

1	Course title	Didactique du FLE
2	Course number	2232433
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	2242331 (Linguistique 1)
5	Program title	Bachelor's Degree in French Language and Literature
6	Program code	2202
7	Awarding institution	University of Jordan
8	School	Faculty of Foreign Languages
9	Department	Department of French
10	Level of course	Fourth year
11	Year of study and semester (s)	Fourth year, second semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	French
15	Teaching methodology	<input checked="" type="checkbox"/> In the classroom <input type="checkbox"/> Blended
16	Electronic platform(s)	X e-learning X Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	13/06/2024

18 Course Coordinator:

Name: Amal Khaleefa
 Email: a.khaleefa@ju.edu.jo
 Office Hours: Sunday, Tuesday, Thursday : 13:30-14:30

19 Other instructors:

N/A

20 Course Description:

This course aims to prepare fourth-year students majoring in French literature or double majoring in French and English language for a career in teaching French language in schools and institutes. The course focuses primarily on teaching students the skills, methods, and strategies for teaching French as a foreign language to fulfil needs in particularly Jordanian market.

The course is divided into two sections: theoretical and practical. The theoretical part provides students with a general understanding of the fundamental concepts in teaching French as a foreign language, with emphasis on the main methodological approaches to teaching, analytical examination of the Common European Framework of Reference for Languages (CEFRL), and understanding the teaching tools associated with it. As for the practical part, it aims to apply the presented concepts by exposing students to a number of skills required in the educational job market, such as reading and analyzing scientific articles related to teaching French, and then presenting them orally through group work. The course also focuses on analyzing textbooks for teaching French as a foreign language in order to prepare pedagogical teaching units following the current communicative approach and the action-oriented perspective in building interactive lessons, exercises that pays attention to linguistic, pragmatic, and cultural skills that suit a specific age group of students. Additionally, this course allows students to familiarize themselves with local and international schools teaching French in Jordan through a series of field visits to attend French language classes, with the aim of expanding their knowledge in this field and preparing them for the classroom environment.

21 Course aims and outcomes:

Aims: (PLOs)

1. Understand the historical evolution of methods in teaching French as a foreign language, including the grammar-translation method, the direct method, the audio-lingual approach, and the action-oriented perspective.
2. Thoroughly examine the communicative approach and the action-oriented perspective in teaching French as a foreign language (FLE), as well as their practical implementation in the classroom.
3. Acquire a deep understanding of the Common European Framework of Reference for Languages (CEFRL) and its role in teaching FLE.
4. Explore eclecticism in FLE teaching, taking into account the diversity of educational cultures, learner needs, and motivations.
5. Analyze language acquisition processes such as contrastive analysis, interlanguage, and teacher/learner interaction.
6. Understand the principles of designing and organizing didactic units according to the classroom context and learner needs.
7. Learn to develop and structure a didactic unit, integrating activities for linguistic comprehension and production.
8. Acquire skills in evaluating linguistic and cultural competencies of FLE learners.
9. Understand the importance of cultural and intercultural dimensions in FLE teaching.
10. Enhance learners' ability to critically analyze scientific articles in the field of teaching French as a foreign language (FLE) and to write reports based on this analysis.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

- **Teaching methods include:** Synchronous lecturing/meeting, discussion, and forums.

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools																	
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10								
1	Recognize the main historical trends of teaching methods in French as a Foreign Language (FLE).	X													X	X	X	X									X	X	
2	Implementing communicative and action-oriented approaches in the planning and delivery of French as a Foreign Language (FLE) courses.		X												X	X	X	X									X	X	
3	Demonstrate a thorough understanding of the Common European Framework of Reference for Languages (CEFR) and its application in teaching French as a Foreign Language (FLE).			X											X	X	X	X									X	X	
4	Know how to adapt their teaching according to the specific needs and motivations of the learners.				X											X	X	X		X							X	X	
5	Analyze the processes of linguistic acquisition and identify common errors among learners.					X										X		X											X
6	Design and implement coherent and effective didactic units.						X									X		X											
7	Create diverse activities for linguistic comprehension and production.							X								X		X		X									X
8	Know how to evaluate the linguistic and cultural skills of FLE learners.								X									X		X									X

