

Teaching French as a Foreign Language

Code: 42093
ECTS Credits: 27

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

Contact

Name: Maria Dolors Masats Viladoms
Email: Dolors.Masats@uab.cat

Use of languages

Principal working language: (fre)

Teachers

Àngels Campà Guillem
Mercè Oliva Bartolomé
Caroline Marie Perrine Venaille
Marie Noelle Riviere
Javier Pascual Calvo

Prerequisites

To enrol in this course, candidates are expected to possess a high communicative competence in French (C1 level minimum) in each and every communicative skill (reading , writing, listening, speaking and interacting) described in the CEFR.

Regardless of the language certifications submitted to the pre-enrollment office, the students wishing to enroll in this subject are to become language teachers, therefore their command of French should entail them to become good linguistic models for secondary and adult learners of French. They should be fluent and accurate communicators both in every-day situations and in all the variety of professional situations they will encounter as educators. They should speak and write correctly and display a high level of comprehension, when reading informative texts, literary texts and professional texts in French.

Objectives and Contextualisation

Upon completion of this course, participants will be able to:

- Identify the basic principles of the language policies that inspire the curriculum of foreign languages in Catalonia.
- Apply the theoretical bases and the current didactic principles to teach French effectively.
- Use relevant criteria to select, adapt and / or create materials to learn French in multilingual environments and with heterogeneous groups.
- Design and select materials, tasks and projects suitable for specific groups of learners, according to the principles established in the curriculum of foreign languages for secondary education and EOI in force in Catalonia.

- Analyse one's use of French as a tool to teach and learn.
- Plan an action research.

Skills

- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of Catalan and Spanish in the classroom.
3. Demonstrate knowledge and apply innovative teaching proposals in the field of French.
4. Demonstrate knowledge of contexts and situations in which it is used and applies the French language in secondary education and in language schools, underlining its functional character.
5. Demonstrate knowledge of cultural and educational value of the French language and contents of the discipline taught in compulsory secondary education, in high school and schools of languages and integrate this content in the framework of science and culture.
6. Demonstrate knowledge of the different curricula subjects of Professional Training about health sector.
7. Demonstrate knowledge of the history and recent developments of the French language, and his perspectives to convey a dynamic view of the same.
8. Demonstrate knowledge of the theoretical and practical developments in teaching and learning of the French language.
9. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.

10. Generate innovative and competitive proposals for research and professional activities.
11. Identify problems regarding the teaching and learning of the French language and propose possible alternatives and solutions.
12. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
13. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
14. Possess learning skills necessary to carry out continuous training in both content and didactics of French Language, as well as general aspects of teaching.
15. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
16. Select, use and develop materials for teaching the subjects of Professional Training of the health sector.
17. Transform the Professional Training curriculum about health sector in sequences of learning activities and work programs.
18. Understand evaluation as an instrument of regulation and stimulus efforts, and meet and develop strategies and techniques for assessing learning Training in health sector.
19. Use information and communications technology and integrate them into the teaching and learning of the French language.

Content

Block 1. Advanced complementary language courses (12 ECTS)

- Conversational Analysis in the classroom
- The Common European Framework of Reference (CEFR) for languages
- Oral and written academic skills
- Literary and audio-visual production for adolescent and adult learners

Block 2: Teaching and learning French as a foreign language (9 ECTS)

- The foreign language curriculum of the ESO, the baccalaureate and the EOI
- Teaching proposals and resources to develop learners' communicative competence in French
- The management of communication, space and time in the French classroom
- Assessment and evaluation in the French classroom
- Content and Language Integrated Syllabi

Block 3: Teaching innovation and educational research in the field of French didactics (6 ECTS)

- Planning syllabi, courses and lessons
- Teachers as researchers in the classroom
- Introduction to action research
- Life-long learning programmes

