



# Faculté de philosophie et lettres

## FLTR

ROM2319 Didactic on how to teach French as a first language

[45h+15h exercises]

**Teacher(s):** Jean-Louis Dufays  
**Language:** french  
**Level:** 2nd cycle course

### Aims

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.

### 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.

Thanks to practical work sessions the students, in small groups, will try out several activities and different tools to teach French. She/he will learn how to start a course, to develop the pupils' oral skills, to make them read and write functional and literary texts, to create <sup>2</sup>combined messages <sup>2</sup>.

### Content and teaching methods

3. 1. The cardinal questions are : what is at stake ?, What are the objectives and the tools to teach French ? And what are the teaching and assessment methods ?

3.2. The knowledge and know-how of the French course : the language, the literature ; reading, writing, oral expression.

3.3. Some examples as an illustration : poetry, narration of life, songs, argumentation.

Themes of exercises sessions : how to start a course or session, how to get people to speak, how to make pupils read and write functional and literary texts, how to use images and sounds together, and how to build a long-term didactic project.

### Other information (prerequisite, evaluation (assessment methods), course materials recommended readings, ...)

**Prerequisites :** To start the observatory teaching practice and the supporting and integration of teaching practice seminar the same year.

**Evaluation :** Students must write a paper, presenting a didactic sequence, put together with elements coming from different parts of the course and exercises, analysed programs and some personal reading from the bibliography course. An extra oral discussion on the command of the course contents is possible.

**Teaching materials :** The students receive from the very start of the course some notes collecting methodological suggestions on different theories of teaching French as well as bibliographical orientations. They also receive at each session, a copy of the slides and documents used.

**Others :** The course is given by a professor who will invite several guests who will speak about a particular theme. The practical work sessions are given by 2 pedagogical collaborators, coming from 2 different types of secondary schools.

Alternaly course in big groups and sessions with 20 students. Both inductive processes (trying out some activities, analysis of problem situations) and historical and conceptual approaches will be present.

**Other credits in programs**

<b>ROM21</b>	Première licence en langues et littératures romanes	(5 credits)
<b>ROM22</b>	Deuxième licence en langues et littératures romanes	(5 credits)
<b>ROM2A</b>	Agrégation de l'enseignement secondaire supérieur (langues et littératures romanes)	(8 credits)