

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

**COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 3A FRENCH**

**SEMESTER: I**

**LEVEL: 1**

**PREREQUISITES:** Level French 2B from CLL or a proficiency level of Independent user A2+ in accordance with the Common European Framework of Reference (CEFR)

**COURSE DESCRIPTION:**

Level 3A French is an integrated, interactive, and functional language learning course which is aimed at developing a well-rounded student by expanding on work done in Level 2B French. It is designed to deepen the communicative, linguistic, and intercultural competence of learners. To this end, through synchronous sessions, emphasis is placed on learners' speaking, listening, reading, and writing skills. The objective is to help the students move away from the academic mode of learning a foreign language to a more natural and authentic way of communicating, thereby improving on the foregoing skills of the student.

In addition to the textbook the lecturer will provide other relevant authentic material which will enable students to become familiar with the sociolinguistic aspects of the French language as well as some aspects of francophone culture such as expressed in French newspapers, magazines and audio-visual materials. To enhance their communicative skill, the students will do an oral presentation on a date, which is convenient to them on any topic of their choice. This will occur while the course is in progress. This unique and dynamic approach is designed to meet the learning goals of learners.

The course consists of four contact hours per week. As in the previous levels, students are expected to spend time on self-study to prepare for classes and to review and consolidate work done in class. Students are also encouraged to continue to develop their repertoire of strategies to promote their autonomy as language learners.

**COURSE RATIONALE:**

This course was established to counteract the linguistic deficiency of learners who are unable to speak the French language naturally, in spite of the four or more semesters of French that they may have taken prior to their enrolment into Level 3A French. The course therefore places more emphasis on the development of learners' intercultural literacy without neglecting the other competences. Level 3A French is anchored in the active use of French through real-time interaction between and among learners.

Students learn to ask and answer questions spontaneously and naturally as occurs in the real world of language use. It is this approach that is also used in the development of the other three skills - reading, writing, and listening. This natural language teaching and learning style compels students to use the foregoing skills from the beginning of the course and continues throughout the entire semester. The regular use of French concretizes and gives meaning to materials learned during sessions, some of which may be abstract. The method eases students into the language and drastically reduces the stress that has often characterized those who frantically try to cram reading, writing, speaking, and listening materials to their detriment, at the approach of exams.

The course is designed to meet the needs of intermediate level learners and provides them with the necessary skills with which to advance to the Level 3B French course. The ultimate aim of this class is the development of an independent learner and user of French language and culture.

### **COORDINATOR INFORMATION**

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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 3A French course. I am delighted that you have continued learning the French language and culture. We hope we can 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 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 productive 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.

As this course will be delivered remotely, 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 all through this semester.

Warm regards,  
Your tutor

### **IMPORTANT NOTICE TO STUDENTS**

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### **CONTENT:**

The course focuses on developing students' knowledge of the French language and francophone cultures with an aim to achieving a B1 competence in French according to the Common European Framework of Reference (CEFR). The following are the communicative skills and grammar topics that will be covered in this course:

#### Communicative skills

- Talking about and describing cities and their problems and possible solutions, various types of pleasures, talking about art (paintings, cinema, music etc.)

#### Grammar

- The use of the relative pronouns "qui/que /dont etc., conditional, direct and indirect speech, direct/indirect pronouns, passive forms, future perfect, use of connectors etc.

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

**GOALS/AIMS:** At the end of this course the student will be in the intermediate stage of proficiency, on his/her way to becoming a competent, independent B1 user according to the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO>.

This course aims to help students:

- Attain a high A2+ in speaking and B1 Level in reading, writing and listening
- 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:

- Present clear, detailed descriptions on a wide range of subjects related to their field of interest
- Write clear. Detailed text on a wide range of subjects related to their interests
- Take an active part in discussions in familiar contexts, accounting for and sustaining their views
- Understand most TV news and current affairs programmes

## LEARNING OUTCOMES:

By the end of this course, students will be able to:

- understand with relative ease more complex speech and lectures
- understand articles and reports concerned with contemporary problems
- interact with a certain degree of fluency and spontaneity that makes interaction with native speakers quite possible
- present orally clearer and more detailed descriptions on a wider range of subjects related to the learner's field of interest
- write relatively complex text on a more varied range of subjects related to personal interest
- demonstrate greater mastery of French grammar and syntax
- develop a degree of intercultural competence in relation to the French/francophone world
- demonstrate some of the behaviours and attitudes of autonomous 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</b> <b>Week 7</b> <b>(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</b> <b>Week 13</b> <b>(50%)</b>	Listening Quiz 2 (15 marks)
	Reading Quiz 2 (10 marks)
	Writing Task 2 (10 marks)
	Oral Test 2 (15 marks)
<b>Participation</b> <b>(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 (Week 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 10 or more sessions 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 8 or 9 sessions 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 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. 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. 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/LEARNING STRATEGIES:

This course is designed to develop the level of communicative competence of the students by using, the textbook, exercises designed for their level as well as authentic materials where appropriate. It also sensitizes participants to some aspects of francophone culture. The course will place special emphasis on developing communicative skills (listening and speaking). Authentic audio material as well as material tailored for this level will be used weekly while we will work on reading and writing skills, a communicative approach will be used in every session.

