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**WELCOME TO LEARNING FRENCH**

Welcome to the ***Learn a Language*** programme of Queen Mary. Language learning broadens the mind – you learn how different cultures and societies organize the world through language, you acquire a new vocabulary, new concepts, cultural knowledge, and become more interculturally aware. You can connect with people in another society in *their* language, a connection that is likely to be closer than if you make them speak *your* language or you communicate in a third language, such as English. You can use your language skills in your future career – employers consistently ask for better language skills in graduates. And, finally, language learning has cognitive benefits – studies show that bilinguals are more perceptive and have better memory. Speaking another language makes you more aware of language structure in general, and a better communicator.

**FRENCH LANGUAGE**

French is the official language in 29 countries and is spoken by some 274 million people, of which 76 million are native speakers. French is a Romance language (derived from Latin) and shares its origins with Spanish, Italian and Portuguese. French has a long history as an international language of literature, diplomacy and scientific standards, and is a primary or second language in many international organisations, including the UN, EU, NATO and the WTO. The British Council report *Languages for the Future* (2017) lists French as the third most important language for the UK. Speaking French will give you access to business opportunities in countries in Europe, Africa and North America.

Arkadiusz Zarzecki

### MODULE AIMS AND LEARNING OUTCOMES

**Module Aims**

The overall aims of this module are to help you to further develop your knowledge of the French language, and develop your ability to approach communication in the language in a confident and competent manner. You will develop a high command of the language and develop your ability to function effectively and competently dealing with language occurring in more demanding and challenging situations, within a general or a professional context (equivalent to level C1 of the Common European Framework of Reference, CEFR).

You will improve your competence towards an advanced level through tasks designed to develop your skills in speaking and writing. You will also develop your receptive skills, by reading and listening to complex texts. The aim is to achieve a balance between fluency and accuracy, which means grammar and structure are an integral part of this course.

**How is the module structured and how will it be taught?**

You will have one timetabled session (of two hours) per week, over two semesters (2 hours over 22 weeks). The module will be taught in-person, on campus. This means you will get 44 hours of tutor-led learning. The total learning hours for this module are 150 hours, which means that in addition to the 44 tutor-led hours, you need to invest an additional 106 hours through independent study. You will do this by doing homework set by your tutor, completing tasks online on QMplus and in the course book, revising class materials and vocabulary, preparing for assessments, and using other opportunities to speak, listen to and read French outside the classroom.

The classroom-based sessions will be mainly used for interactive tasks and skills development (speaking, listening, writing), while explanations of grammar and introduction of new material will be delivered mainly via recorded video clips.

This means you will sometimes be asked to watch a video, go over a PowerPoint presentation, or read a text *in preparation* for a class, as well as completing exercises and tasks *after* sessions, for consolidation (e.g, exercises in the course book, on QMplus, recording yourself, etc.).

**Module Learning Outcomes**

**You should develop the following outcomes related to academic content:**

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| A1 | To achieve effective communication in French at level C1 CEFR with competent speakers of the language. |
| A2 | To exploit, for a variety of purposes, a range of materials, written and spoken, in French level C1 CEFR. |
| A3 | To demonstrate a knowledge and understanding of the structures, registers and, as appropriate, varieties of French at level C1 CEFR. |
| A4 | To demonstrate a knowledge and understanding of Francophone cultures and societies gained through the study of more complex written and aural texts and other cultural products in the target language. |

**You should develop the following disciplinary skills:**

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| B1 | To analyze aspects of the target language and make use of them in a broadly professional context. |
| B2 | To gather and process information related to French language and cultures from a variety of paper, audiovisual and electronic sources and communicate this information, both orally and in writing. |
| B3 | To use ICT effectively both as a means of communication and as an aid to learning. |
| B4 | To demonstrate some ability as an independent learner of the language in order to take further the study of French language and cultures. |

**You should develop the following general attributes:**

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| C1 | To be able to operate in more than one language, develop a global perspective and use the knowledge acquired to increase employability and engage with the professional world. |
| C2 | To apply analytical skills to investigate unfamiliar problems and to use the knowledge acquired to enrich research. |
| C3 | To be able to work effectively in diverse communities. |
| C4 | To work individually and in collaboration with others reflecting upon and assessing one's progress in learning the Target Language. |

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### EXPECTED STUDY TIME

If you are taking this module for credit, you will get 15 credits, which equals 150 learning hours. 44 of those will be tutor-led through synchronous sessions, the rest you are expected to invest between the weekly sessions, in your own time, via guided learning, using resources on QMplus, in your course book, and other material as advised by your tutor. Even if you are not taking the module for credit, you should invest the same amount of time in order to make progress as expected.

