

Degree	Type	Year
English and French Studies	OT	0
English and French Studies	OT	3
English and French Studies	OT	4

Contact

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Teaching groups languages

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Prerequisites

Not applicable.

Objectives and Contextualisation

The aim of this course is to introduce students to the theoretical and practical foundations of applying linguistics to the teaching of French as a foreign language. The processes of acquiring and learning French will be analyzed from various perspectives-sociolinguistic, psycholinguistic, and pragmatic-taking into account the roles of teaching staff, learners, and the broader educational context. The course also explores how linguistic knowledge can be translated into inclusive and practical pedagogical approaches. Students will engage with a variety of teaching materials and reflect on the planning and implementation of communicative tasks. The course provides tools for designing effective and adaptable learning activities that are responsive to the diverse needs of learners.

Competences

English and French Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adapt the acquired knowledge to the practical needs related to English and French literature, culture and linguistics in the professional field.
- Apply the concepts, resources and methods acquired to the different fields of applied English and French linguistics, in a global, multilingual, social context of language learning.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use digital tools and specific documentary sources to gather and organise information.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

Learning Outcomes

1. Adapt acquired cultural and social knowledge to professional needs.
2. Adapt language register to conditions of professional use.
3. Analyse, interpret and evaluate theories of first-, second- and third-language acquisition in distinct contexts of acquisition.
4. Analyse learning situations, identify areas for improvement and propose new methods or alternative solutions.
5. Analyse professional situations and be able to provide innovative responses to the needs and demands of the world of employment.
6. Apply acquired concepts and methods to professional situations simulated in the classroom through problem solving and case simulation
7. Apply the concepts and methods acquired to specific professional situations through the creation and analysis of specific materials in each field.
8. Apply the knowledge and competences acquired to the analysis of problems and their resolution.
9. Apply the principles of correctness required by the standard language and the distinct registers and varieties for professional purposes.
10. Autonomously search, select and process information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
11. Be familiar with and critically analyse the linguistic resources on French in distinct media.
12. Be familiar with and know how to use distinct tools necessary for the conception of didactic devices for the teaching-learning of FLE.
13. Be familiar with the basic digital and bibliographic tools in French in a specific professional field.
14. Be familiar with the resources available for the analysis of French.
15. Identify and generate hypotheses about distinct errors in FLE.
16. Identify and understand distinct theories of first-, second- and third-language acquisition.
17. Identify distinct sociocultural or cognitive attitudes and representations linked to professional contexts in French.
18. Identify the distinct stages of a didactic unit.
19. Identifying different theoretical options or ways of dealing with the same problem from alternative theoretical frameworks.
20. Interpret oral and written discourse in depth and provide arguments for their critical analysis.
21. Locate specialised and academic information and select this according to its relevance.
22. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
23. Make oral and written presentations of an academic and/or professional nature on French language, linguistics, culture or literature with a high degree of linguistic accuracy and terminological precision in French.
24. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
25. Produce organised and correct oral or written discourse in French adapted to professional purposes.
26. Produce works in which the fundamental digital and bibliographic tools for the field of study are applied.
27. Propose correction methods adapted to the nature of distinct errors in FLE.
28. Recognising different processing systems of the natural language according to their possible applications and development principles.
29. Solve complex linguistic analysis at any level and with the appropriate tools.
30. Synthesise information obtained from distinct sources, problematise a topic, and structure the information in a relevant way in oral and written presentations adapted to the audience.

31. Work with independence and initiative, integrating the contributions of others and respecting the established work plan.

Content

1. Theoretical Foundations in Language Didactics

- Language didactics: definition and objectives.
- Theories of language acquisition.
- The role of context and discourse in language learning.
- Constructivism and the sociocultural approach in didactics.
- The role of interaction and mediation in language learning.

2. Methodological Currents and Approaches in Foreign Language Teaching

- Traditional methods and methodological evolution.
- Communicative approaches and task-based didactics.
- Project-based learning and the action-oriented approach.
- The use of innovative teaching materials and resources.

3. The role of teaching staff and learners in the learning process

- Competencies and profile of the teaching staff.
- Motivation of the learners and learning strategies.
- Learner autonomy and learning how to learn.
- Mediation and support within the classroom.

4. Organization and Management of Language Teaching

- Planning and didactic programming.
- Management of communication and interaction in the classroom.
- Use of teaching resources and materials.
- Design of tasks and activities.

5. Development of Language Skills and Learning Contexts

- Oral skills: comprehension and expression.
- Written skills and writing activities.
- Learning in real and virtual contexts.
- Learning projects and social interaction.

