

2024 / 25

School of Science and Computing

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Ollscoil
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South East
Technological
University

Module Descriptor

French Intermediate 1 (B1.1) (Computing and Mathematics)

French Intermediate 1 (B1.1) (A17621)

Short Title: French Intermediate 1 (B1.1)
Department: Law and Criminal Justice Studies
Credits: 5

Level: Introductory

Description of Module / Aims

To facilitate students' language learning to meet an Intermediate level commensurate with CEFR B1.1

Programmes

		stage/semester/status
FREN-0017	BSc (Hons) in Software Systems Development (WD_KCSDV_B)	2 / 3 / E
FREN-0069	BSc (Hons) in Software Systems Development (WD_KDEVP_B)	2 / 3 / E
FREN-0069	BSc in Software Systems Development (WD_KCOMC_D)	2 / 3 / E
FREN-0001	Bachelor of Business (Hons) (WD_BBUSI_B)	1 / 1 / E
FREN-0003	BA (Hons) in International Business (WD_BINTB_B)	1 / 1 / E
	BSc (Hons) in Construction Management and Engineering (WD_CCONM_B)	2 / 3 / E
	BSc (Hons) in Quantity Surveying (WD_CQTSU_B)	2 / 3 / E
	BEng in Civil Engineering (WD_ECIVE_D)	2 / 3 / E
FREN-0017	BA (Hons) (WD_HARTS_B)	1 / 1 / E
	BA (Hons) in Culinary Arts (WD_HCULA_B)	1 / 1 / E
	BA (Hons) in Psychology (WD_HPSYC_B)	1 / 1 / E
	BA (Hons) in Psychology with Arts (International) (WD_HPSYI_B)	1 / 1 / E
	BA (Hons) in Tourism Management (WD_HTOMA_B)	1 / 1 / E
	BA (Hons) in Hospitality Management (WD_OHOSM_B)	1 / 1 / E

Indicative Content

- A compendium of language exercises and tasks from the prescribed textbook *Savoir-faire - Le français à l'université*.
- Contexts / themes that may be used to achieve the learning outcomes for this level may include the following:
 - Curriculum vitae
 - Psychological description of people
 - France in French cinema
 - Education and college education
 - Conditional present, forming hypothesis/es
 - Reflexive verbs (present)
 - Direct and indirect personal pronouns
 - Expression of the past: perfect and imperfect
 - Comprehension using literary extracts
 - Parlons français, c'est facile (web docs)
 - Feminine adjectives

Learning Outcomes

On successful completion of this module, a student will be able to:

1. Speaking: Converse spontaneously by exchanging information and expressing opinions on familiar topics through clear articulation.
2. Writing: Write more complex accounts of experiences as well as personal texts.
3. Listening: Display evidence of understanding of general points and some specific details about common and topics related to the content of the module. Identify the main points in media clips which relate to the content.
4. Reading: Identify the main themes and some detail in written texts on familiar and unfamiliar topics in known genres. Deduce meaning of unknown words and phrases from context and familiarity with the topic.

Learning and Teaching Methods

- Interactive seminars, variety of media (traditional print, audio and video materials, online language learning resources and may also include: Tandem Learning, Content & Language Integrated Learning, Self-directed learning, Blended learning, European Language Portfolio, Transferable skills, Online learning resources)

Learning Modes

Learning Type	F/T Hours	P/T Hours
Lecture	36	
Independent Learning	99	

Assessment Methods

	Weighting	Outcomes Assessed
Continuous Assessment	100%	
In-Class Assessment	35%	2,3,4
Assignment	35%	1,2,3,4
Oral Examination	30%	1,3

Assessment Criteria

- > 70%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a proficient level. The student has evidenced a high degree of consistency and accuracy across the skills areas.
- 60–69%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a competent level. The student has evidenced consistency and accuracy across the skills areas.
- 50–59%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a functional level. The student has evidenced some consistency and accuracy, but has also evidenced some imbalance across the skills areas.
- 40–49%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a basic level. Only when presented with tasks that are highly structured in nature or when the knowledge is isolated has the student evidenced any consistency or accuracy. Significant imbalance is evident across the skills areas.
- < 40%: The student has not demonstrated the ability to understand, produce, apply or manipulate the language at even a basic level in the skills areas.

Essential Material(s)

- "Parlons français, c'est facile." <http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-lg0-Accueil.htm>
- "websites." www.figaro.fr
- "websites." www.french.about.com
- "websites." www.lemonde.fr
- "websites." www.leparisien.fr
- Anjelvin, G. *Savoir-faire. Le français à l'université*. London: Routledge, 2009.
- Blondeau, N. and F. Allouache. *Littérature progressive du français. Niveau intermédiaire..* Paris: Clé, 2003.
- Coffman Crocker, M.E. *Schaum's Outline of French Grammar*. New York: McGraw Hill, 2014.
- Jubb, M. and A. Rouxville. *French Grammar in Context*. London: Arnold, 2003.

Supplementary Material(s)

- "L'étudiant.fr." www.letudiant.fr
- "Le point du FLE." www.lepointdufle.net.fr
- "TV5 Monde." <http://www.tv5monde.com/>