### *Synchronous Online 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:**

Zénith B1 Méthode de Français B1 (Livre 3) Paris : CLE International/ SEJER (2013).

Fabrice Barthélémy – Sophie Sousa – Caroline Sperandio. ISBN: 978-209-038614-1

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 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	Content	Objective
1	<b>Unit 1 : La ville et ce qu'elle offre</b> -Grammatical points: Use of relative pronouns ; qui-que-qu' (revision) dont -où -Vocabulary related to towns and surroundings	To talk about a town and its importance and what it offers To seek information about town To describe its location
2	<b>Unit 1: La ville, et ses problèmes?</b> -Grammatical points: Car, comme, puisque to express a cause pour, afin de to express an aim -Vocabulary related to parking and the various facilities	To discuss the problems that a town faces To find solutions to these problems and give the reasons
3	<b>Unit 1: La ville idéale / ce qu'elle représente pour un étranger</b> -Grammatical points: Use of the conditional (Revision) and its application to an unreal situation Direct and indirect speeches -Vocabulary related to the planning of the town / the means of transport/the ecosystem etc. The stereotypes associated to towns	To describe an ideal place, an imaginary place To criticize a town To talk about a town and its positive and negative images To compare the learner's town to a foreign town
4	<b>Unit 2: Les minuscules plaisirs</b> -Grammatical points : Use and place of the pronouns (revision) Le/la/les Use with the imperative form in the affirmative: Raconte- <b>moi</b> une histoire In the negative: Ne <b>me</b> raconte pas une histoire Use of double pronouns : le lui/la lui/ les lui etc. -Vocabulary related to various pleasures	To talk about what make people happy To exchange common ideas To create a Facebook page with a theme and share with others
5	<b>Unit 2 : Quand l'achat tourne au plaisir</b> -Grammatical points: to express anteriority: Avant que/jusqu'à ce que, etc. simultaneity : pendant que/ tandis que etc.. posteriority : après que/une fois que etc.. -Vocabulary related to shopping/sales	To understand newspapers headlines To express one's desire To talk about the consumer and its spending
6	<b>Unit 2 : La gastronomie et ses plaisirs</b> -Grammatical points:	To talk about food elsewhere and in the learner's country

	How to form nouns from adjectives, or verbs -Vocabulary related to food (spices/meat/fish/poultry/fruits)	To discuss the yearly food festivals in the country To be able to criticize To talk about a local dish and its qualities
7	<b>REVISION AND PRACTICE</b> <b>Reading comprehension test 1</b> <b>Listening comprehension test 1</b> <b>Writing test 1</b> <b>Oral test 1</b> <b>Cultural experience</b>	
8	<b>Unit 2 : Les divers loisirs</b> -Grammatical points : Use of the conjunctions: donc/si bien que/ tant que etc. -Vocabulary related to cultural and sports activities	To be able to compare To talk about one's favorite leisure activity To describe one's leisure activity To write a short article on the newspaper about the benefit of an activity
9	<b>Unit 3 : Tout sur l'art</b> -Grammatical points: The passive form (revision) -Vocabulary related to newspaper article about art	To talk about a masterpiece To describe a painting To write a news item based on art To discuss a news item
10	<b>Unit 3 : La lecture et ses plaisirs</b> -Grammatical points: Use of subjunctive and the indicative when expressing an opinion -Vocabulary related to reading	To be able to express one's opinion To express doubt To give the summary of a book
11	<b>Unit 3 : La musique</b> -Grammatical points: Future (revision) and future perfect -Vocabulary related to music, artists, concerts, festivals	To talk about your preference for music To make a plan to go out To write an advertisement to promote a concert/a musical activity To write an article based on the event
12	<b>Unit 3 : La popularité du cinéma</b> -Grammatical points: All the connectors to facilitate the structures of the speech (d'ailleurs, enfin, pourtant, en fait, etc.) -Vocabulary related to cinema, festivals, awards	To do / give a summary of a movie To learn how to structure one's speech To be able to argue
13	<b>Reading comprehension test 2</b> <b>Listening comprehension test 2</b> <b>Writing test 2</b>	



	<b>Oral test 2</b> <b>Cultural experience</b>
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**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			