

**Methodology of Teaching French as a Foreign
Language and ICT**

Code: 44306
ECTS Credits: 6

Degree	Type	Year	Semester
4316204 French as a Foreign Language and Linguistic Diversity	OB	0	1

Contact

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Use of Languages

Principal working language: (fre)

Teachers

Mercè Oliva Bartolomé

Prerequisites

It is recommended to have a level equivalent to C1 of the Common European Framework of Reference for Languages in French.

Objectives and Contextualisation

This module introduces and specifies the theoretical foundations and methodological approaches to the teaching of French as a foreign language (FLE).

It deals with the fundamental notions of the teaching/learning process and its main components.

Classroom practice activities provide tools and resources to students who must be able to teach French as a foreign language.

- To provide a broad perspective of the knowledge involved in teaching and learning FLE.
- To know and analyse the existing methodological approaches in FLE in the creation and planning of FLE activities and teaching/learning tasks.
- Analyse, reflect on and understand the learning processes developed in the activities proposed in the manuals for the development of FLE competences.
- To develop strategies to continue learning autonomously outside the classroom. Classroom practice activities provide tools and resources to students who must be able to teach French as a foreign language.

Competences

- Conceive and develop teaching sessions in French as a foreign language and linguistic diversity using authentic documents.
- Continue the learning process, to a large extent autonomously.
- Design a programme and include teaching sequences or units.
- Design and carry out research into a problem linked to teaching French as a foreign language and linguistic diversity.
- Design, apply and use different evaluation techniques (formative, summative, etc.) for French as a foreign language and linguistic diversity.

- Develop the ability to assess sex and gender inequalities in order to design solutions.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Organize and plan the content of a work of research (article, monograph) and/or an oral presentation (class, report, paper).
- Select and use existing teaching resources with the aim of planning and carrying out teaching activities and adapt and produce teaching resources in different formats (written, audio, multimedia) which can be used for teaching practice and teaching of French as a foreign language.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

Learning Outcomes

1. "Select the most appropriate ""authentic"" documents for teaching and learning a specific phonetic, morphological, syntactic or lexical-semantic aspect taking into account the level of the person being trained."
2. Analyse and evaluate existing teaching resources for training teachers in French as a foreign language.
3. Communicate using non-sexist and non-discriminatory language.
4. Continue the learning process, to a large extent autonomously.
5. Critically analyse some programmes and proposals for teaching units.
6. Design the most appropriate resources for the teaching and learning of a specific phonetic, morphological, syntactic or lexical-semantic aspect taking into account the level of the person being trained.
7. Identify the different types of possible assessment according to the learning activity.
8. Identify the main inequalities and discriminations for reasons of sex/gender in society.
9. Integrate and sequence different types of training resources for a specific phonetic, morphological, syntactic or lexical-semantic aspect taking into account the level of the person being trained.
10. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
11. Know and differentiate between the main current lines of research in the areas of French as a foreign language.
12. List and describe a wide variety of existing teaching resources for French as a foreign language.
13. Organize and plan the content of a work of research (article, monograph) and/or an oral presentation (class, report, paper).
14. Select different types of existing resources for training at different levels of reference in teaching French as a foreign language.
15. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
16. Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

Content

We work on the fundamental notions of the teaching/learning process and its main components: the learner, the teacher and the tasks

- Theoretical models on language learning / acquisition and evolution of methodological approaches.
- The actors in the teaching/learning process
- The development and evaluation of receptive, productive and interactive (partial vs. global) skills in the French classroom.
- The role of ICT in exolingual communication.
- The planning and organisation of training in French as a foreign language. The classroom session. The management of time and space.

- Procedures, materials and tasks for the evaluation of competences in French as a foreign language. The European Language Portfolio (ELP).
- Self-assessment, self-regulation and student autonomy.

Methodology

- Exposition Classes
- Classroom practice
- Problem-Based Learning (PBL)
- Oral presentation of papers
- Tutorials
- Elaboration of works
- Reading articles / reports of interest

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face learning (lectures, discussion of case studies, analysis of classroom vignettes, etc.)	42	1.68	1, 2, 6, 12, 5, 7, 9, 13, 10, 16
Individual or group tutorials	25	1	1, 2, 6, 13, 10, 4, 14
Type: Autonomous			
Self-directed non face-to-face activities	75	3	1, 2, 6, 12, 5, 7, 9, 13, 10, 15, 4, 14

Assessment

The evaluation will be done throughout the module by means of the activities shown in the grid.

The evaluation activities are broken down as follows:

- the student's portfolio (activities, exercises, work done at home or in class during the course = 30%) of the final mark.
- an examination 35% of the final mark
- a final paper 35% of the final mark.

The final mark will be obtained from the sum of the marks corresponding to the different evaluation activities mentioned.

The student must attend a minimum of 60% of the classes in each block, otherwise it will be considered as not being presented.

In general, the main criteria that will be applied in the grading of the different evaluation activities are

- 1) informative rigor and conceptual correction
2. clarity and consistency of presentation (oral and written)
3. linguistic adequacy and correctness.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	35	2	0.08	1, 2, 3, 6, 12, 7, 8, 9, 15, 14
Final Task	35	4	0.16	1, 2, 3, 11, 6, 12, 5, 7, 8, 9, 13, 10, 15, 4, 14, 16
Portfolio	30	2	0.08	1, 2, 3, 6, 12, 5, 7, 8, 9, 10, 15, 4, 14

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WEBGRAFIA

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/flenet/phonactivites.html>

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

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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/l%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/dilanet/courslicenceglossaire.htm>

C. Puren : Histoire des Méthodologies de l'enseignement des langues - Reproduction en ligne :
<http://flecampus.ning.com/profiles/blogs/cpurenhistoire-des>

Software

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