Methodology

Face-to-face sessions will combine lectures with debates, oral presentations, storytelling and creative and reflective activities carried out in pairs or small groups, etc. Students will be expected to take an active role in

all the sessions, use French as the language of communication in the classroom and elaborate all assessment tasks in this language.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Face-to-face learning (lectures, discussion of case studies, analysis of classroom vignettes, etc.)	225	9	15, 1, 2, 4, 5, 8, 3, 7, 10, 11, 12, 19
Type: Supervised			
Individual or group tutorials	225	9	15, 1, 2, 4, 5, 8, 3, 7, 10, 11, 12, 19
Type: Autonomous			
Self-directed non face-to-face activities	225	9	1, 2, 4, 5, 8, 3, 7, 10, 11, 12, 19

Evaluation

To get a PASS mark in this module, students must meet the following requirements:

1. Obtain a PASS mark in French. This means they need to use French efficiently, fluently and accurately (phonetics, grammar, lexicon, spelling, textual organization, etc.). Minimum level required: C2.1 of the CEFR.
2. Attend and participate actively in a minimum of 80% of the face-to-face sessions, including conferences and workshops.
3. Pass the assessment tasks set for each of the blocks in this module.
4. Get a PASS mark in the three blocks of content that compose this module.

Students who have failed any of the blocks with a minimum grade of 3.5 out of 10 sit an exam or hand-in a new assignment. This process will be planned with a minimum margin of two weeks after the students are informed about their FAIL mark.

To solve doubts regarding the evaluation process, please consult the following documents:

- 1) <http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>
- 2) <http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>

The final grade will be obtained from the weighted average of the final grade obtained in each content block: block 1 (44.5%); block 2 (33.3%); block 3 (22.2%). On the first day of class, teachers will present the tasks and the evaluation criteria in their program. They will also advertise the dates in which the various evaluation tasks should be delivered. The only exam of this subject is related to the contents of block 1 and will take place on December 21st, 2018.

Copying and plagiarism is penalized. Student will obtain a FAIL in their evaluation task and will not be allowed to submit it again. To solve doubts about how to avoid plagiarism, please consult the following document: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Oral and written tasks linked to the module entitled Teaching and learning French as a foreign language	9 ECTS	0	0	15, 1, 13, 2, 4, 5, 6, 8, 3, 7, 9, 18, 10, 11, 12, 16, 17, 19
Tasks and Tests linked to the module on advanced complementary language courses	12 ECTS	0	0	1, 4, 5, 7
Tasks for the Research & innovation module	6 ECTS	0	0	15, 1, 13, 2, 8, 3, 10, 11, 12, 14, 19

Bibliography

Abry D. et Veldeman-Abry J., (2007). *La Phonétique. Audition, prononciation, correction*. Col. Techniques et pratiques de classe. Paris : Clé International.

Albero, B. (2011). Le couplage entre pédagogie et technologies à l'université : cultures d'action et paradigmes de recherche. *Revue Internationale des technologies en pédagogie universitaire*, 8 (1-2), 11-21. Repéré à <http://edutice.archives-ouvertes.fr/edutice-00613826/fr/>

Audet, L. (2010). *Wikis, blogues et Web 2.0- Opportunités et impacts pour la formation à distance*. Le Réseau d'enseignement francophone à distance du Canada (REFAD). Repéré à http://archives.refad.ca/nouveau/Wikis_blogues_et_Web_2_0.pdf

Blanchet, P. et Chardennet, P. (Eds.). (2011). *Guide pour la recherche en didactique des langues et des cultures. Approches contextualisées*. Paris : Archives contemporaines. Repéré à http://www.bibliotheque.auf.org/doc_num.php?explnum_id=819

Barbottin, G. (2003). *Rédiger des textes techniques et scientifiques en français et en anglais*. Paris : Insep consulting éditions.

Béacco, J.-C., Lepage, S. et Porquier, R. (2011). *Niveau B1 pour le Français / un référentiel*. Paris : Didier.

Beacco, J. C., Blin, B., Houles, E., Lepage, S. et Riba, P. (2011). *Niveau B1 pour le français*. (Utilisateur apprenant indépendant) niveau seuil. Paris : Didier.

Béacco, J.-C., Lepage, S., Porquier, R. et Riba, P. (2008). *Niveau A2 pour le Français / un référentiel*. Paris : Didier.

Beacco, J. C. (2007). *L'approche par compétences dans l'enseignement des langues*. Paris : Didier.