6. Assessment in Language Didactics

- Functions and types of assessment: formative, summative, and diagnostic.
- Self-assessment and peer-assessment.
- Assessment procedures and instruments.
- Portfolio, interviews, and teaching journal.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis, evaluation and discussion of written documents	65	2.6	3, 4, 5, 8, 9, 14, 11, 25, 17, 16, 19, 20,

and audiovisual documents in the French language			22, 28, 30
Master class with ICT support and collective discussion	20	0.8	3, 8, 9, 14, 11, 25, 17, 16, 15, 18, 20, 22, 27, 28, 30
Oral presentations in individual and group classes	9	0.36	2, 1, 3, 7, 6, 8, 9, 10, 13, 14, 12, 26, 25, 23, 17, 16, 15, 18, 19, 20, 21, 22, 24, 27, 28, 29, 30, 31
Performing in class of individual and group activities	15	0.6	2, 3, 4, 5, 7, 6, 8, 9, 14, 11, 23, 17, 16, 15, 19, 21, 27, 28, 29, 31
Type: Supervised			
Class observation	6.5	0.26	4, 5, 10, 13, 26, 20, 21, 22, 24, 31
Supervising oral and written productions	11	0.44	9, 11, 25, 23, 29, 30
Type: Autonomous			
Independent study	20	0.8	4, 5, 8, 10, 13, 26, 19, 20, 21, 22, 24, 29, 30, 31

This subject is both theoretical and practical and requires the active participation of all learners.

Teaching methodologies will include Challenge-Based Learning (CBL), flipped classroom, game-based learning, lectures supported by ICT, collective discussions, comprehensive reading of texts, completion of individual and group exercises, as well as the development of autonomous learning activities.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final oral test.	25%	0.5	0.02	2, 1, 6, 8, 9, 25, 23, 17, 16, 15, 18, 19, 27, 28, 29, 30
Final written test.	25%	1.5	0.06	2, 1, 3, 6, 9, 25, 23, 17, 19, 20, 28, 29, 30
Practical activities proposed in class or on the virtual campus.	20%	0.5	0.02	2, 3, 4, 5, 7, 6, 8, 9, 14, 11, 23, 17, 16, 15, 19, 21, 27, 28, 29, 31
Submission and in-class presentation of an academic assignment.	30%	1	0.04	2, 1, 3, 7, 6, 8, 9, 10, 13, 14, 11, 12, 26, 25, 23, 17, 16, 18, 19, 20, 21, 22, 24, 30, 31

Final Grade

50% of the final grade corresponds to continuous assessment carried out throughout the course. The remaining 50% corresponds to final exams: 25% written final exam and 25% oral final exam.

Review

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Consideration of "Not Assessable"

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items (i.e., fewer than 30% of the assigned tasks throughout the course and participation in fewer than 30% of the mandatory tests). Therefore, if learners have completed more than 30% of each component, they will be assessed. If they have not submitted at least 70% of all required assignments (including the final written exam, final oral exam, and oral presentation), the final grade will be a fail.

Resit/Remedial Assessment

Learners who have failed the course may only take part in the resit if they have been assessed in a set of activities that represent at least two-thirds of the final grade. The resit will consist of a final oral exam (40%), submission of a written assignment (20%), and a final written exam (40%). Tasks related to class participation, in-class exercises and oral presentations are excluded from the resit. Any assessment activity in which irregularities have occurred (e.g., plagiarism, improper use of AI, etc.) will not be eligible for resit. To pass the course, learners must pass both components: continuous assessment and final exams. The minimum grade required to be eligible for the resit is 3.5 out of 10.

When the final grade is communicated (prior to official submission), the teaching staff will provide written information about the resit process. They may propose a separate resit activity for each failed or missing assignment, or combine several into a single task.

Plagiarism

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.

Artificial Intelligence (AI)

This subject allows the use of AI technologies exclusively for support tasks such as content-based searches. The student must clearly 1) identify which parts have been generated using AI technology; 2) specify the tools used; and 3) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Specific Cases

Francophone learners must meet the same assessment conditions as the rest of the class. Responsibility for keeping up with learning and assessment activities lies entirely with each learner.

Single Assessment Option

The same assessment method as continuous assessment will be used:

- Final written exam: 40%.
- Submission of an assignment: 20%.
- Final oral exam: 40%.

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RECOMMENDED WORKS

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Software

Browser and text editor.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	second semester	morning-mixed
(TE) Theory	1	French	second semester	morning-mixed