

Se former en didactique des langues



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Se Former En Didactique Des Langues

**Christian Puren, Paola
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Se Former En Didactique Des Langues:

Se former en didactique des langues Christian Puren, Paola Bertocchini, Edvige Costanzo, 2001 Cet ouvrage s'adresse tous ceux d'entre vous qui veulent se former en didactique des langues que ce soit en formation continue ou en formation initiale et quelle que soit la langue que vous enseignez ou enseignerez dans le système scolaire Il a été conçu principalement comme un support et un guide d'activités formatives diversifiées réalisables individuellement grâce aux corrigés inclus ou plusieurs groupes d'enseignants dans des établissements stages ou encore dans des cours de didactique cours de professionnalisation préparation à la preuve sur dossier du concours du CAPES modules de didactique de telle ou telle langue en IUFM ou à l'Université Il se compose de 11 unités abordant les grands domaines de la réflexion et de l'intervention didactiques Il peut être utilisé soit par unité chacune constituant un module autonome soit par chapitre reliant de manière transversale les différentes unités

Se former à la didactique des langues Paola Bertocchini, Edvige Costanzo, Christian Puren, 2024-12-03

Guide pour la recherche en didactique des langues et des cultures Philippe Blanchet, 2015-01-30 Ce guide de recherche s'adresse avant tout aux étudiants apprentis chercheurs Il leur présente l'ensemble des repères fondamentaux pour élaborer et diffuser des connaissances par un processus de recherche scientifique en didactique des langues et des cultures repères épistémologiques et théoriques qu'est ce un projet de connaissance scientifique propos de l'enseignement apprentissage des langues et des cultures Comment élaborer un projet de recherche repères méthodologiques qu'est ce qu'une méthode de recherche scientifique Comment élaborer une méthode pertinente Comment susciter traiter analyser interpréter l'information repères disciplinaires quels sont les principaux axes de recherches en didactique des langues et des cultures aujourd'hui quels grands types de recherches sont menés repères expérimentaux comment d'autres ont ils menés des recherches dans ce domaine et ses frontières interdisciplinaires Dès lors cet ouvrage apportera probablement aussi aux chercheurs confirmés spécialisés dans d'autres domaines une information sur ce champ de la recherche et sur l'état des connaissances en didactique des langues et des cultures

Second Language Distance Learning and Teaching: Theoretical Perspectives and Didactic Ergonomics Bertin, Jean-Claude, Gravé, Patrick, Narcy-Combes, Jean-Paul, 2010-02-28 This book problematizes the construct of distance second language learning in order to see what it covers if its parameters are well defined what theories can guide the actions of the participants and whether a model of action can be suggested with a method to validate the model Provided by publisher

Les projets de télécommunication interculturels Manuela Zeilinger-Trier, 2007 Cette recherche qui relève de la didactique des langues consiste à étudier les conditions optimales d'utilisation de la télécommunication dans l'enseignement apprentissage scolaire de l'allemand en France Il s'agit d'une étude de cas qui se fonde sur l'analyse d'un projet de télécommunication mené entre une classe de seconde en France et sa classe partenaire en Allemagne Nous menons une réflexion théorique sur l'apprentissage d'une langue étrangère portant un intérêt particulier aux spécificités de la télécommunication utilisée des fins didactiques la démarche de projet et l'apprentissage interculturel Nous procédons ensuite une

