

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE  
FACULTY OF HUMANITIES AND EDUCATION  
CENTRE FOR LANGUAGE LEARNING**

**COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 1A FRENCH  
SEMESTER: I, II, Mid-Year Programme  
LEVEL: 1  
PREREQUISITES: NONE**

**COURSE DESCRIPTION:**

Candidates for this course are not required to have any prior formal academic knowledge of the language. The course is designed to develop the communicative, linguistic, and intercultural competence of learners. To this end, the focus of each session will be on the development of the four predominant skills involved in language learning (speaking, listening, reading and writing).

Students will be introduced to various French language and culture points throughout the semester. They will develop an initial ability to communicate in the target language in day-to-day situations that affect their personal lives. With the help of their tutor, students will be introduced to materials in a way that will make them take responsibility for their own learning as they slowly gain autonomy in their language-learning experiences. Their tutor, using the required textbook, as well as accompanying teaching resources, films/documentaries, and web-based resources, will provide them with the needed scaffolding to stimulate their language learning.

The course consists of four contact hours per week. In addition, students are expected to spend time on self-study to prepare for sessions and to review and consolidate work done during sessions. Students are also encouraged to develop a repertoire of strategies to promote their autonomy as language learners.

**COURSE RATIONALE:**

This course gives students the opportunity to study French, one of the major global languages spoken in neighboring French Caribbean countries with impacting powerful economic, political, and socio-cultural influence on the Commonwealth Caribbean nations. The purpose of this course is, therefore, to provide students with the foundation necessary for them to become independent language learners and users of French in the appropriate socio-cultural contexts. Students will become gradually more familiar with the basic language-learning strategies available to support them in this endeavor.

**COORDINATOR INFORMATION:**

**Name:** Ms Mathilde Dallier

**Office address:** Office 1, CLL first floor, Centre for Language Learning

**Phone:** 662-2002 ext. 83649

**E-mail:** [Mathilde.Dallier@sta.uwi.edu](mailto:Mathilde.Dallier@sta.uwi.edu)

**Office hours:** Mondays 2 pm to 4 pm & by appointment

## LETTER TO THE STUDENT

Dear Student,

Welcome to your first semester of French with the CLL! We hope we can help you develop your French language skills as well as motivate you to expand your Francophone cultural knowledge and your ability to be an independent learner. You will develop your linguistic, communicative, and intercultural skills in a manner that will allow you to ultimately become an interactive, pragmatic, and functional user of French as you advance in your language learning. Your success in this course lies almost entirely in your own hands because our teaching strategy aims to make you an autonomous learner who takes full charge of your own learning.

To achieve this, your instructor will have you and your peers engage in collaborative learning, especially in speaking, where you will be engaging in basic level communication with your peers in French. Practicing speaking with your colleagues will give you the opportunity to use the language regularly as it helps you to gradually attain the kind of automatism that native speakers of French have. In this effort, your instructor will serve as your language-learning facilitator while you take full charge of your own independent learning of the language. Remember to have your textbook for each session.

For those enrolled in remote classes, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

I wish you a fruitful and rewarding language learning experience with us throughout this semester. We hope you enjoy this educational experience that begins today!

Warm regards,  
Your tutor

### **IMPORTANT NOTICE TO STUDENTS**

**You are hereby prohibited from reproducing, re-publishing, re-broadcasting, reposting, re-transmitting or transferring in whole or in part any Course Outlines, Course Materials or Lectures which have been provided to you as part of your course of study at The University of the West Indies (The UWI), without the prior permission of The UWI its authorised agents or copyright holders.**

### **CONTENT:**

This course focuses on introducing students to basic level francophone language and culture and helps them understand the fundamental courtesies that French-speaking people expect users of the language to know. The following are the communicative skills and grammar topics that will be covered in this course.

### Communicative skills

- Introducing and presenting, providing descriptions (nationality and profession), conversing about shopping, asking for directions, and expressing likes and dislikes.

### Grammar

- Basic common verbs and subject pronouns, nouns and articles, some auxiliary verbs, basic use of the verb ‘aimer’, adverbs of location and expressions of quantity.

