

2024 / 25

School of Science and Computing

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Ollscoil
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an Oirdheiscirt

South East
Technological
University

Module Descriptor

French Upper Intermediate 2 (B2.1b) (Computing and Mathematics)

French Upper Intermediate 2 (B2.1b) (A17663)

Short Title: French Up. Interm. 2 (B2.1b)
Department: Law and Criminal Justice Studies
Credits: 5

Level: Intermediate

Description of Module / Aims

To facilitate students' language learning to meet an Upper Intermediate level commensurate with CEFR B2.1

Programmes

		stage/semester/status
LANG-0081	BSc (Hons) in Software Systems Development (WD_KCSDV_B)	4 / 7 / E
FREN-0072	BSc (Hons) in Software Systems Development (WD_KDEVP_B)	4 / 8 / E
FREN-0006	Bachelor of Business (Hons) (WD_BBUSI_B)	2 / 4 / E
FREN-0009	BA (Hons) in International Business (WD_BINTB_B)	2 / 4 / E
LANG-0081	BA (Hons) (WD_HARTS_B)	2 / 4 / E
	BA (Hons) in Culinary Arts (WD_HCULA_B)	2 / 4 / E
LANG-0081	BA (Hons) in Psychology (WD_HPSYC_B)	2 / 4 / E
	BA (Hons) in Tourism Management (WD_HTOMA_B)	2 / 4 / E
	BA (Hons) in Hospitality Management (WD_OHOSM_B)	2 / 4 / E

Indicative Content

- Translation: thème and version
- Comprehension texts (literary and argumentative)
- DVD segments on various topics from the programme Regards
- Language for specific purpose
 - a. News items
 - b. Aspects of French society: economics, politics, religion
 - c. Vocabulary development: synonyms and antonyms
 - d. collocations
 - e. Logical connectors
 - f. Subjunctive in expression of possibility, impossibility, doubt, purpose...
 - g. Relative pronouns; c'est...+ relative pronoun
 - h. Double negation

Learning Outcomes

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

1. Speaking: Debate topical issues while displaying a good lexical range in an appropriate register.
2. Writing: Produce creative, documentative or emotive texts in various genres specific to the context.
3. Listening: React appropriately to the main idea of complex speech on varied topics.
4. Reading: Display both skimming and scanning techniques in reading as well as the ability to infer the meaning of unknown, non-culturally specific, lexical items from context.
5. Intercultural competence: Show evidence of critical awareness of how his/her own behaviour and practices and those of speakers of the target language are influenced by their cultural background.

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%	2,3,4,5.
Assignment	35%	1,2,3,4,5.
Oral Examination	30%	1,3,4,5

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/>