



3.00 credits

45.0 h + 15.0 h

Q1

|                             |   |
|-----------------------------|---|
| Teacher(s)                  | Dufays Jean-Louis ;   |
| Language :                  | French  |
| Place of the course         | Louvain-la-Neuve  |
| Prerequisites               | To start the observatory teaching practice the same year.   |
| Main themes                 | The course will take bearings on the cardinal questions that every French teacher has. These questions can be for instance: what is at stake ? What are the objectives and the tools to teach French ? What are the teaching and assessment methods ? ,.... The conceptual and methodological outlines will also be seen, allowing the teacher to develop the pupils' reading, writing and oral expression skills, following the requirement of the school. It will also give the pupils some reference knowledge in the language and literature field. The course will also present some entire didactic sequences, which will illustrate the diversity, complementarity and coherence of the activities, that need to be implemented when teaching French. These different objectives will be based on a bibliographical system of reference and on numerous stimulating documents. |
| Learning outcomes           | <b>At the end of this learning unit, the student is able to :</b><br><br>1 To initiate, theoretically and through practice, to the notions, methods and disciplinary tools necessary to be a French teacher for French as a first language.   |
| Evaluation methods          | Written assignment setting out a teaching plan made up of elements from different parts of the course and the practical exercises, the programmes analysed and individual reading from the course bibliography. Additional oral examination on what has been covered in the course.<br><br>In written work, generative artificial intelligence (AI) must be used responsibly and in accordance with the practices of academic and scientific integrity, which means that all sources must be cited and the possible use of AI must be explicitly indicated.   |
| Teaching methods            | The lectures are interspersed with a variety of practical exercises which enable the students to trial different teaching activities which they could use for their teaching practice. The lectures contain a strong interactive element, both spoken and written, between the lecturer and the students.   |
| Content                     | 13 lectures :<br>1. The main questions : issues, objectives and tools for teaching French, methods of teaching and assessment.<br>2. Knowledge and skills for teaching French: language, literature, reading, writing, speaking.<br>3. Some sequences as an example: poetry, life stories, songs.<br>6 sessions of practical work : how to begin a course or a class, promoting speaking, promoting both the reading and writing of functional and literary texts, using pictures and sounds and designing a long-term teaching plan.   |
| Bibliography                | Principal ouvrage de référence : SIMARD, Claude, DUFAYS, Jean-Louis, DOLZ, Joaquim et GARCIA-DEBANC, Claudine, Didactique du français langue première, Bruxelles, De Boeck, 2010. Les étudiants reçoivent en outre un vademécum bibliographique de 80 pages qui présente les principales ressources relatives aux différents objets de la didactique du français.   |
| Other infos                 | /   |
| Faculty or entity in charge | ELAL  |

| Programmes containing this learning unit (UE)  |         |         |              |   |
|--|---------|---------|--------------|---|
| Program title  | Acronym | Credits | Prerequisite | Learning outcomes   |
| Teacher Training Certificate<br>(upper secondary education) -<br>Ancient and Modern Languages<br>and Literatures | LAFR2A  | 3       |              |  |
| Master [120] in Ancient and<br>Modern Languages and<br>Literatures   | LAFR2M  | 3       |              |  |