*Greater detail will be provided in the course calendar.*

### **GOALS/AIMS:**

At the end of this course the student will be at the beginner’s stage of proficiency, that is a Basic User A1 according to the Common European Framework of Reference (CEFR) for the language. A more detailed description can be found at <https://bit.ly/1SrYDpO>.

This course aims to help students:

- Begin to develop an A1 level in all the skills (listening, speaking reading and writing)
- Communicate orally and in writing, on a basic level, once the other person is willing to repeat, rephrase and repair
- Develop an understanding of basic French grammar and syntax
- Know further characteristics of life and culture in the francophone world
- Develop a basic understanding of themselves as adult language learners

### **GENERAL OBJECTIVES:**

Students in this programme will be able to:

- Understand basic and familiar, written and aural information, designed with a novice learner in mind
- Demonstrate basic competencies in writing
- Develop basic competencies in conversing and interacting in a simple way provided the other person talks slowly and clearly and is prepared to help

### **LEARNING OUTCOMES:**

By the end of this course, students will:

- Recognize familiar words and basic phrases concerning themselves and their immediate surroundings in spoken language
- Understand familiar names, words and simple sentences in written language
- Use simple phrases and sentences to describe themselves and their immediate surroundings
- Write short texts and fill in forms with personal information
- Grasp the main points in short simple messages and announcements and understand the highest frequency vocabulary
- Read short, simple texts and find specific predictable information in everyday written material and personal letters; talk about familiar topics and activities and handle short social exchanges with some help from the other person.
- Write a short, simple postcard, for example sending holiday greetings.

- Develop a basic understanding of themselves as adult language learners

## **COURSE ASSESSMENT:**

**Assessment for this course will take place in person at the CLL in weeks 7 and 13. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.**

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% Test 1, 50% Test 2 and 5% class participation. Both Tests 1 and 2 assess the four skills: listening, reading, speaking and writing.

<b>Test 1 Week 7 (45%)</b>	Oral Test 1 (15 marks)
	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1 (10 marks)
<b>Test 2 (50%)</b>	Listening Quiz 2 (15 marks) Reading Quiz 2 (10 marks) Writing Task 2 (10 marks) Oral Test 2 (15 marks)
<b>Participation (5 %)</b>	Participation (5 marks)

### **1. Test 1 45% (Week 7)**

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare the role play. The test will take place in Week 7. **15 marks**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

### **2. Test 2 (Weeks 13): 50%**

- Reading test 2 **10 marks**
- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

### **3. Participation: 5 %**

Participation and attendance. **5 marks**

<b>ATTENDANCE AND PARTICIPATION RUBRIC</b>	
<b>5 marks</b>	Student attended at least 10 sessions for Saturday classes and 20 sessions for week classes or more and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral) demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette.
<b>4 marks</b>	Student attended at least 8 or 9 sessions for Saturday classes and 16-18 sessions for week classes and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.
<b>3 marks</b>	Student attended 6 or 7 sessions for Saturday classes and 12-14 sessions for week classes sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.
<b>2 marks</b>	Student attended 5 sessions for Saturday classes and 10 sessions for week classes sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.
<b>1 mark</b>	Student attended less than 5 sessions for Saturday classes and 10 sessions for week classes. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette.

### **ACADEMIC INTEGRITY**

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

### **TEACHING STRATEGIES:**

This course is designed to develop the students' communicative, linguistic, and intercultural competences with the help of the course textbook which is based on authentic communicative, linguistic, and cultural activities that are designed for a basic level language course. Learners are sensitized to some of the complexities and nuances of Francophone culture with the aim of helping them develop the cultural literacy needed for global living.

- The course will place special emphasis on developing communicative skills (listening and speaking).
- Authentic audiovisual material will be used weekly to support the development and nurturing of the four skills in language learning.
- Students will be given exercises/activities to complete outside of the online session as a way of measuring their autonomy and enhancing their learning of French.

- A communicative language teaching and learning approach will be used in every session for the development of the skills.
- Learners will be required to practice speaking in pairs or small groups depending on the nature of the content for the session.
- Aspects of the culture will be discussed based on the topics studied.

### ***Synchronous Online and Face-to-Face Sessions***

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

### **COURSE EVALUATION**

Summative evaluation will be conducted using the UWIs SECL System. The CLL will disseminate a mid- and/or end-of-semester student feedback questionnaire.

