

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

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 1B FRENCH

SEMESTER: I, II, Mid-Year Programme

LEVEL: 1

PREREQUISITES: LEVEL 1A FRENCH or equivalent.

COURSE DESCRIPTION:

Candidates for this course require prior formal academic and cultural knowledge of the language. The course is built on the foundational skills learned in LEVEL 1A FRENCH and aims at enhancing the learner's ability to communicate effectively in French. During the sessions the tutor will continue to assist learners in developing their communicative, linguistic, and intercultural competence initiated at the preceding level.

To this end, the focus will be on the development of the four predominant skills in language learning i.e. speaking, listening, reading and writing. Learners will continue to develop their language skills and autonomy by engaging with more complex, authentic linguistic, communicative, and intercultural materials that will help them to communicate fairly well in the target language in predictable everyday situations. Their tutor, using the course textbook with accompanying teaching resources, films or documentaries, as well as web-based resources, will provide them with the appropriate scaffolding that is aimed at stimulating and sustaining their language-learning experiences.

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 active 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 be helped to become familiar with more complex language-learning strategies that will support their language learning endeavors.

COORDINATOR INFORMATION

Name: Ms Mathilde Dallier

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

LETTER TO THE STUDENT

Dear Student,

I warmly welcome you to this semester's Level 1B French course. The opportunity to learn a foreign/second language does not come easily for many people. I am delighted that you have the unique opportunity to continue to learn some basic elements of the French language and discover its culture with us. We will help you to 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 at making you an autonomous learner who takes full charge of your own learning.

To achieve this, your tutor 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.

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT:

The course continues to introduce students to basic level francophone language and culture, focusing especially on helping them situate themselves in time and space. It focuses on helping students understand the fundamental courtesies that French-speaking people expect users of the language to know when recounting past activities and events. The following are the communicative skills and grammar topics that will be covered in this course.

Communicative skills

- Telling time, talking about daily activities/events, talking about one's family, describing the weather, describing one's work/job, narrating a past event.

Grammar

- Tenses: present, near future, imperfect and past, possessive adjectives, gender and place of adjectives, reflexive verbs, use of 'depuis', 'pendant' and 'c'est'

Greater detail will be provided in the course calendar.

GOALS/AIMS:

At the end of this course the student will be on his/her way to becoming a Basic User A2 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:

- Move from the A1 to A2 level in reading, writing and listening
- Practice their conversation skills at the A1 level
- Further their understanding of French grammar and syntax
- Know further characteristics of life and culture in the francophone world
- Continue to develop themselves as adult language learners

GENERAL OBJECTIVES:

Students in this programme will be able to:

- Understand basic and high frequency, written and aural information in the target language
- Demonstrate pre-intermediate competencies in writing
- Develop basic competencies in conversing and interacting, in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech

LEARNING OUTCOMES:

By the end of this course, students will:

- 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
- Write short, simple personal letters and notes/messages relating to matters on areas of immediate needs

- Develop and understand some of the rudiments of French grammar, especially present, past tenses, prepositions, etc., as well as syntax
- Know more characteristics of life and culture in France, the French Caribbean, and the francophone world at large
- Develop a basic understanding of themselves as adult language learners
- Interact orally in a simple way in areas of immediate needs or on familiar topics

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.

Test 1 Week 7 (45%)	Oral Test 1 (15 marks)
	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1 (10 marks)
Test 2 Weeks 13 (50%)	Listening Quiz 2 (15 marks)
	Reading Quiz 2 (10 marks)
	Writing Task 2 (10 marks)
	Oral Test 2 (15 marks)
Participation (5 %)	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**

ATTENDANCE AND PARTICIPATION RUBRIC	
5 marks	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.
4 marks	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.
3 marks	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.
2 marks	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.
1 mark	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 the French language and culture with the aim of helping them develop the needed cultural literacy 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 at home as a way of measuring their autonomy and of enhancing their learning of French.