analyse de données recueillies lors de notre projet afin de déterminer les éléments constitutifs d'un projet de communication efficace Enfin nous abordons la question de la formation des enseignants faisant des propositions pour une conception de la formation adaptée aux besoins de l'enseignement apprentissage scolaire des langues *Le français langue étrangère et seconde* Jean-Marc Defays, Sarah Deltour, 2015-12-04 L'enseignement et l'apprentissage du français comme langue étrangère L'enseignement du français langue étrangère et seconde ne cesse de se développer dans les pays francophones ou non francophones dans les écoles les universités ou d'autres institutions et le métier de professeur de français langue étrangère et seconde devient de plus en plus exigeant vu la spécificité et la variété de ses publics de ses conditions et de ses enjeux Cet ouvrage présente de manière systématique et critique tous les aspects de cet enseignement tant sur le volet de la didactique par le biais de la linguistique de la psychopédagogie et de l'approche culturelle que sur le volet de la pédagogie on analyse les différentes méthodes et activités de classe Cet ouvrage de référence propose des approches didactiques et pédagogiques de l'enseignement du français comme langue étrangère PROPOS DES AUTEURS Jean Marc Defays après avoir enseigné plusieurs années l'étranger est Professeur de didactique du français langue étrangère et seconde à l'Université de Liège où il dirige également le Département de français de l'Institut Supérieur des Langues Vivantes Il est aussi l'auteur de nombreux ouvrages et articles scientifiques de linguistique et de didactique Il encadre fréquemment des formations de didactique pour divers publics de professeurs Sarah Deltour fut assistante à l'Unité de Linguistique appliquée de l'Université de Liège et enseignante de français langue étrangère et seconde domaine dans lequel elle a mené différents projets scientifiques Les approches bi-plurilingues d'enseignement-apprentissage: autour du programme Écoles et langues nationales en Afrique (ELAN-Afrique) Sous la direction de Bruno Maurer, 2016-10-01 Dans le contexte mondial de l'éducation pour tous le continent africain doit relever plusieurs défis parmi lesquels celui d'améliorer l'accès à l'école de tous les enfants en garantissant tout en leur garantissant un enseignement de qualité L'Initiative ELAN Afrique mise en œuvre par l'Organisation internationale de la Francophonie en partenariat avec l'Agence universitaire de la Francophonie l'Agence française de développement et le ministère français des Affaires étrangères et du Développement international accompagne les pays qui le souhaitent sur la voie d'une articulation entre les langues des diverses langues premières langues africaines et la langue française qui cinquante ans après les indépendances demeure très majoritairement la langue de l'école africaine francophone Les contributions réunies dans cet ouvrage sont des actes de colloque issus d'une manifestation scientifique internationale qui a rassemblé à l'université Paul Valéry Montpellier une cinquantaine de contributeurs autour de ces questions Elles sont organisées autour de sept thématiques pour une meilleure lisibilité le lecteur pourra ainsi aborder la question des transferts de compétences linguistiques ou cognitives les chantiers de la formation des enseignants et des écritures curriculaires se documenter sur les ressources pour l'enseignement multilingue et sur les pratiques pédagogiques effectives mais aussi compléter ses connaissances travers les éclairages émanant d'autres contextes éducatifs Amérique latine Caraïbes Afrique australe Maghreb Liban Un ensemble d'informations sur l

utilisation conjointe des langues africaines et du français pour la scolarisation en Afrique qui intéressera aussi bien les étudiants les chercheurs les enseignants que les cadres éducatifs les experts et les organismes bailleurs de fonds impliqués dans le processus complexe d'introduction d'approches bi-plurilingues

Using Tasks in Second Language Teaching Craig Lambert, Rhonda Oliver, 2020-07-15 This book examines the use of tasks in second language instruction in a variety of international contexts and addresses the need for a better understanding of how tasks are used in teaching and program level decision making The chapters consider the key issues examples benefits and challenges that teachers program designers and researchers face in using tasks in a diverse range of contexts around the world and aim to understand practitioners concerns with the relationship between tasks and performance They provide examples of how tasks are used with learners of different ages and different proficiency levels in both face to face and online contexts In documenting these uses of tasks the authors of the various chapters illuminate cultural educational and institutional factors that can make the effective use of tasks more or less difficult in their particular context

Faire classe en (F)LE Jean-Pierre Robert, Evelyne Rosen, Claus Reinhardt, 2011-08-24 ORGANISATION GÉNÉRALE DE L'OUVRAGE Introduction Chapitre 1 Les apprenants Qui sont-ils Chapitre 2 Enseignants Qui êtes-vous Chapitre 3 Comment organiser un cours Chapitre 4 Quels contenus enseigner Chapitre 5 Quelle approche choisir Chapitre 6 Le management de la classe comment gérer les comportements Chapitre 7 Le management de la classe comment gérer les tâches et les activités Chapitre 8 Comment valuer les acquisitions Conclusion Postface Bibliographie Index