### **RESOURCES :**

#### **Required:**

Chein, S., Mimran, R., Poisson-Quinton, S. & Siréjols, É. (2012). *Zénith A1 Méthode de Français A1* Paris : CLE International/SEJER. ISBN: 978-209-038632-5

This course textbook is also accompanied by a DVD-Rom with listening activities and video clips that students can use to enhance their learning.

#### **Additional/Optional:**

Corréard, M.-H. (2005). *Pocket Oxford Hachette French Dictionary (3<sup>rd</sup> ed.)*. Oxford: Oxford University Press.

Gac-Artigas, P. & Gac-Artigas, G. (2000). *Sans détour: A Complete Reference Manual for French Grammar*. Harlow, Essex. Pearson Education.

### **OTHER RESOURCES**

Recommended online dictionary: <https://www.wordreference.com/>

[Apprendre le français FLE gratuitement, cours de français avec TV5MONDE](#)

[Apprendre le français – Cours et exercices gratuits avec Bonjour de France](#)

[Learn French at Lawless French](#)

[1st level French - Scotland - BBC Bitesize](#)

[Apprendre et enseigner le français | RFI SAVOIRS](#)

### **HOW TO STUDY FOR THIS COURSE:**

Students are required to attend their chosen classes with a total teaching time of 4 hours per week. Remember that you must attend 75% of classes in order to be eligible for the final test.

Manage your time well. We recommend that students spend at least 3-4 hours per week engaged in studying. This includes reviewing your notes and ensuring that concepts are understood. Jot down any questions you may want to research or ask the tutor. This is also the time you take to complete your assignments. It is also important to read up on what you have learnt and practice with a partner, perhaps someone from your group or another group, but at your level.

Preparation time: 2 hours per week. Have a look at the course outline and review or research the material for the upcoming session. Make a note of any questions that may arise, after the explanation by the tutor it may be clearer, if not, ask your question.

### COURSE CALENDAR:

Week 1	<p>Course Overview Important course information Introduction of self and others <b>UNIT 1: Greetings/Introducing yourself.</b></p> <ul style="list-style-type: none"> <li>• Useful classroom expressions</li> <li>• Get in touch with someone on the phone, greet and take leave.</li> <li>• Ask for something and thank someone.</li> <li>• Introduction of alphabet</li> <li>• Vocabulary such as <i>bonjour</i>, <i>au revoir</i>/ <i>comment ça va ?</i> etc.</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li>• Interrogative sentence</li> <li>• Use of <i>c'est</i> + name, <i>c'est</i> + emphatic pronoun</li> </ul>
Week 2	<p><b>UNIT 1: Nationalities/professions</b></p> <ul style="list-style-type: none"> <li>• Talk about oneself and mention one's nationality and profession.</li> <li>• Introduction of numbers</li> <li>• Practice meeting a new person, speaking about yourself, and asking questions.</li> <li>• Vocabulary on various nationalities and occupations</li> </ul> <p>Grammatical points :</p> <ul style="list-style-type: none"> <li>• Subject Pronouns</li> <li>• Conjugation of <i>être</i></li> <li>• Conjugation of <i>-er verbs</i> (1st group)</li> <li>• Use of the verb to be + nationality and profession</li> </ul>
Week 3	<p><b>UNIT 1: Phone numbers and e-mail address /language you speak.</b></p> <ul style="list-style-type: none"> <li>• Ask for and give phone number/ e-mail address.</li> <li>• Ask and answer questions about someone's identity, address etc.</li> <li>• Talking about the language you speak</li> <li>• Vocabulary on various languages</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li>• Conjugation of <i>avoir</i></li> <li>• Difference between <i>tu</i> and <i>vous</i></li> <li>• Use of masculine and feminine nouns/adjectives</li> <li>• Emphatic pronouns : <i>moi</i>, <i>toi</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Use of <i>est-ce que... ?</i></li> </ul>
Week 4	<p><b>UNIT 2: Taste and leisure activities</b></p> <ul style="list-style-type: none"> <li>• Talk about oneself and likes and dislikes</li> <li>• Vocabulary: activities/actions/sports</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li>• The definite articles : <i>le/la/l'/les</i></li> <li>• Use of <i>aimer+noun, aimer+infinitive</i></li> <li>• The negative form : <i>ne...pas</i></li> <li>• Use of <i>qu'est-ce que... ?</i></li> </ul>
Week 5	<p><b>UNIT 2: Describing people and talking about their age.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about someone or something</li> <li>• Give one's age and ask someone for his/her age</li> <li>• Vocabulary based on adjectives to describe people</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li>• The indefinite articles</li> <li>• Plural nouns</li> <li>• Use of <i>qu'est-ce que c'est ? qui est-ce ?</i></li> <li>• Conjugation of <i>finir</i> (2<sup>nd</sup> group verbs)</li> </ul>
Week 6	<p><b>UNIT 2: Preferences</b></p> <ul style="list-style-type: none"> <li>• Ask someone to do something</li> <li>• Accepting or refusing something</li> <li>• Vocabulary on cultural activities (cinema/theatre/concert etc.)</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li>• Highlight the 3<sup>rd</sup> person in the singular or plural</li> <li>• The verbs <i>aller</i> and <i>venir</i></li> <li>• The immediate future</li> <li>• Physical description of people</li> </ul>
Week 7	<p><b>REVISION AND PRACTICE</b></p> <p><b>Reading comprehension test 1</b></p> <p><b>Listening comprehension test 1</b></p> <p><b>Writing test 1</b></p> <p><b>Oral test 1</b></p> <p><b>Cultural experience</b></p>
Week 8	<p><b>UNIT 3: Shopping/ prices and quantities</b></p> <ul style="list-style-type: none"> <li>• Give a list of items such as fruits/vegetables, dry goods/drinks etc.</li> <li>• Ask questions about an article/a quantity/the price</li> <li>• Give details about an item/ a quantity/a price</li> </ul> <p>Grammatical points :</p> <ul style="list-style-type: none"> <li>• Plural nouns and adjectives</li> <li>• Expression of quantities</li> <li>• Use of <i>il faut + noun Il faut + infinitive</i></li> <li>• Conjugation of <i>prendre</i> (3<sup>rd</sup> group conjugation)</li> </ul>



