

# L'uso della canzone nella didattica della lingua francese per studenti italiani

## Metodologie per favorire il *cooperative learning* e il *peer learning*

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**ABSTRACT:** The CEFR highly suggests putting aside a language learning merely based on lexis and grammar rules in favour of transferring useful competences to the students in order to make them more autonomous and creative. Nowadays, teachers can take advantage of new useful technologies applied to language teaching, allowing a stronger participation of the students. In this regard, songs can be a good tool for language teachers because they can easily arouse students' interest and curiosity and offer a wide choice of activities and exercises. In this paper, after a review of the literature on the use of songs in language teaching, I share different strategies and activities for teaching French to Italian students, directly tested in my experience both as a French teacher and as an opera singing teacher in high schools. In particular, the activities presented include worksheets to be filled in (sometimes supported by pictures), role plays and group work aimed at encouraging cooperative learning and peer learning. Lastly, self-evaluation and teaching evaluation systems on the students' performance and strategies used are proposed.

**Keywords:** Songs in language teaching, Didactics of French language, Cooperative learning, Peer learning.

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