Candelier, M. (Ed.). (2010). *Cadre de référence pour les approches plurielles des langues et des cultures (CARAP)*. Version 3. Graz: Centre européen pour les langues vivantes /Conseil de l'Europe.

Callamand, M. (1981). *Méthodologie de l'enseignement de la prononciation : organisation de la matière phonique du français et correction phonétique*. Paris: Clé International.

Campà, À. (2010). "La glace au citron" ou le jeu des statistiques. Dans Baqué, L. et Estrada, M. (Éds.), *La langue et l'être communicant. Hommage à Julio MURILLO* (pp. 63-72). Mons : Éditions du CIPA.

Campà, À. (2008). *PELEU : portafolis europeu de llengües per a l'ensenyament universitari*. Dans Martínez, M. et Añaños, E. (Coord.). *Cap a l'espai Europeu d'Educació Superior. Experiències docents innovadores de la UAB en ciències socials i en ciències humanes* (pp. 185-195). Bellaterra : Universitat Autònoma de Barcelona.

Castellotti, V. (2017). *Pour une didactique de l'appropriation. Diversité, compréhension, relation*. Paris : Didier.

Champagne-Murzac, Bourgades J.S. (1998). *Le point sur la phonétique*. Paris : Clé International.

- Charaudeau, P. (1992). *Grammaire du sens et de l'expression*. Paris : Hachette.
- Collectif Grefsoc-Crapel. (2003). L'étranger compétent. Un nouvel objectif pour la didactique des langues étrangères. Dans D. Groux et H. Holec (Eds.), *Une identité plurielle. Mélanges offerts à Louis Porcher* (pp. 535-550). Paris : L'Harmattan.
- Conseil de l'Europe. (2001). *Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer*. (S. Lieutaud, Trans.). Strasbourg /Paris : Conseil de l'Europe /Editions Didier. Repéré à <https://rm.coe.int/16802fc3a8>
- Coste, D., Moore, D. et Zarate, G. (2009). *Compétence plurilingue et pluriculturelle*. Version révisée et enrichie d'un avant-propos et d'une bibliographie complémentaire. Strasbourg: Conseil de l'Europe - Division des politiques linguistiques. Repéré à https://www.coe.int/t/dg4/linguistic/Source/SourcePublications/CompetencePlurilingue09web_FR.pdf
- Coste, D. (Ed.). (2013). *Les langues au cœur de l'éducation. Principes, pratiques, propositions*. Bruxelles : E.M.E. & InterCommunications.
- Cuq, J.-P. (Ed.). (2003). *Dictionnaire de didactique du français langue étrangère et seconde*. Paris : Clé International.
- Demaizière, F. (2009). De l'EAO au web 2.0. Diversité des usages des TIC pour l'apprentissage des langues. *Revue Tourdetoile*, 11. Repéré à http://flenet.rediris.es/tourdetoile/Demaiziere2009_DeIEAOauweb20.html
- Guimbretière, E. (1994). *Phonétique et enseignement de l'oral*. Paris : Didier / Hatier.
- Intravaia, P. (2000). *Formation des professeurs de langue en phonétique corrective. Le Système Verbotonal*. Paris : Didier Érudition / Mons : Centre International de Phonétique Appliquée.
- Kramsch, C., Lévy, D. et Zarate, G. (Eds.). (2008). Précis du plurilinguisme et du pluriculturalisme. Paris : Archives contemporaines.
- Lhote, E. (1995). *Enseigner l'oral en interaction. Percevoir, écouter, comprendre*. Paris: Hachette.
- Masats, D. et Nussbaum, L. (Ed.). (2016). *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria*. Madrid : Síntesis.
- Meissner, F. J., Meissner, C., Klein, H.G. et Stegmann, T. D. (2004). *Les sept tamis : lire les langues romanes dès le départ*. Aachen : Shaker Verlag. Repéré à <http://www.shaker.de/Online-Gesamtkatalog-Download/2017.10.10-10.29.11-88.22.210.247-rad87C5A.tmp/3-83>
- Moirand, S. (1990). *Une grammaire des textes et des dialogues*. Paris : Hachette.
- Moore, E. et Dooly, M. (Eds.). (2017). *Qualitative approaches to research on plurilingual education / Enfoquements qualitatius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe*. France : Research-publishing.net. Repéré à <https://doi.org/10.14705/rpnet.2017.emmd2016.9781908416476>
- Nussbaum, L. (2001). El discurso en el aula de lengua extranjera. Dans L. Nussbaum et M. Bernaus (Eds.). *Didáctica de las lenguas extranjeras en la educación secundaria obligatoria* (pp. 137-172). Madrid : Síntesis.
- Puren, C. (2006). De l'approche communicative à la perspective actionnelle. *Le Français Dans Le Monde*, (347), 37-40.
- Renard, R. (2002). *Apprentissage d'une langue étrangère/seconde 2. La phonétique verbotonale*. Bruxelles : De Boeck Université.
- Schnedeccker, C. (2002). *Lire, comprendre, rédiger des textes théoriques*. Bruxelles : De Boeck Université.
- Späth, V. et Narcy-Combes, J. P. (2014). French. Dans C. Fäcke (Ed.). *Manual of Language Acquisition* (pp. 371-389). Gottingen : De Gruyter Mouton.