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| **15 credit module – 150 learning hours** | |
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| **Tutor-led learning** | **44 hours** |
| Interactive classes |  |
| **Self-directed learning** | **106 hours** |
| Preparations for synchronous sessions | 22 |
| Completing set homework | 22 |
| Self-study after class (QMplus, course book, etc.) | 44 |
| Preparation for assessments | 18 |
| **Total** | **150** |

### CONTACT DETAILS AND ADVICE & FEEDBACK HOURS OF YOUR TUTOR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module tutor** | **Office** | **Email** | **Advice & feedback hours** |
| A close-up of a person's face  Description automatically generated | *Viviane Blan*cha*rd* | *Bancroft 1.36* | *v.blanchard@qmul.ac.uk* | *By appointment only* |

Please email your tutor to book an appointment.

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| LEARNING PLAN **SEMESTER 1** |  |

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| **WEEK** | **LEARNING RESOURCES** | **MAIN TOPICS** | **LANGUAGE FOCUS** | **CULTURE** | **SELF-STUDY** |
| 1 | Ad-hoc documents | Course, material and exam presentation  Cultural stereotypes | B1 Grammar revision exercises  Listening and speaking practice | Cultural stereotypes, French stereotypes | Practice your French, explore French learning resources online and in London, revise tenses and conjugations |
| 2 | L’Atelier B2 | Cultural awareness  Express your discontent | B1 tenses and conjugation refresher | Express daily annoyances | Practice your French, explore French learning resources online and in London, revise tenses and conjugations |
| 3 | Selection of texts and audios from Edito B2, Unit 5:  P.79 | Origins – background  Cultural diversity | Using the perfect and imperfect tenses in a past narrative | French history  Cultural diversity | Practice your French, read and listen to the news, watch a film or a series related to this week’s theme, revise past tenses uses and conjugations |
| 4 | Selection of texts and audios from Edito B2, Unit 5:  P.81 | History and identity | P 80  Expressing opposition and concession | History of immigration | Practice your French, read and listen to the news, listen to French songs, watch a film or a series related to this week’s theme, revise all past tenses uses and conjugations |
| 5 | Selection of texts and audios from Edito B2, Unit 1:  Pp 12, 13 | Ecological awareness | P14 and 20  Expressing opinion | Ecology and activism in France | Extend your vocabulary, expressions of opinions, revise subjunctive mood |
| 6 | Defi 4, pages 36-37 | Food and ecology | Expressing opinion - consolidation  Other uses of the subjunctive mood | Food, globalisation and carbon footprint | Extend your vocabulary, expressions of opinions, read and listen to the news, watch a film or a series related to this week’s theme, consolidate subjunctive mood |
| 7 | Study week |  |  |  |  |
| 8 |  | Students’ oral presentations | Revision of previous grammar |  | Reflect on the various themes discussed this week – what would you like to explore and extend your knowledge of? |
| 9 | Selection of texts and audios from Edito B2, Unit 3:  Pp 42, 43, 45 | Education | P 44  Expressing aim | French education system | Read an article on the French education system, |
| 10 | Selection of texts and audios from Edito B2, Unit 3:  Pp 48, 49 | Job market | P 50  Expressing hypotheses | French job market | Research news and the wider web including YouTube and TikTok: Prepare a short, 5-min presentation on PowerPoint or similar on a personality which serves as a role model for your professional career. |
| 11 | Selection of texts and audios from Edito B2  Unit 4: Pp 62, 64, 66 | The world of influencers | P 58  Structures expressing time (before, after, while…) | Influencers | Watch a film to be discussed in class in week 12. |
| 12 | French cinema | Discussion, debate and review of a francophone film | Revision of previous grammar | French cinema | Choose a short French novel or play to read OR select a film or series to watch – write a review (to be handed after the Christmas break) |