	2.3	The Classroom and its Actors - Learning and Teaching	1-5	=	Portfolio / in-class exercises	PPT
3	3.1	Overview of Methodologies: Grammar-Translation Method	2-4	=	Portfolio / in-class exercises	=
	3.2	Overview of Methodologies (1): Traditional Methods	2-4	=	Portfolio / Exercises on E-learning	=
	3.3	Overview of Methodologies (2): Audiovisual-SGAV Methods	2-4	=	Portfolio / in-class exercises	=
4	4.1	Overview of Methodologies (3): Communicative Approach	1-10	=	Portfolio / Exercises on E-learning	=
	4.2	Overview of Methodologies (4): The Action-Oriented Perspective	1-10	=	Portfolio / Exercises on E-learning	=
	4.3	Overview of Methodologies (4): The Action-Oriented Perspective	1-10	=	Portfolio / in-class exercises	=
5	5.1	Levels of Competence and Teaching Contents (CEFRL)	1-10	=	Portfolio / in-class exercises	CEFR / PPT
	5.2	Levels of Competence and Teaching Contents (CEFRL)	1-10	=	Portfolio / Exercises on E-learning	CEFR / PPT
	5.3	Quizz – contrôle continu	1-10	=	Evaluation grid	-
6	6.1	Observation of FLE classes in identified schools and language institutes	1-10	Field visit		Class Observation sheet guide

	6.2	Observation of FLE classes in identified schools and language institutes	1-10	Field visit		Class Observation sheet guide
	6.3	Observation of FLE classes in identified schools and language institutes	1-10	Field visit		Class Observation sheet guide
7	7.1	Didactic Units - Organization and Selection of Materials	1-10	Lecture in the class	Portfolio / in-class exercises	Language methods (divers) + PPT
	7.2	Didactic Units - Organization and Selection of Materials	1-10	Lecture in the class	Portfolio / in-class exercises	=
	7.3	Aid Fitir				
8	8.1	Mid-term Exam (presentations)	1-10	Lecture in the class	Evaluation grid	
	8.2	Mid-term Exam (presentations)	1-10	=	Evaluation grid	
	8.3	Development of a complete didactic unit based on a video	1-10	=	Portfolio / in-class exercises	Videos (divers) + PPT
9	9.1	Development of a complete didactic unit based on a video	1-10	=	Portfolio / Exercises on E-learning	=
	9.2	Comprehension and Reception Activities: Oral and Written	1-10	=	Portfolio / in-class exercises	Language methods (divers) + PPT
	9.3	Comprehension and Reception Activities: Oral and Written	1-10	=	Portfolio / Exercises on E-learning	=
10	10.1	Language Reflection Work (Grammar)	1-10	=	Portfolio / in-class exercises	=

	10.2	Language Reflection Work (Grammar)	1-10	=	Portfolio / in-class exercises	=
	10.3	Language Reflection Work (Grammar)	1-10	=	Portfolio / Exercises on E-learning	=
11	11.1	Language Reflection Work (Vocabulary)	1-10	=	Portfolio / in-class exercises	=
	11.2	Language Reflection Work (Lexicon)	1-10	=	Portfolio / Exercises on E-learning	=
	11.3	Observation of FLE classes in identified schools and language institutes	1-10	Field visit		Class Observation sheet guide
12	12.1	Expression and Interaction Activities: Oral and Written	1-10	=	Portfolio / in-class exercises	Language methods (divers) + PPT
	12.2	Expression and Interaction Activities: Oral and Written	1-10	=	Portfolio / Exercises on E-learning	=
	12.3	Teaching Culture/ Interculturality (1)	1-10	=	Portfolio / in-class exercises	=
13	13.1	Teaching Culture/ Interculturality (2)	1-10	=	Portfolio / in-class exercises	=
	13.2	Introduction to Evaluation in Language Class	1-10	=	Portfolio / Exercises on E-learning	=
	13.3	The Final Task in French as a Foreign Language (FLE)	1-10	=	Portfolio / in-class exercises	=
14	14.1	FLE Evaluation Methods (1)	1-10	=	Portfolio / Exercises on E-learning	=
	14.2	FLE Evaluation Methods (2)	1-10		Portfolio / Exercises on E-learning	=

	14.3	Observation of FLE classes in identified schools and language institutes	1-10	Field visit		Class Observation sheet guide
15	15.1	Experts Visit of French Embassy and Campus France		In class	E-learning	PPT
	15.2	General revision & group discussion of final projects of Didactic Units		=		PPT

23 Evaluation Methods: Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Portfolio "Journal de bord"	5	Reflexive participation	1-10	At the end of the semester	On campus + E-learning
Reading texts, homework assignments, continuous assessment, active participation	15	All topics covered in class according to the teacher's instructions	1-10	Throughout the semester	On campus
Midterm Exam	30	- A presentation / report (in groups): Synthesize a dossier from "French in the World"	1,3,7,8	7 th week	On campus

		- Submit the report and present it orally			
Final Exam	30	Create a didactic unit (in groups)	1-10	15 th week	On campus + E-learning
	20	In class exam)	1-10	At the end of the semester	On campus

24 Course Requirements

Students should have access to online files and texts on E-learning, a computer, internet connection, an account on Microsoft Teams, and access to the libraries of the university and the French Institute of Jordan, as some parts of the evaluation are conducted in groups.