Tomé Díez, M. (2015). Desarrollo, análisis y evaluación de la producción oral en clase de lengua extranjera con las nuevas tecnologías. *Thélème: Revista Complutense de Estudios Franceses*, 30 (2), 255-268. Repéré à <http://revistas.ucm.es/index.php/THEL/article/view/48663/47215%20-%20PDF>

Tomé Díez, M. (2016). Compétences orales et nouvelles technologies dans un cours de français langue étrangère. *Çédille, Revista de Estudios Franceses*, 12, 387-401. Repéré à <http://cedille.webs.ull.es/12/20tome.pdf>

Zourou, K. (2005). Apprentissages collectifs médiatisés et didactique des langues : instrumentation, dispositifs et accompagnement pédagogique. Thèse doctorat, Université Grenoble 3. Repéré à <http://tel.archives-ouvertes.fr/tel-00119459>

Vigner, G. (1982). *Écrire*. Col. Didactique des langues étrangères. Paris : Clé International.

Wioland, F. (1991). *Prononcer les mots du français*. Paris : Hachette F.L.E.

WEBOGRAPHY

Fabris : <http://accentsdefrance.free.fr>

Flenet : <http://flenet.rediris.es/cours/cphon.html>

Phonétique : Université de Lausanne : <http://www.unil.ch/ling/page12580.html>

Phonétique free : <http://phonetique.free.fr>

Université Léon : <http://www3.unileon.es/dp/dfm/fenet/phonactivites.html>

<https://www.digischool.fr/methodologie/revisions/comment-memoire-parfait-17231.html>

<http://www.digischool.fr/stage/conclusion-memoire-4646.php>

<http://www.ebsi.umontreal.ca/jetrouve/ecrit/conclu.htm>

<http://www.ebsi.umontreal.ca/jetrouve/ecrit/formul3.htm>

<http://www.ebsi.umontreal.ca/jetrouve/ecrit/index.htm>

Dictionnaire pratique de didactique du FLE :

<http://pagesperso-orange.fr/jeanpierrerober/fle.htm>

Evolution des Methodes de FLE : <http://adaf.wordpress.com/2008/04/23/1%E2%80%99evolution-des-method...>

Forum : Choisir un manuel pour la classe de FLE :

<http://flecampus.ning.com/forum/topics/choisir-un-manuel-pour-la>

L'évolution des méthodologies dans l'enseignement du FLE - A. Rodríguez Seara :

http://www.uned.es/ca-tudela/revista/n001/art_8.htm

Méthodologies FLE - Point FLE :

http://www.lepointdufle.net/p/didactique_fle.htm#me

Petit glossaire de didactique - Claude Springer :

<http://u2.u-strasbg.fr/dilanel/courslicencieglossaire.htm>

C. Puren : Histoire des Méthodologies de l'enseignement des langues - Republication en ligne :

<http://flecampus.ning.com/profiles/blogs/cpurenhistoire-des>