



COURSE DATA

DATA SUBJECT

Code: 33634
Name: Foreign language for teachers: french
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	First quarter, Sin determinar
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	First quarter, Sin determinar
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	First quarter, Sin determinar

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Foreign language for teachers	ELECTIVES
1305 - Degree in Primary School Education	Foreign language for teachers	ELECTIVES
1324 - Degree in Preschool Education (Ontinyent)	FOREIGN LANGUAGE FOR TEACHERS	ELECTIVES

COORDINATION

SANZ MORENO RAQUEL

SUMMARY

French Language for Teachers is a compulsory four-month subject (6 credits) which is taught in the first academic year of the Degrees in Primary School Education and Preschool Education. This subject has a dual nature: linguistic and educational. On the one hand, students should achieve the B1 proficiency level required by The Common European Framework of Reference for Languages (CEFRL).

On the other hand, students should be able to teach content from non- linguistic areas, using French as a vehicular language, following the CLIL methodology, through the use of multimodal resources, TIC, etc. Considering both the linguistic and educational nature of this subject, the general objectives are:

- To improve students' level of competence in linguistic communication in the foreign language gradually. The student should achieve the Independent User B1 level defined by the Common European Framework of Reference for Languages (2020): reception, production, interaction and mediation in a foreign language.



The student will have to achieve the level that defines an independent user of B1 of the Common European Framework of Reference for Languages.

- To foster the uses of foreign languages in academic and school environments.
- To develop and promote the use of Information and Communication Technologies (ICT) and Learning and Knowledge Technologies (LKT) in the classroom with the aim of fostering autonomous learning.
- To be able to put into practice activities in a foreign language with primary school pupils and be able to identify the principles underpinning the different types of activities.
- To effectively deal with language learning situations in multicultural and multilingual contexts.
- To value the importance of learning more than one foreign language, specifically French, as a factor in intellectual and social development.
- To know the basic principles of current trends in the teaching/learning of foreign languages and be able to perceive the application of these principles in teaching practice.
- To promote collaborative work in the classroom.
- To develop an open attitude and respect for the cultures of the foreign language.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS



First part: Linguistic and sociocultural contents. French B1

1. How to ask for information and to interact

Grammar: Revision of contents. Present tense. Adjectives and pronouns (possessive, demonstrative, indefinite). Accentuation. Passive voice. Nominalization. Prepositions. Numbers (cardinals, ordinals).

Sociocultural contexts: the media (written, audiovisual, Internet). French in the world.

2. How to talk about past events

Grammar: past tenses. Narrative discourse. Adverbs. Expressions of time. Double pronouns.

Sociocultural contexts: French-language children's literature, stories, songs.

3. How to describe

Grammar: relative pronouns. Comparison. Qualifying adjectives (revision, exceptions, place). The present subjunctive to express emotions and feelings. Questions. Sociocultural contexts: artistic expressions in the French-speaking world.

4. How to express opinions

Grammar: The future and the conditional: expressing hypotheses. Logical connectors in discourse (opposition and concession). The present subjunctive to express an opinion. Impersonal sentences.

Sociocultural contexts: education in French-speaking countries; access to the labour market.

5. How to express surprise, opinions

Grammar: Expressing concession. Exclamations. Indefinite pronouns. Expressing objectives. Sociocultural contexts: World 2.0. Technologies and artificial intelligence.

Second part: Basic concepts of the language teaching/learning process

6 Child language learning and language acquisition in childhood

Introduction to acquisition and learning languages.



Basic concepts and main authors: Krashen: language learning and language acquisition. Piaget, Vygotsky, Bruner. Features of young learners (3-12).

7. Teaching foreign languages

Communicative Approach: Task-based Approach and Content and Language Integrated Learning (CLIL). Total Physical Response.

8. Designing materials

Guidelines for the development of teaching materials in a multilingual educational context.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching methodology will be grounded in active learning. It will be interactive, and it will follow the aforementioned course objectives. Teacher's role as a researcher will foster classroom research, searching information, analysis, etc. The activities proposed for students will be aimed at improving their competence in linguistic communication and, at the same time, at encouraging reflection on the teaching and learning skills used in these activities.

This teaching methodology is structured according to the following sections:

1. Face-to-face (on site) activities

1.1. Theoretical and practical lessons It will be considered both the linguistic and educational nature of the subject in these lessons. Thus, different types of multimodal and ICT resources will be used. According to their characteristics, activities will be developed individually, in pairs or in groups.



- 1.2. Cooperative work. Elaboration and oral presentation of group work.
1.3. Tutorials attendance: one-to-one and in small groups. Tutorials are aimed at guiding and monitoring students; work.

2. Activities not requiring attendance

- Study and autonomous work. Accomplishment of learning tasks coming from the development of the lessons: readings, written compositions, multimedia and multimodal activities, homework, bibliography and material search in the Internet.
- Final project to be carried out in groups or pairs (depending on the number of students) and which will be presented in class.

EVALUATION

Assessment will be continuous and global, will be orientative and formative in nature and will need to take into account the students' ability to analyse the individual and collective learning process. At the end of the course, students should be able to:

- Prove an appropriate level of acquisition of the specific abilities and knowledge of the subject.
- Master the methods, techniques and other skills and abilities of a student teacher.
- Show an appropriate attitude towards the subject and respect for classmates, attendance and participation in classes, interest and perseverance in order to achieve positive progress, as well as the ability to work in groups.
- Have competence in linguistic communication, both oral and written, in relation to level B1 of the European Framework of Reference for Languages, especially in the language in which the subject is taught.

The acquisition of these skills will be observed by means of the following assessment instruments:

- Classroom participation through oral and/or written work.
- Individual oral and/or written tests.
- Participation in complementary activity sessions will be taken into account.

In the tests and written work, the presentation will be taken into account, as well as spelling, grammatical and lexical correctness, and aspects related to the adequacy, coherence and cohesion of the text and critical reflection. In this sense, the criteria established by the corresponding teaching unit will be applied. The language in which the subject is taught will be the language that students must use in class and in all assessment instruments.

In oral tests and work, correct pronunciation, grammatical correctness, coherence, fluency and appropriate use of vocabulary and the French language in general will be taken into account.

The level must correspond to level B1 of the CEFR.

The activities programmed for the classroom will be assessed according to their nature. The assessment criteria will be made explicit by each teacher when deemed appropriate during the course.

Plagiarism of an important part of any work could lead to both immediate failure in the course



and the opening of an academic file to investigate the offence. Plagiarism is understood as the reproduction of ideas from other authors without citing the source. Texts written using programmes such as Chat GPT and similar will not be accepted, in accordance with article 15 of the University of Valencia's Assessment and Qualification Regulations. Students who don't attend the minimum assignments required (80%) could sit a final exam of the subject. Apart from this exam, the student should pass the rest of the assessment items of the evaluation.

The evaluation of the subject Foreign Language for Teachers: Frenchh will consist of:

1. An initial evaluation, oral and written, to know students' prior knowledge and expectations, and to test empirically oral and written skills (production and comprehension).

2. A final evaluation where both the linguistic and educational nature of the subject will be considered. This evaluation consists of:

- 2.1. A written exam 35%
- 2.2. An oral exam 20%
- 2.3. Cooperative work: 20%
- 2.4. Classroom tasks: 25%

In order to compute the global average of the different parts involved in the evaluation, the student must pass every single part: the written exam, the oral exam, and the elaboration and presentation of a learning situation both in first and second round examinations.

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