OBJECTIFS ET DÉMARCHE METHODOLOGIQUES Tous les enseignants y compris ceux de Français Langue étrangère connaissent le célèbre triangle didactique qui illustre toute situation d'enseignement et met en évidence les multiples interactions entre l'enseignant l'élève et le savoir L'exploitation de ce triangle a donné lieu plus d'études théoriques que pratiques Le présent ouvrage a donc comme premier objectif de combler ce vide L'enseignement des langues vivantes est tributaire des recommandations du CECR Cadre Européen Commun de Référence pour les langues et des changements qui en découlent L'ouvrage se présente donc comme un authentique trait de pédagogie contemporaine qui allie étroitement théorie et pratiques de classe et répond concrètement aux multiples interrogations des enseignants souvent désarmés face au poids des programmes officiels aux horaires limités aux manuels parfois inadéquats la perspective actionnelle préconisée par le CECR et la remise en question qu'elle suggère

Histoire de la didactique des langues au siècle des Lumières Jean-Antoine Caravolas, 2000 L'enseignement des langues pose des problèmes pédagogiques dont on débat depuis des siècles C'est l'histoire de ce questionnement que retrace Jean-Antoine Caravolas dans cet ouvrage de référence conçu pour les chercheurs et les praticiens qui s'intéressent au passé de leur discipline Ce deuxième tome de l'histoire de la didactique des langues traite de l'époque cosmopolite par excellence le siècle des Lumières où cette discipline connaît un important regain d'intérêt L'apprentissage des langues vivantes ou mortes apparaît alors comme essentiel la formation de l'honnête homme et la diffusion des Lumières La première partie de ce livre présente regroupées par pays les recherches et les débats sur la didactique

des langues on y assiste entre autres aux d buts de cette discipline en Am rique La seconde partie est une anthologie th
matique qui donne des extraits significatifs des textes de ses principaux penseurs **CAPES Anglais 2026 - Épreuve écrite
disciplinaire appliquée** Jean-Christophe Coquilhat,collectif,2025-08-26 Ouvrage de pr paration au concours du CAPES externe
d anglais **Increasing Student Engagement and Retention Using Online Learning Activities** Charles
Wankel,Patrick Blessinger,2012-11-20 Uses case studies surveys and literature reviews to critically examine how these
technologies are being used to improve writing and publishing skills and literacy create engaging communities of practice
and as experiential learning tools This volume discusses frameworks for deploying and assessing the effectiveness of these
technologies **Le français à l'ère du numérique** FIPF,2019-11-06T00:00:00+01:00 L avenir du fran ais et de sa diffusion
dans le monde d pend largement de l ad quation de l enseignement aux technologies de la communication et de l information
TIC ainsi que de leur utilisation efficace et cr ative dans l enseignement apprentissage du fran ais La mont e en puissance du
num rique fait que les TIC font de plus en plus partie des outils de base de tout enseignant de langues et que la classe de
langues devient au moins en partie num rique Dans un monde o la technologie volue un rythme exponentiel d bouchant sans
cesse sur de nouvelles applications il est crucial de nous interroger en permanence sur la plus value didactique de ces
solutions technologiques Comment valuer le potentiel des technologies mergentes Comment mettre en place des approches
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digital C est ces questions et tant d autres que les 31communications provenant de 15 pays rassembl es dans le 4 volume des
Actes lectroniques du Congr s de Li ge consacr au fran ais l re du num rique tentent d y r pondre **CAPES Anglais.
Épreuve écrite disciplinaire appliquée. Session 2022** Jean-Christophe Coquilhat,collectif,2021-08-24 Ouvrage de pr
paration au concours du CAPES **CAPES Anglais 2025 - Épreuve écrite disciplinaire appliquée** Jean-Christophe
Coquilhat,collectif,2024-08-13 Ouvrage de pr paration au concours du CAPES externe d anglais **Didactiques: bilans et
perspectives** Sonia El Euch,Audrey Groleau,Ghislain Samson,2017-09-13T00:00:00-04:00 Tout didacticien peu importe la
discipline laquelle il est rattach s engage fr quemment dans des discussions et des r flexions sur la didactique et ses origines
et plus particuli rement sur les cours la recherche et l volution des disciplines dans le contexte de la formation des futurs
enseignants Les auteurs du pr sent ouvrage rendent ici accessibles des connaissances issues de la recherche dans les diff
rentes didactiques Ce livre int ressera tudians en ducation et professionnels de la didactique L'énonciation de l'Autre et
du Nous dans un manuel chinois influent de français Zhihong Pu,Lue Huang,2018 partir du manuel Le fran ais qui a fait
autorit pour l enseignement de la langue fran aise dans l ducation sup rieure chinoise les auteurs tudient comment le manuel
de langue peut tre entendu comme un lieu de m diation culturelle et comment y fonctionne l alt rit notamment en ciblant leur
tude sur les rapports de force symboliques qui s y nouent entre l Autre ici la France les Fran ais et le Nous la Chine les
Chinois Utilisant l analyse de discours et de contenu et s appuyant sur les th ories de l nonciation et de l Appraisal System ils