**SEMESTER 2**

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| **WEEK** | **LEARNING RESOURCES** | **CONTENT/TOPICS** | **GRAMMAR** | **CULTURE** | **SELF-STUDY** |
| 1 | Selection of texts and audios from Edito B2, Unit 7:  Pp 102, 105 | The media | P 104  Expressing indefinite entities | The French and their access to information | Practice your French, explore French learning resources online and in London, revise tenses and conjugations |
| 2 | Selection of texts and audios from Edito B2, Unit 8:  Pp 119, 121 | The future of the body | P 118  Create emphasis using mise en relief pronouns | French health system | Explore various French graphic novels/cartoons online. Practice your French, read and listen to the news, watch a film or a series related to this week’s theme. |
| 3 | Selection of texts and audios from Edito B2, Unit 9:  Pp 132, 135, 141 | The individual and the collective today | P 134  Using the passive voice | French architecture | Present a building, park, neighbourhood etc in your city that you find attractive and explore the reasons why with the class using our class’s forum. |
| 4 | Selection of texts and audios from Edito B2, Unit 10:  P 146, 155 | What kind of French do you speak? | P 148  Understanding slang and verlan | French accents | Explore Listening comprehension exercises. Listen to various French accents and write about your experience and feelings. |
| 5 | Selection of texts and audios from Edito B2, Unit 10:  P 147, 149 | Accents and identity | P 150  Using the gerund and the present participle | French language | Practice your French, read and listen to the news, watch a film or a series related to this week’s theme, especially the francophone programmes on tv5monde.fr and rfi.org |
| 6 | Selection of texts and audios from Edito B2, Unit 11:  Pp162, 163, 164 | Progress and technology | P 165  Using future tenses  P 172  Talking about changes | French attitudes to technological progress |  |
| 7 | Study week |  |  |  |  |
| 8 | Selection of texts and audios from Edito B2, Unit 12:  Pp 177, 179 | Art appreciation | P 178  Revise structures followed by indicative, subjunctive and infinitive | French art movements and artists | Find an event in London to look, learn, discuss about French art mouvements and/or artists. Make a review and share on our class’s forum. |
| 9 | Selection of texts and audios from Edito B2, Unit 12:  Pp182, 183, 185 | Art and money | P 186  Complex relative pronouns | French museums  and art market |  |
| 10 | Selection of texts and audios from Edito B2, Unit 6: p.86-87 | Traveling | P 88 Learn how to locate a place  Improve your presentation skills | French tourist destinations | Explore Francophone tourist/holiday blogs and share a holiday destination that you would like to go on our class’s forum. |
| 11 | Selection of texts and audios from Edito B2, Unit 6: p. 91-95 | Alternative travels | Revise grammar and vocabulary from preceding weeks | Favorite and alternative holiday destination for French people | Revise grammar and vocabulary from preceding weeks, complete all unfinished activities on QM+. |
| 12 | General revision | Written and oral exam practice | Grammatical revision | Review of the course’s main cultural information |  |

NB: The syllabus may vary according to students’ needs.

Coursebook reference: Edito B2 – Livre de l’élève - Didier, 2022 – ISBN: 9782278104307

### LEARNING MATERIALS

The course will be **based** on *Edito B2* and teacher’s own materials. All essential course materials will be posted on QM+. A grammar reference (hard copy or online) i.e. *Grammaire Progressive du Français, niveau intermédiaire or niveau avancé* is highly recommended.

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|  | **Course book** | ISBN | Notes |
|  | Edito B2  4e édition  Didier |  | You can buy the hard copy or you can buy the book as an e-book.  The hard copy costs £20 and gives you access to online materials. Check for second-hand options, which will be cheaper. |

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|  | **Grammar book** | ISBN | Notes |
|  | Grammaire Progressive du Français, Niveau avancé |  | You can buy the hard copy or you can use the pdf attached.  If you want a hard copy, check for second-hand options (currently less than £5 on Wob.com) |

<https://lefabuleuxdestindemonsieurjestin.files.wordpress.com/2013/09/grammaire-progressive-de-francais-avancc3a9.pdf>

**OTHER RESOURCES**

**Online dictionaries:**

<https://www.larousse.fr/dictionnaires/francais>

<https://dictionnaire.lerobert.com>

<https://wordreference.com>

<https://www.collinsdictionary.com/dictionary/english-french>

[https://www.cnrtl.fr/](https://www.cnrtl.fr/definition/fran%C3%A7ais)

