# Didactic material type 2

## Language course

**Class context:** French language course (FLE) in an Italian university

**Level of linguistic-communicative competence in French:** B1;

* Mainly Italian-speaking students, some international students (Erasmus);
* The course is conceived for students of French who master at least three languages: Italian, French and a foreign language, such as English, Spanish, etc.

**Plurilingual strategies used:** inter- and cross-linguistic comparative approach

# Developing Grammatical and Lexical Skills in French in a Multilingual Class

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## Objectives:

* to develop grammatical and lexical skills in French by activating the learners' plurilingual repertoire;
* to develop written production skills in French;
* from a contrastive point of view, to develop awareness of grammatical and lexical structures in Italian, both for students for whom Italian is L1 and for international students;
* to promote metalinguistic reflection, which is fundamental for encouraging continuous and autonomous learning of a foreign language.

## Skills and competences of the teacher:

* preliminary research to identify the texts containing the grammatical and lexical structures to be presented:
  + text 1: text in French with a focus on the lexicon of clothing containing relative pronouns (*qui*, *que[[1]](#footnote-1)*), false friends (robe/roba, magasin/magazzino, magazine/magazzino) and nouns of different genders between Italian and French (été/estate, printemps/primavera, armoire/armadio, bague/anello, botte/stivale, couleur/colore, robe/vestito, montre/orologio), e.g.: <https://www.vogue.fr/article/tendances-bottes-automne-hiver-2023-2024>[[2]](#footnote-2);
  + text 2: text in Italian with a focus on the lexicon of clothing containing relative pronouns (e.g.: [https://www.vogue.it/article/lenny-kravitz-orologio-reverso-jaeger-lecoultre](https://www.vogue.fr/article/tendances-bottes-automne-hiver-2023-2024)[[3]](#footnote-3));
* comparison of certain grammatical and lexical structures in French and Italian;
* management of group work based on the learners' plurilingual repertoire;
* enhancing students' knowledge and competences in a cooperative way.

## Stages of work in the classroom:

The teacher coordinates the stages of work phases, namely:

* to read the text 1 (in French) selected by the teacher, followed by a reading comprehension exercise (true/false);
* to identify, in groups, the clothing vocabulary in the text 1 that has to be insert in a form provided by the teacher:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lexical unit  in French** | **Gender**  **in French** | **Equivalent  in Italian** | **Gender**  **in Italian** | **Equivalent  in another language** | **Gender  (if available)** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* to share the equivalents with the other groups;
* to identify in text 1 the sentences in which the relative pronouns *qui* and *que* appear: by observing the examples, make assumptions about their use;
* to understand the different use of the relative pronouns *qui* and *que* in French explained by the teacher;
* to identify sentences containing relative pronouns in text 2 (in Italian), to think about their role as subject/direct object and to propose a translation into French;
* to prepare a short written production in French on their favourite current or past fashion trends. Students can refer to different historical, cultural and geographical contexts;
* to share their work and to think about similarities and differences of the trends presented.

## Assessment / Evaluation:

Teacher assessment: prepare an assessment grid for written production in French based on parameters relating to the students' level of competence (coherence in written production and communicative effectiveness, lexical and grammatical skills, linguistic accuracy).

1. The explanation of the relative pronouns *qui*, *que* has been chosen because of the differences that exist between the Italian and French languages: whereas Italian uses the relative pronoun *che* both when it has a subject and direct object function, French uses two different pronouns: *qui* with a subject function, *que* with a direct object function. [↑](#footnote-ref-1)
2. It is an authentic text, that the teacher can adapt according to the students' needs. [↑](#footnote-ref-2)
3. It is an authentic text, that the teacher can adapt according to the students' needs. [↑](#footnote-ref-3)