pr sentent une tude globale des repr sentations en pr sence travers dialogues exercices documents rubriques d di es et d cryptent comment les identit s se traduisent en strat gies de valorisation d valorisation identitaires qui voluent au fil des deux niveaux l mentaire et interm diaire du manuel

Classes multi-niveaux et p dagogie diff renci e (ebook) Dominique Abry, Catherine David, 2018-06-05 La classe de langue ce n est pas forc ment le rassemblement sous la conduite d un professeur d un groupe d l ves de m me niveau et de profil d apprentissage identique L h t rog n it est le plus souvent la r gle diff rence de niveaux int r ts par rapport la langue apprise contrast s attitudes et conduites d apprentissage fortement diff renci es selon les univers culturels d origine Ce qu on appelle la classe multi niveaux correspond ce second mod le et appelle de la part de l enseignant e la mise en place de solutions p dagogiques appropri es qui pr serve l unit du groupe classe tout en construisant pour chacun un parcours d apprentissage sp cifique Nos deux auteurs Catherine David et Dominique Abry ont abord le probl me de front et mis en place les bases d une p dagogie diff renci e qui s inscrit dans la logique des apprentissages d une langue trang re selon les profils de comp tence de chacun Elles veulent de la sorte combler un certain vide en la mati re et rassurer les enseignants en leur proposant des solutions qui peuvent trouver place dans des cadres m thodologiques vari s

Le fran ais pour et par un enseignant performant FIPF, 2018-11-01T00:00:00+01:00 Comme il ne suffit pas de disposer de moyens de communication pour les mettre opportun ment en oeuvre la langue et la culture fran aises ne sont peut tre pas enseign es comme il conviendrait tant donn l objectif de vouloir et de pouvoir utiliser les moyens de communication appropri s aux situations o s impose leur usage Un enjeu essentiel est la formation des enseignants de fran ais et leurs conditions d exercice de leur profession En donnant connaitre les possibilit s et les conditions d enseignement du fran ais dans leurs pays respectifs dont d pendent en grande partie les possibilit s et les conditions de formation des enseignants de fran ais les auteur e s des contributions ce volume rappellent que la FIPF devrait avoir l ambition d tre un levier de changement des politiques linguistiques et des politiques scolaires

Diversit s culturelles et apprentissage du fran ais Olivier Bertrand, 2005 Cet ouvrage s adresse principalement aux enseignants et chercheurs qui travaillent en didactique du Fran ais Langue Etrang re mais aussi celles et ceux qui s interrogent sur l impact de l interculturel dans les situations de communication et qui souhaitent comprendre comment fonctionnent les relations humaines dans l apprentissage de la langue

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