- A communicative language teaching and learning approach will be used in every class 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 day's class.
- Aspects of 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 UWI's 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 (3rd 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 sessions 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 class. 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, online platform information Important course information Introduction of self and others UNIT 4: Time and daily activities To ask and give the time To talk about the daily routine Grammatical points :</p> <ul style="list-style-type: none"> - The reflexive verbs: <i>se réveiller, se lever, se baigner</i> etc... - Use of the pronouns with the subject: <i>me, te, se</i> etc... - Immediate future : <i>aller</i>+infinitive
Week 2	<p>UNIT 4: The days of the week. The military (24 hour) and conventional time To ask for a date/or an appointment To learn the days of the week To understand and use the military and familiar time Grammatical points :</p> <ul style="list-style-type: none"> - Use of the verb <i>pouvoir</i> + infinitive - Use of <i>quel, quelle</i> - Use of <i>tout, toute</i>
Week 3	<p>UNIT 4: Les activités du week-end passé/ la famille To talk about what happened before To speak about the family Grammatical points:</p> <ul style="list-style-type: none"> - Use of the <i>Passé Composé</i> with auxilliary <i>avoir</i> (1) - The possessive adjectives : <i>son/sa/ses</i> - Vocabulary related to daily activities
Week 4	<p>UNIT 4: La famille/ les couleurs To talk about other members of the family Grammatical points :</p> <ul style="list-style-type: none"> - Use of the <i>Passé Composé</i> with auxilliary <i>avoir</i> (2) - Place of the adjectives with the noun
Week 5	<p>UNIT 5: What are your projects for the future To talk about your personal and professional projects/career path To talk about your projects Grammatical points:</p> <ul style="list-style-type: none"> - Use of <i>vouloir</i> + infinitive - Use of the <i>Passé Composé</i> with <i>avoir</i> (3)

	<ul style="list-style-type: none"> - Use of the Passé Composé with <i>être</i> (1) and the verbs <i>aller</i>, <i>partir</i>, <i>venir</i>
Week 6	<p>UNIT 5: Describing the job To ask and answer questions about the job Grammatical points :</p> <ul style="list-style-type: none"> - Use of the <i>Passé Composé</i> with <i>avoir</i> (4) and <i>être</i> (2) - Use of <i>depuis</i> and <i>pendant</i> - Vocabulary related to university studies, and diplomas
Week 7	<p>REVISION AND PRACTICE Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1 Cultural experience</p>
Week 8	<p>UNIT 5: Vacation and weather forecast To talk about the weather, the seasons during the past vacation To talk about your activities during the vacation Grammatical points :</p> <ul style="list-style-type: none"> - Use of preposition with the names of countries - Use of <i>il pleut/ il neige/il fait du soleil</i> - Use of reflexive verbs in the Passé Composé - Revision of <i>tout(e)</i>, <i>tous</i>, <i>toutes</i> - Vocabulary on the weather, the seasons etc., more vocabulary on leisure activities
Week 9	<p>UNIT 5: Discussion on past events To talk about the studies at the university/school To talk about the various activities undertaken at the university Grammatical points :</p> <ul style="list-style-type: none"> - More revision of Passé Composé - Prepositions and names of countries (2)
Week 10	<p>UNIT 6: Fashion/ type of clothing To talk about fashion and the type of clothing To talk about daily life in the past Grammatical points :</p> <ul style="list-style-type: none"> - Use of the imperfect (1) - Use of the direct object pronouns: <i>le/la/ l'/les</i> - Use of the verb <i>devoir</i> - How to make comparisons with the use of <i>plus +adjective +que / moins+adjective+que</i> (superiority and inferiority) <p>Vocabulary on type of clothing and color</p>
Week 11	<p>UNIT 6: Narrating past events, their circumstances, and commenting on them To find a past event and discuss it Grammatical points :</p>

	<ul style="list-style-type: none"> - Use of the imperfect (2) - Use of <i>il y a + durée</i> <p>How to make comparison with the use of <i>aussi+adjective+que</i> (equality)</p>
Week 12	<p>UNIT 6: Presenting a news item, its cause, and the circumstances around it</p> <p>To know how to identify the news item (a fire/theft etc.) To speak about it Grammatical points:</p> <ul style="list-style-type: none"> - Use of the imperfect and Passé Composé <p>Vocabulary on various news items</p>
Week 13	<p>Reading comprehension test 2</p> <p>Listening comprehension test 2</p> <p>Writing test 2</p> <p>Oral test 2</p> <p>Cultural experience</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			