Exercises and activities in the areas of vocabulary, grammar, oral and written comprehension and oral and written production.	20		C42 C43 C44 C46 C48 C49 C50 C51 C52	D1 D2 D4 D13 D14 D15 D16 D18 D20 D21

Other comments on the Evaluation

Those students who, for justified reasons, are unable to ATTEND regularly, must take a written test and an oral test in French. These tests will deal with the contents of the course and each of them will score 50% of the final grade. In the July exam, only the competencies or activities not passed in the exam corresponding to the corresponding term will be evaluated.

The official dates of the exams can be consulted on the Faculty's website, in the space EXAMS DATES.

Sources of information**Basic Bibliography**

Nières-Chevrel, Isabelle, **Introduction à la littérature de jeunesse**, Didier Jeunesse, 2010

Gourévitch, Jean-Paul, **ABCdaire illustré de la littérature jeunesse**, L'Atelier du Poisson Soluble, 2013

Anne Godard, **La Littérature dans l'enseignement du FLE**, Didier, 2015

Fiévet, Martine, **Littérature en classe de FLE**, CLE International, 2013

Bonnet, Rosalinde, **Mes premières berceuses**, Editions Gründ, 2014

Brasseur, Philippe, **1001 activités autour du livre : raconter, explorer, jouer, créer**, Casterman, 2007

Complementary Bibliography

Van der Linden, Sophie, **Tout sur la littérature jeunesse : de la petite enfance aux jeunes adultes**, Gallimard Jeunesse, 2021

Roba, Jean, **Boule & Bill**, Dupuis, 2008

Desnos, Robert, **Chantefables et chantefleurs**, Gründ, 2014

Bryant, Sara Cone, **El Arte de contar cuentos**, Biblària, 1995

Recommendations

Subjects that it is recommended to have taken before

Foreign language: French/O05G120V01904

Other comments

It is recommended that, at the beginning of the course, students have a level of B1 (according to the Common European Framework of Reference for Languages) in French.