Week 9	<p><b>UNIT 3: List of ingredients and preparation of a meal</b></p> <ul style="list-style-type: none"> <li>Decide on what to buy for a special meal</li> <li>Discuss meal preparation</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li>How to conjugate the verb <i>faire</i></li> <li><i>Je voudrais</i> + noun or infinitive</li> <li>Difference between <i>un/une</i> and <i>du/de la/des</i></li> </ul>
Week 10	<p><b>UNIT 3: How to ask for directions.</b></p> <ul style="list-style-type: none"> <li>Ask and explain how to get to a place by bus/by train/ on foot</li> <li>Vocabulary on places in a city, directions, prepositions of place</li> </ul> <p>Grammatical points:</p> <ul style="list-style-type: none"> <li><i>Vouloir</i> + infinitive</li> <li>The imperative to give some advice</li> <li><i>C'est</i> + adverb</li> <li><i>Prendre</i></li> </ul>
Week 11	<p><b>UNIT 3 : Leisure activities</b></p> <ul style="list-style-type: none"> <li>Decide on the place to go</li> <li>Propose something to someone</li> <li>Organize an outing</li> </ul> <p>Grammatical points :</p> <ul style="list-style-type: none"> <li>The imperative</li> <li>Use of <i>aller</i> and <i>venir</i></li> <li>Use of <i>chez</i> + name of someone or + emphatic pronouns</li> </ul>
Week 12	<p><b>Introduction of the past tense</b></p> <ul style="list-style-type: none"> <li>Writing a postcard about your trip</li> </ul> <p><b>Grammatical point:</b></p> <ul style="list-style-type: none"> <li>Le passé composé avec avoir et être (basic verbs)</li> </ul> <p><b>REVISION AND PRACTICE</b></p>
Week 13	<p><b>Reading comprehension test 2</b></p> <p><b>Listening comprehension test 2</b></p> <p><b>Writing test 2</b></p> <p><b>Oral test 2</b></p> <p><b>Cultural experience</b></p>

**GRADING SYSTEM:**

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90-100	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			