




5.00 credits	30.0 h + 15.0 h	Q1 and Q2
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Teacher(s)	De Croix Severine ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	The course "Didactics of French – Part 1" addresses, based on research findings in French didactics and educational sciences, the foundations, principles, frameworks, and tools for teaching French in upper secondary education (both in transition and qualification tracks). Three main areas structure the course (volume 1): the didactics of reading and literature; the didactics of writing; and the didactics of oral communication. The course also deals with issues related to the diversity of student populations, the appropriation of reference frameworks and teaching programs, the introduction to tools for French teachers, and the assessment of learning outcomes. The didactic exercises (volume 2) allow students to acquire the skills and learning outcomes in smaller groups.
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <ol style="list-style-type: none"> <li>1. To identify and develop the academic knowledge to be taught and to plan its learning;</li> <li>2. To select texts and resources based on specific learning objectives;</li> <li>3. To select, design, and implement appropriate didactic frameworks to engage students in school tasks and support learning in French;</li> <li>4. To design approaches and assessment tools to support students' learning outcomes;</li> <li>5. To conduct a critical reflection on the content, approaches, frameworks, and teaching tools in French.</li> </ol> <p>This teaching unit contributes to the development and mastery of the skills and learning outcomes of the following programs in the <b>School of Languages and Literature</b> (see AA ELAL Table):</p> <p>(2.6) Be able to mobilize and apply disciplinary knowledge in linguistics to authentic language data</p> <p>(2.7) Be able to mobilize and apply disciplinary knowledge in literary studies to texts from various genres and periods</p> <p>(3.6) Be able to present complex disciplinary content orally in a clear, coherent, and reasoned manner</p> <p>(5.3) Demonstrate a reflective approach to one's knowledge, methods, and productions</p> <p>Regarding the learning outcomes (AA) of the program, this teaching unit contributes to the development and mastery of the following competencies and learning outcomes:</p> <p><b>AA.1. Competencies of the institutional, social, and cultural actor</b></p> <p>(AA.1.3.2) Make the school a place where students learn, develop, and grow in a positive environment, not a place of selection</p> <p><b>AA.3. Competencies of the organizer and facilitator of learning in an evolving dynamic</b></p> <p>(AA.3.1) Master disciplinary content, its epistemological foundations, scientific and technological evolution, its didactics, and the methodology of its teaching</p> <p>(AA.3.2) Master knowledge related to learning processes, research on different models and theories of teaching</p> <p>(AA.3.4) Take into account and develop the linguistic dimensions of learning and teaching, being attentive to the language of schooling or the language of learning, and aware of the socially and culturally unequal familiarization with it</p> <p><b>AA.4. Competencies of the reflective practitioner</b></p> <p>(AA.4.3) Gradually build one's professional identity, notably by using tools for personal professional development such as a portfolio.</p>

Evaluation methods	<p>The assessment of the unit takes place during the June and September sessions, according to the same procedures.</p> <p>1° Oral examination and written assignment (70%): presentation of a teaching plan based on elements taken from different parts of the course and seminar, the curricula analysed and personal readings drawn from the course bibliography, including approaches and instruments for the assessment (formative and summative) of student learning. The outline of the sequence or teaching plan is the subject of a written assignment submitted during the examination. In addition to presenting the sequence (objectives, links with official instructions, procedure, etc.), students are also required to justify their choices (the subject or content selected; the approach adopted; the proposed teaching method; the progression implemented, etc.) with reference to the pedagogical and didactic principles derived from research in education sciences and didactics. Several parts of the course and seminar are dedicated to the progressive support of personal work, on the basis of which learning outcomes are assessed: the chosen subject must be presented for validation by the mid-term at the latest; the scripting of the teaching programme is subject to an intermediate formative assessment.</p> <p>2° Learning journal (30%): the assessment of the unit is also based on the student's continuous work through a learning journal. This involves gradually compiling a record of the activities and learning achieved both in the course and in the seminar and, during the examination session, presenting three completed pieces of work (a selection of readings for a school year identified by the student, with justifications; an assessment of student learning – formative, e.g. diagnostic, or summative –; and a piece of work chosen by the student). This learning journal is designed to support students' progressive engagement with the course.</p> <p>In written work, generative artificial intelligence (AI) must be used responsibly and in accordance with academic and scientific integrity practices, which means that all sources must be cited in accordance with bibliographic referencing standards and that any use of AI must be explicitly indicated (this involves indicating all parts that have been subject to the use of AI and specifying, for example in a footnote, whether AI was used to search for information, to write the text or to correct it).</p>
Teaching methods	<p>In order to achieve its objectives, the course 'Teaching French, Part 1':</p> <ul style="list-style-type: none"> <li>• takes the concerns of novice teachers as the starting point for professional development;</li> <li>• adopts measures designed to promote this development (e.g. writing an autobiography as a reader and/or writer to reflect on one's future role as a reading and/or writing teacher; reconstructing instructions, a process or the stages of a measure based on an activity experienced in class or the observation of filmed sessions; analysing pupils' work; practising how to give feedback, etc.);</li> <li>• relies on role-playing (experimentation with methods or activities), concrete cases (learner work, teaching materials, films of class sessions, critical incidents, etc.) to encourage students, individually or in small groups, to observe, describe, analyse and conceptualise based on professional and scientific literature;</li> <li>• is closely linked to other elements of future teacher training;</li> <li>• offers individual or group work aimed at developing reflexivity and transferring learning to partially new situations, in line with the requirements of the French teaching profession.</li> </ul> <p>Supervision: seminar sessions are supervised by teaching staff who will share their experience of teaching French in various secondary education streams.</p>
Content	<p>1. Course on 'Teaching French, Part 1' _ Q1 and Q2</p> <p>Based on research findings in French language teaching and education sciences, the course covers the foundations, principles, methods and resources used in teaching French in upper secondary education.</p> <p>The course is structured around three main areas: teaching reading and literature; teaching writing; and teaching oral skills. The course also addresses issues relating to the diversity of school populations, the appropriation of teaching curricula, an introduction to the resources available to French teachers, and the assessment of learning.</p> <p>2. The seminar on 'Teaching French, Part 1' (Volume 2) _ Q1 and Q2</p> <p>The small group seminar sessions focus on the following topics: how to make French lessons meaningful; how to teach reading and writing of literary and functional/documentary texts; how to prepare and assess a teaching sequence; etc.</p>
Inline resources	Use of the Moodle platform is required from the start of the course (course code LFRA2001).
Bibliography	<p>Principal ouvrage de référence : SIMARD, Claude, DUFAYS, Jean-Louis, DOLZ, Joachim et GARCIA-DEBANC, Claudine (2010). <i>Didactique du français langue première</i>. De Boeck.</p> <p>Les étudiant.es reçoivent en outre un vademécum bibliographique de 80 pages qui présente les principales ressources relatives aux différents objets de la didactique du français.</p>
Other infos	The course is based on a selective and annotated bibliography of reference texts (available in the Moodle course space) and on current French language teaching programmes (secondary education, all streams). Students are required to obtain these documents at the beginning of the course.
Faculty or entity in charge	ELAL

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in French and Romance Languages and Literatures : French as a Foreign Language	FLE2M	5		
Teacher Training Certificate (upper secondary education) - French and Romance Languages and Literatures	ROM2A	6		
Master [120] of Education, Section 4 : French	FRAN2M4	5		
Master [60] of Education, Section 5 : French	FRAN2M5	5		