

**Subject card**

<b>Subject name and code</b>	Didactics of the French language for primary and secondary schools II, PG_00146274						
<b>Field of study</b>	Romance and Iberian Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	postgraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			French French language - 75% Polish language - 25%		
<b>Semester of study</b>	4	<b>ECTS credits</b>			4.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Zakład Językoznawstwa Romańskiego -> Instytut Filologii Romańskiej -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Teresa Ścipień				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	60		12.0		28.0	100
<b>Subject objectives</b>	The aim of the course is to continue preparing students to teach French as a foreign language in elementary and secondary school.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W07] Knows in detail contemporary achievements, research centres and schools in linguistics and didactics, understands their historical and cultural conditions and development trends.	He expands his knowledge of contemporary trends in glottodidactics, especially in terms of strategies for teaching receptive and productive skills; he is familiar with innovative forms of work and activating methods of teaching French.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FRIMU2_W03] Knows at an extended level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	Knows at an extended level the terminology, theory and methodology in the field of didactics of French as a foreign language, (e.g., knows the strategies for teaching receptive and productive skills, taking into account interaction and mediation, see Curricular Content provided for the semester).	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FRIMU2_U03] He/she is able to undertake autonomous actions aimed at the development of his/her abilities, indicates directions for further research; is able to work independently and to lead a team.	He is able to use theoretical knowledge to analyze and create various educational and teaching situations that motivate learners to learn and work on themselves, as well as develop their creativity, talents and ability to think independently and critically.	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRIMU2_W09] Knows and understands the basic concepts and principles of copyright protection and the necessity of intellectual property management; has a structured knowledge of professional ethics.	Knows and understands the basic concepts and principles of copyright protection; has a structured knowledge of the ethics of the foreign language teaching profession.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FRIMU2_K02] Undertakes individual and team professional activities plans and organizes their course, engages in cooperation, understands the need for continuous professional development and care for professional ethos. Undertakes activities for the social environment and public interest.	He is ready to work in a team, perform various roles in it and cooperate with teachers, educators, specialists, parents or guardians of students and other members of the school and local community. he is ready to form skills of cooperation of students, including group problem solving; he knows the ethics of the teaching profession, he is able to use universal ethical principles and norms in his activities.	[SK1] oral statement/conversation/ discussion [SK3] text preparation/written work [SK8] observation of student's independent or team work
	[FRIMU2_U10] Has skills specific to his/her chosen specialisation: can apply knowledge of linguistics, literary studies, translation studies or didactics to solve practical problems in the field of translation or foreign language teaching, in particular of French or Spanish.	He is able to assess the suitability, adequately select, create and adapt textbooks, materials and teaching resources, including information and communication technology, and working methods to the diverse needs of learners in order to independently prepare French lesson plans (e.g., in the development of strategies for receptive and productive skills, techniques for working with authentic documents, see Semester Curriculum Content).	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work