**Online grammar:**

<https://francais.lingolia.com/fr/grammaire>

<https://fr.tsedryk.ca/>

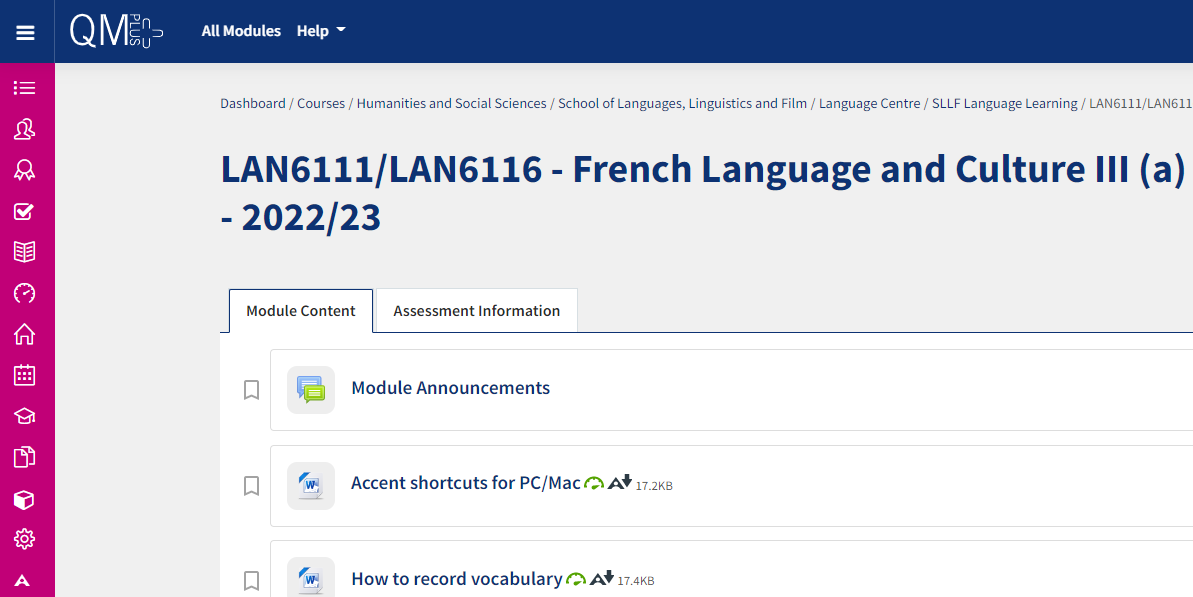
<https://www.lepointdufle.net/p/grammaire.htm>

**Institutions and events in London related to French Language and Culture:**

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| Institut Français <https://www.institut-francais.org.uk/> |
| Ciné Lumière <https://www.institut-francais.org.uk/about/about-us/room-hire/cine-lumiere/> |
| Impressionists and Post Impressionists at *The Courtauld Gallery* <https://courtauld.ac.uk/gallery/>  Impressionists at The National Gallery <https://www.nationalgallery.org.uk/> |
| Statue of Charles de Gaulle (Carlton Grdns, SW7 5PF) |
| Librairie La Page (7 Harrington Rd, SW7 3ES) <https://www.librairielapage.com/> |
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### QMplus Module page

The QMplus module page is the place to go to regularly before and after class, to prepare for the weekly sessions and find resources for self-study. Here you will find the materials used in class in addition to the course book, and additional resources and activities that help you consolidate and extend the material covered in class. You will also find links to web resources and videos on the language and cultural information.



### Free Language Speaking Practice

A group of people with books in them

Description automatically generated with medium confidenceLanguage learners within the Queen Mary community can book 30-minute online speaking sessions with native or proficient speakers, for 15+ languages, for free. You can practise your speaking skills in the language you're learning, in an informal way. Sessions are offered by volunteers – QMUL students and staff who enjoy helping others learn. It’s a great way to practise the language, and get to know Queen Mary students from different schools and different backgrounds.

[More information and booking link](https://www.qmul.ac.uk/sllf/language-centre/language-learning/speaking-practice/)

### FEEDBACK

* How can you check your progress throughout the module?
* What feedback can you expect from your tutor?

Language classes are highly interactive and participative, which means your tutor will give you regular instant feedback on your participation in class. Your tutor will also give you feedback on your submitted homework, and on activities that you complete on QMplus, if there is no automated feedback.

You will get feedback on the draft (formative submission) of your Writing Assignment, and will then have the opportunity to improve your writing before you submit it for summative assessment (counting towards your mark).

Your tutor is available during Feedback & Advice hours (check the times in the Tutor profile above), which you can use for a one-to-one meeting to discuss your progress. Please email your tutor beforehand.

**ASSESSMENT INFORMATION**

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| **Assessment if you take the module FOR credit**  If you are taking this module for credit, you need to complete and pass the assessments in order to gain the credits. The credits will count towards the total number of credits you need in each academic year (120 per year for undergraduate students). |
| **Assessment if you take the module NOT for credit**  If you are taking this module as a non-credit bearing module, it will not count towards your programme and you will not receive credits. However, if you complete and pass the module, you will receive a **Certificate of Completion** stating that you have passed the module, and with what grade. The requirements are that you:   1. Have attended *at least* 65% of the taught sessions 2. Take and pass the module assessment for non-credit seeking students to show that you have achieved the learning outcomes of the module   If you do not take the module assessment but meet the attendance requirement, you will receive a **Certificate of Attendance**, without a grade. |