25 Course Policies:

A- Attendance policies:

*Article 13 of the instructions for granting a baccalaureate degree applies (the instructions is available on the university's website)

- This course is designed to be **three** class meetings. You are expected to participate in class discussions, collaborate and work with your fellow students, and prepare and complete any assigned homework.
- You are expected to be in class on time. Students who arrive after the professor has closed the door will not be allowed on attendance sheet. The same applies to leaving class early. **No exceptions.**
- Participation and students' involvement are crucial to the success of the course.
- The University allows students to be absent **seven** times during the semester. The only excuse that would remove your absence from your record is in case of a conflict with another course (a scheduled written exam). If you exceed this limit, you will not be allowed to sit for the final exam.

B- Absences from exams and submitting assignments on time:

*Article 17 of the instructions for granting a baccalaureate degree applies (the instructions is available on the university's website)

No make-up exams. Only the final exam is eligible for a make-up exam with proof of justification. No make-up exams will be offered for other exams, projects, or assignments. In the event of illness, only reports issued directly from a public clinic or hospital will be accepted. Medical reports from private practice doctors or private hospitals will be accepted if they are stamped by the university's clinic. **No exceptions.**

C- Honesty policy regarding cheating, plagiarism, misbehavior:

*Articles 4,5,6 of the student discipline system are applied at the university. Please review the instructions on the university's website.

E- Grading policy:

Participation 20 %
Midterm exam 30%
Final exam 50%

F- Available university services that support achievement in the course:

Public library, reading room, computer lab;
Access to library of the French Institute of Jordan;
Please ask me for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

The course online files and all texts will be uploaded to students.

B- Recommended books, materials, and media:

Main Bibliography:

- BERTOCCHINI P. et COSTANZO E., 2017, *Manuel de formation pour le professeur de FLE*, 2ème, Paris, Clé International.
- CUQ J.-P. et GRUCA I., 2008, *Cours de didactique du français langue étrangère et seconde*, 3ème édition, Grenoble, Presses Universitaires de Grenoble.
- CHRISTIAN P., 1988, *Histoire des méthodologies de l'enseignement des langues*, Paris, Clé International.
- TAGLIANTE C., 1994, *La classe de langue*, Paris, Cle international, coll. « Techniques de classe ».

Secondary Bibliography:

- BESSE H., 2005, *Méthodes et pratiques des manuels de langue*, Crédif, Didier.
- CHARDENET P. et BLANCHET P. (éd.), 2011, *Guide pour la recherche en didactique des langues et des cultures : approches contextualisées*, Éditions des archives contemporaines.
- CYR P., 1998, *Les stratégies d'apprentissage*, Paris, CLE International.
- GERMAIN C., 1993, *Évolution de l'enseignement des langues : 5000 ans d'histoire*, Paris, Clé international.
- CONSEIL DE L'EUROPE, 2001, *Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer*, Strasbourg.
- COSTE D. (éd.), 1994, *Vingt ans dans l'évolution de la didactique des langues*, Paris, Didier.
- MOIRAND S., 1990, *Enseigner à communiquer en langue étrangère*, Paris, Hachette FLE.

Dictionary :

- CUQ J.-P., 2003, *Dictionnaire de didactique du français langue étrangère et seconde*, Paris, CLE International.

27 Additional information:

Online video courses :

- Le site de Christian Puren : <https://www.christianpuren.com> où vous trouverez l'intégralité de son travail (articles, livres, etc.) en accès libre.
- BLANCHET P., 2000, *Méthodes et méthodologies pour l'enseignement des langues étrangères*, Université de Rennes 2, cours vidéoscopés de canal-U, URL : <https://www.canal-u.tv/chaines/universite-rennes-2-crea/didactique-des-langues#cours-seminaire>

Les 10 cours disponibles sur Canal-U :

- ❖ n°1: Définitions générales
- ❖ n°2: Panorama des méthodologies
- ❖ n°3: Critères d'analyse d'une méthode de langue: une méthode traditionnelle n°1
- ❖ n°4: Critères d'analyse d'une méthode de langue: une méthode traditionnelle n°2
- ❖ n°5: Une méthode audiovisuelle
- ❖ n°6: Une méthode notionnelle-fonctionnelle n°1
- ❖ n°7: Une méthode notionnelle-fonctionnelle n°2
- ❖ n°8: Des méthodes actuelles pour adultes
- ❖ n°9 : Des méthodes pour enfants
- ❖ n°10 : De la didactique des langues à la didactique du plurilinguisme

Name of Course Coordinator: Dr. Amal Khaleefa Signature:  Date: 13/06/2024

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----