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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 move from a lower intermediate to a higher intermediate level of knowledge 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 a level between B1 and B2 of the Common European Framework of Reference, CEFR).

You will improve your competence towards a higher intermediate level through tasks designed to develop your skills in speaking and writing. You will also develop your receptive skills, by reading and listening to more 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 two timetabled sessions (of two hours each) per week, over two semesters (4 hours over 22 weeks). The module is taught in-person, on campus. This means you will get 88 hours of tutor-led learning. The total learning hours for this module are 300 hours, which means that in addition to the 88 tutor-led hours, you need to invest an additional 212 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 in-person and online 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 B1/B2 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 B1/B2 CEFR. |
| A3 | To demonstrate a knowledge and understanding of the structures, registers and, as appropriate, varieties of French at level B1/B2 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 30 credits, which equals 300 learning hours. 88 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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| **30 credit module – 300 learning hours** | |
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| **Tutor-led learning** | **88 hours** |
| Interactive classes |  |
| **Self-directed learning** | **212 hours** |
| Preparations for synchronous sessions | 44 |
| Completing set homework | 44 |
| Self-study after class (QMplus, course book, etc.) | 88 |
| Preparation for assessments | 36 |
| **Total** | **300** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module tutor** | **Office** | **Email** | **Advice & feedback hours** |
|  | *Philip France* | *Bancroft 1.36* | [p.france@qmul.ac.uk](mailto:p.france@qmul.ac.uk) | *Mon 1 – 3 pm*  *Tues 3 – 4 pm*  *Wed 1 – 2 pm* |
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You can use tutors’ office hours to get advice and feedback. Please email your tutor to book an appointment.

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| LEARNING PLAN **SEMESTER 1** | | |  | | | |
| week | main topic | LEARNING OUTCOMES | | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | General revision | Ask for and give personal information. Revise present, future and past tenses, ask questions. | | Present regular and irregular verbs, asking questions, 1-100, possessive adjectives. |  | Practise your French, pronunciation |
| 2 | Relationships | Talking about a relationship, give a definition, describe a person’s appearance, qualities and faults. Describe change, reporting speech, talk about a meeting and its consequences. | | Relative pronouns, terms for giving a definition, *passé composé*, agreement with past participle, terms of friendship, indirect speech in the present, *imparfait*, comparatives, p*assé composé and imparfait,* irregular past participles, time markers, terms of love. | French history | Prepositions, imperative, daily routine, reading comprehension and exercises at end of unit 1. |
| 3 | Study and work | Recount a university experience, recount a work experience, looking for a job, understanding a job ad, applying for a job, talk about a person’s work experience, giving advice, highlighting necessary changes. | | Past perfect, adverbs, time markers, terms for expressing advice, ‘if’ sentences, subjunctive. | French history | *Passé composé* and *imparfait, p*ast perfect, time markers, reading comprehension and exercises at end of unit 2. |
| 4 | Life in France | Talk about a country and its inhabitants, stereotypes, understanding and expressing statistical information, asking about life changes, evoking cultural differences, understanding rules governing savoir-vivre, understanding a comparative study, justifying one’s choices. | | Question forms, question forms with reflexive verbs and verbs in the past, indefinite pronouns, superlatives, highlighting techniques. |  | Reading comprehension and exercises at end of unit 3. Indefinite pronouns, Superlatives, relative pronouns, comparatives, gerunds |
| 5 | Media | Recount an event, make a suggestion, incite others to action, understanding new headlines, giving an opinion, reacting to a TV programme, understanding events recounted in the press, giving a witness account. | | Interrogative pronouns, possessive pronouns, if + imperfect in order to suggest or incite, nominalisation, past tenses, passive form, agreement of past participles. | French literature | Interrogative pronouns, possessive pronouns, past tenses, passive form, agreement of past participles.  Exercises at end of unit 4. |
| 6 | Leisure | Talk about films, express an opinion about a film, encourage a person to take up an activity, talk about one’s hobbies, make a reservation, inform people about your itinerary. | | Place of adverbs in sentences with compound tenses, place of adjectives, personal pronouns, gerund, free time lexis. | French cinema | Gerunds, place of adverbs, place of adjectives, personal pronouns |
| 7 | STUDY WEEK: Please complete the following work during Study Week: Prepare a presentation on a famous French person. Complete any unfinished exercises or activities from QM+. | | | | | |
| 8 | Hopes and aspirations | Envisaging the future, making suggestions, talking about one’s interests and commitments, expressing a goal, imagining a hypothetical situation, summarising a novel, expressing agreement and disagreement. | | Expressing a wish + present or subjunctive, conditional, expressions of a goal, expressions of cause and consequence. | Travel, *Médecins sans Frontières* | Conditional, expressing a goal. Reading comprehension and exercises at end of unit 6. |
| 9 | Work | Talking about changes in life, understanding a biography, reporting a conversation or an event, locating an event in a narrative in the past, expressing a regret. | | Time markers, reported speech in the past, 3rd conditional to express regret, recent past and future in a narrative, feelings and emotions lexis. | World of work | Conditional, past perfect, future perfect, reading comprehension and exercises at end of unit 7. |
| 10 | Edu- actions | Understanding a manifesto, inciting a person to action, expression a position, understanding a historical viewpoint, talking about things you have read, asking to borrow something. | | Subjunctive or indicative to express a wish, doubt, certainty, will, lending and borrowing lexis. | French politics | Personal pronouns, subjunctive (QM+), reading comprehension and exercises at end of unit 8. |
| 11 | Listening test and reading and writing test |  | |  |  |  |
| 12 | Orals |  | |  |  |  |
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| **SEMESTER 2** | |  | |  |  |  |
| week | main topic | OBJECTIVES | | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | How to seduce | Telling a story, describing what you are wearing, writing a summary, being able to understand a philosopher’s and political journalist’s opinion, giving advice, express and recognise feelings. | | Clothes, relative pronouns, qualities and faults, behaviours, highlighting, requesting, advising, praising and reproaching, feelings, subjunctive. | French press | Clothes, relative pronouns, qualities and faults, feelings, subjunctive, press |
| 2 | Consumer society | Talking about consumer habits, describing an object or a service, reporting speech, negotiating and discussing price, warning. | | Comparatives, compound relative pronouns, use of tenses in reported speech, buying and consuming lexis, use of the internet. | French family | Subjunctive, press |
| 3 | Studying | Talking about one’s learning journey, relating one’s experience, evoking the past, conceding and opposing. | | *Passé composé, imparfait, plus-que-parfait*, agreement of past participles, ways of expressing concession and opposition, university administration lexis. | *Académie française* | Past tenses, concession and opposition |
| 4 | News | Talking about the press, understanding headlines, relating an event in an article, understanding an informative article. | | Nominalisation, passive form, expressing cause and consequence, expressing an unconfirmed event, press and news lexis. |  | Le Point du FLE, place of adjective |
| 5 | Solidarity and means of action | Defending and opposing a stance, requesting details via email, encouraging, expressing goals and duration. | | Present participle and gerund, time markers, lexis for encouraging, protesting and committing to a cause. | French health system | Agreement of past participles, verbs + prepositions, past tenses, Present participle and gerund, health |
| 6 | Art | Talking about a painting, expressing an opinion, suggesting a cultural programme via a letter, asking questions, taking part in a debate. | | Relative clauses with subjunctive, different question forms, adverbs, giving an opinion about a show, debating lexis. |  | Cause and consequence, concession and opposition |
| 7 | STUDY WEEK: Please complete the following work during Study Week: Prepare a presentation on an aspect of French culture or society. Complete any unfinished exercises or activities from QM+. | | | | | |
| 8 | Environment | Talking about the environment, describing work experience, making hypotheses, talking about the future, forbidding. | | Future tense, conditional, different ways of expressing a hypothesis, personal pronouns. | French regional and national press | Future tense, conditional, personal pronouns |
| 9 | Law and order | Talking about justice, writing a formal protest letter, expressing doubt and certainty. | | Expressions of doubt and certainty, personal pronouns, justice lexis. | French political system | Politics |
| 10 | Travel | Talking about travel, making a recommendation, narrating a past event, resolving a problem on the phone, negotiating a trip. | | Indefinite pronouns, negatives, passé simple, travel and tourist destination lexis, describing holiday destinations. | Holidays | Passé simple |
| 11 | Listening test and reading and writing test |  | |  |  |  |
| 12 | Orals |  | |  |  |  |
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### SEMESTER DATES 2023-24