Assessment is carried out through formal and informal reading, writing, listening and speaking tasks. The assessment structure depends on whether you are taking the module for credit or not, and whether you take the year-long or the one-semester option. Check your module code and note the assessment structure relevant to you, below:

**Assessment structure:**

**NOT FOR CREDIT**

**LAN6116: French Language & Culture 3a: Students taking the module NOT for credit, year-long**

**In order to get a Certificate, you need to pass the following assessments:**

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| **LAN6116**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 20% |  | Semester 1, Week 11 (December) |
| * Writing Project | 30% | 400-450 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * Oral test | 50% |  | Semester 2, Week 12 |

Your tutor will give you assessment briefs for each of the assessments.

**FOR CREDIT**

**LAN6111: French Language & Culture 3a: Students taking the module for credit, year-long (15 credits)**

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| **LAN6111**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Project | 20% | 400-450 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

Your tutor will give you assessment briefs for each of the assessments.

**MARKING CRITERIA FOR ASSESSMENT OF WRITING SKILLS**

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| **Task achievement** | * How fully has the task brief been achieved? Does the text have the required length?\* * How fully, and in what breadth, has the topic been covered? * If the task consists of description, how comprehensive is the description? * If the task consists of argumentation, has the topic been considered from different angles? * Have different aspects of the topic been elaborated? * How relevant, and how correct, is the information included? |
| **Organisation, Coherence and cohesion** | * How clear is the text, and how logical is its structure? * How appropriate, and how varied, are the connectors and cohesive devices used to link sentences? * How well is paragraphing used, and how well are paragraphs connected to achieve a coherent text? Does the text read smoothly, or are there jumps? |
| **Range**  **(Grammar, Syntax, Vocabulary)** | * Are the sentence and grammatical structures appropriate for the level? (at lower levels, simple sentences will be fine, while at higher levels, the inclusion of more complex structures will be expected) * How wide is the range of vocabulary used in the text? (simple and frequent lexical items will be fine at lower levels, while at higher levels, more varied vocabulary, use of nuance, and use of idiomatic expressions will be expected) |
| **Accuracy (Grammar, Syntax, Vocabulary)** | * How accurate are the grammar and sentence structures? If there are errors, are they minor, or do they impact the communication more severely? To what extent does the reader have to make an effort to understand what you are trying to communicate? * How good is your command of the vocabulary? Do the words you have chosen have the right meaning to express what you want to say? If there are errors, do they just make the passage sound somewhat clumsy or do they obscure the meaning of the sentence and hinder communication? * How well are lexical collocations used? (that is, words that normally go together, e.g. we say ‘to take a picture’ and not ‘to make a picture’, ‘to make a mistake’ and not ‘to do a mistake’, ‘to do someone a favour’ but not ‘to make someone a favour’) |

\*If you submit work significantly under the word limit, marks will be deducted.

**MARKING CRITERIA FOR ASSESSMENT FOR SPEAKING SKILLS**

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| **Task achievement** | * Have you completed the task that has been set? Have you completed it fully or only partially? |
| **Range of vocabulary and structures** | * How wide is the range of vocabulary that you use? Is it quite simple and basic, or do you master the full range of vocabulary that has been covered in the module? * What kind of sentence structures do you use? Are they simple (such as a list of short main clauses), or are they more complex (using longer sentence structures with subordinate clauses that are well connected by conjunctions)? |
| **Accuracy of vocabulary and grammatical structures** | * How accurate is the vocabulary you are using? Are you using words with the right meaning to express what you want to say? How often do you pick words that don’t quite fit? * How accurate are the grammar and the sentence structures that you are using? How frequently do you make mistakes? Are the mistakes minor or do they make it hard for your conversation partner to understand what you are trying to say? |
| **Pronunciation** | * How well do you pronounce the words and sounds in the target language? Is your pronunciation smooth and clear, with the correct word stress and sentence intonation, or is it difficult for the listener to recognise some of the words you produce? |
| **Fluency** | * How natural is the speed of your speech? (Note that slight hesitations, restarting a sentence, pausing to find the right word, etc., is part of natural speech). Are there many, long and ‘unnatural’, pauses and hesitations? Is there a breakdown of communication? Can you repair gaps by paraphrasing a word that you cannot find, or by reformulating a sentence? |
| **Interactional skills** | * How well can you use conversational norms when interacting with someone else: For example, opening a conversation, maintaining it, asking for clarification, giving appropriate responses to prompts from your conversation partner, taking turns in the conversation, closing (ending) the conversation. |