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[FRIMU2_W13] Has a thorough knowledge of translation or didactics of French or Spanish.	Knows the norms, procedures and good practices used in teaching French in elementary and secondary general schools, technical schools in the field of issues provided for in the semester; knows and understands the content of teaching and typical difficulties of students related to their mastery; knows and understands the issue of inclusive education, as well as ways to implement the principle of inclusion, understands the need to differentiate the educational needs of students and adapt the organization of the process of education and upbringing; knows how to effectively select teaching resources, including Internet resources, to support the teaching of French, taking into account the diverse educational needs of students.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
[FRIMU2_W05] Knows and understands the interrelationships between the different disciplines of the humanities and social sciences.	He knows and understands the interrelationships between the various disciplines of the humanities and social sciences and can relate them to teaching activities.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
[FRIMU2_U05] Is able to interpret literary and scientific texts in the humanities, is able to make an accurate analysis and apply an original approach.	Able to interpret a scientific text from the field of language teaching in relation to the topics covered in the semester.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[FRIMU2_U09] Can speak French or Spanish in accordance with the requirements of level C2 of the Common European Framework of Reference for Languages.	He speaks French at the C2 level according to the Common European Framework of Reference for Languages; he takes care of linguistic correctness in the didactic proposals included in the French lesson plans.	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[FRIMU2_W11] Knows and understands the relationship between the formation of language and changes in culture and society; has an in-depth knowledge of the complex nature of language and its importance in cognitive processes.	He is aware of the relationship between the nature of language and changes in culture and society and the need for interdisciplinary teaching.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
[FRIMU2_K04] Correctly identifies and resolves dilemmas related to the profession of a teacher of French or Spanish, its heritage and traditions and understands the ethical issues related to the responsibility for the accuracy of actions and the reliability of transmitted knowledge. Strives to think and act in an entrepreneurial manner.	He is ready to build a system of values and develop ethical attitudes of students, as well as form their communicative competence and cultural habits: he is ready to make decisions related to the organization of the educational process in inclusive education.	[SK1] oral statement/conversation/ discussion [SK3] text preparation/written work [SK4] test/exam - oral or written [SK8] observation of student's independent or team work
[FRIMU2_U06] He/she is able to argue substantively in the context of selected perspectives, is able to present his/her own ideas, doubts and suggestions, create synthetic summaries, and use the views of other authors while observing ethical principles.	He has the ability to substantively justify the formulated theses, is able to use the views of other authors, formulate conclusions, as well as diagnose and forecast pedagogical situations and select a strategy for the implementation of practical actions, is able to analyze his own pedagogical actions and indicate areas that require modification (see: Curricular content provided for the semester).	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work

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Subject contents	Strategies for teaching receptive and productive skills with interaction and mediation. Analysis of textbooks for teaching French for primary and secondary school. Ways to increase motivation and activate learners. Use of authentic documents (e.g., songs, works of art) in teaching French as a foreign language. Intercultural education. Innovative forms of work. Developing skills in (self-)assessment and control of learning/teaching effects. Ways of constructing tests and exams. Issues of errors. Observation and detailed analysis of language classes. Editing handouts and conducting French lessons (educational workshops).											
Prerequisites and co-requisites	Selection of a teaching specialty; in special cases, the instructor may waive this rule. Completion of 30 hours of Foreign Language Didactics (culminating in a passing grade); and 30 hours of French Didactics for Elementary and Secondary School I (culminating in a passing grade). In special cases, the instructor may waive this rule.											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>Active participation in classes and teaching workshops, preparation of teaching materials and French lesson plans</td> <td>51.0%</td> <td>50.0%</td> </tr> <tr> <td>Written exam with closed and open questions on the program content</td> <td>51.0%</td> <td>50.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	Active participation in classes and teaching workshops, preparation of teaching materials and French lesson plans	51.0%	50.0%	Written exam with closed and open questions on the program content	51.0%	50.0%		
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Recommended reading	<p>Basic literature</p> <p>Barfety M., Compréhension orale niv. A2+, B1, Cle International, 2005 KARPETA- PEĆ B., PEĆ J., Methodological package for teachers of foreign languages of the third educational stage, Ośrodek Rozwoju Edukacji, Warsaw, 2014 Komorowska H., Methodology of teaching foreign languages, Fraszka Edukacyjna, Warsaw, 20015 Poisson-Quinton S. Compréhension écrite, Cle International, 2004 French language teaching textbooks for the second and third educational stages I. Valderrama, Utiliser l'oeuvre d'art en classe, in Le français dans le monde, no. 297.</p> <p>Supplementary literature</p> <p>Dzierzowska I., How to teach with active methods?, Fraszka Edukacyjna, Warsaw 2006 Siek-Piskozub T., Games and plays in teaching foreign languages, WSiP, Warsaw 1997</p> <p>eResources addresses</p>	<p>Uzupełniające</p> <p>Adresy na platformie eNauczanie:</p>										

Example issues/ example questions/ tasks being completed	What are the stages of work in developing receptive skills? What teaching techniques help develop these skills? Please list the main principles of working on developing speaking skills.
Work placement	Not applicable

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