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| **Semester 1** | **Dates** |
| **Teaching Weeks 1 to 6** | 25 Sep – 5 Nov 2023 |
| Study Week (Week 7) | 6 Nov – 10 Nov 2023 |
| **Teaching Weeks 8 to 12** | 13 Nov – 15 Dec 2023 |
| January exam period | 4 – 19 January 2024 |
| **Semester 2** | **Dates** |
| **Teaching Weeks 1 to 6** | 22 Jan – 1 Mar 2024 |
| Study Week (Week 7) | 4 Mar – 8 Mar 2024 |
| **Teaching Weeks 8 to 12** | 11 Mar – 12 Apr 2024 |
| Exam period | 2 May – 31 May 2024 |
| Summer Resit period | August 2024 |

### LEARNING MATERIALS

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|  | **Course book** | ISBN | Notes |
| A picture containing text, whiteboard  Description automatically generated | Alter Ego + A2  by A. Berthet, E. Daill, C. Hugot, V.M. Kizirian, M. Waendendries  Semester 1 | 9782011558121 | 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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|  | **Course book** | ISBN | Notes |
| A picture containing person, holding, front, smiling  Description automatically generated | Alter Ego B1  by C. Dollez, S. Pons  Semester 2 | 32376007795012 | 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. |

**OTHER RESOURCES:**

Online dictionaries: Larousse - <https://www.larousse.fr/dictionnaires/francais>

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

Flipgrid

**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.

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### Free Language Speaking Practice

A group of people with books in them

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[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:**

**FOR CREDIT**

**LAN5010: French Language & Culture 2: Students taking the module for credit, year-long (30 credits)**

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| **LAN5010**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 300-350 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 |

**LAN 5011: French Language & Culture 2a: Students taking the module for credit, Semester A only (15 credits)**

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| **LAN5011**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 275-325 words | Submission (formative):  Week 9  Feedback given in Week 10  Submission (summative):  First week in January |
| **Oral exam** | 30% |  | Semester 1, Week 12 |
| **Written exam** | 40% | 2 hours | January Examination period |

**LAN 5012: French Language & Culture 2b: Students taking the module for credit, Semester B only (15 credits)**

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| **LAN5012**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 2, Week 11 |
| * Writing Assignment | 20% | 300-350 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 |

**NOT FOR CREDIT**

**LAN5015/LAN5016/LAN5017: French Language & Culture 2, 2a, 2b: Students taking the module NOT for credit, year-long. In order to get a Certificate of Completion, you need to pass the following assessments:**

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| **LAN5015/LAN5016/LAN5017**  **Assessment Title** | **Weight towards final grade %** | **Due Date** |
| **Coursework** |  |  |
| * Reading &Listening Test | 20% | Week 11 |
| * Writing Assignment | 30% | Submission (formative): Week 7  Feedback given in Week 8  Submission (summative): Week 9 |
| * Oral test | 50% | Last week of the module |

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. |