

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	French Language Three
2	Module Code:	FREN36605
3	Credit Points:	20
4	Duration:	Year long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8 **Pre, post and co-requisites:**

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post Module Code Module Title

9 **Courses containing the module**

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	Core	SW		BA Joint Honours Modern Languages
6	Core	FT		BA Joint Honours Modern Languages
6	Core	PT		BA Joint Honours Modern Languages
		FT	EURX003	European Exchange (Year Long)
		FT	INTX003	International Exchange (Year Long)

10 **Overview and aims**

This module builds on the previous years of language learning by aiming to maximise your fluency and accuracy in written and oral/aural French. Throughout the module, you will combine analysis of important contemporary issues in French society with further development of your communicative skills to enable you to reach a high level of language proficiency.

The module will accordingly enable you to operate effectively in academic, professional and social contexts, develop high level critical and analytical skills, and apply linguistic

and socio-cultural awareness and research skills to the analysis of contemporary written and aural documents.

11 **Module content**

This module aims to develop your knowledge, understanding and proficiency in French through the study of key questions in French current affairs (which will typically include such topics as the Brexit, international terrorism, surrogacy, racism, sexism, gender, France and Francophone countries, parity, French youth, globalisation and cultural and linguistic identity). Study and discussion of these issues aim to encourage you to analyse, synthesise and respond to relevant written and audio-visual documents, developing your skills through language-learning tasks such as translation exercises, summaries, essays, written and aural comprehensions, presentations and debates. Language learning is underpinned by the reinforcement of French grammar at a very advanced level.

12 **Indicative reading**

In house-materials provided throughout the year; Contemporary French periodicals in printed and electronic version; relevant web sites; monolingual and bilingual dictionaries; and for grammar, M Jubb & A Rouxville, *French Grammar in Context*, 4th edition. London: Arnold. 2003.

13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Demonstrate high-level knowledge and understanding of the French language
- Demonstrate high-level knowledge and understanding of French vocabulary, structures, registers and varieties of the language spoken
- Apply sophisticated language learning strategies and evaluate your progress
- Demonstrate detailed knowledge of and engagement with the academic and/or work-related contexts in France and/or other French-speaking countries

Skills, qualities and attributes. After studying this module you should be able to:

- Deploy French language skills with a high level of fluency and accuracy (reading, writing, listening and speaking) for academic, practical, social and professional purposes
- Communicate complex information, ideas and arguments cogently and coherently, both orally and in writing in English and French and mediate effectively between the two

- Comprehend, analyse, synthesise and evaluate audio-visual, written and electronic texts in French and English
- Construct and sustain complex arguments orally and in writing in French and English
- Work effectively as part of a team as well as independently
- Evaluate your learning and achievements, articulate and manage the skills profile you have developed through your studies, recognise the transferability of acquired skills to employment after graduation, and plan for personal, educational and career development

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

You will engage in a variety of spoken and written individual and group activities designed to help you make progress in your command of French. In addition to the two hour per week language class, there will be a weekly conversation class, making a total of three hours per week of direct contact time.

Total contact hours: 72

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Weekly Directed Learning and Independent Learning activities such as:

- Listening comprehensions
- Reading comprehensions
- Research in the target language on given topics
- Written practices
- Grammar practices and on-line grammar tests throughout the year

Total non-contact hours: 128

15 **Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	30%	Oral	Individual oral

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

In term 1, a pre-formative oral is done in small groups using a past formative oral text and the examiner's questions.

In term 1, a first formative oral is done in pairs with extensive individual feedback to include all criteria for marking and an indicative grade. Strengths and weaknesses are highlighted as well as suggestions for improvement.

In term 2, a second formative oral is done in class in pairs with peer/collective feedback. This is to encourage group cohesion, mutual support and positive criticism just ahead of the summative orals.

In term 1, a first formative reading comprehension (summary in English) is done in class (1h) with a discussion of the marking criteria and a sampler summary done by the tutors.

In term 1, a formative essay writing is done in class under exam conditions (1h30). Extensive individual feedback is provided to include all criteria for marking and an indicative grade. Strengths and weaknesses are highlighted as well as suggestions for improvement. A workshop is also scheduled after the return of individual feedbacks to allow students to discuss as a group more complex syntactic and idiomatic issues which couldn't be resolved independently.

In term 2, a second formative writing task is done in class under exam conditions (1h30). It consists of a Summary in English and a Reading Comprehension. Extensive individual feedback is provided to include all criteria for marking and an indicative grade. Strengths and weaknesses are highlighted as well as suggestions for improvement.

Each term, an on-line formative grammar test is made accessible via NOW (3 in total). Once first released, each test can be accessed indefinitely allowing students to improve their score and mastery of grammar.

Further information on assessment

This section provides further information on the module's assessment where appropriate

The examination is a 3-hour paper consisting of:

Part A: a reading and comprehension **in French** - 20%

Part B: a summary **in English** (250 words) - 30%

Part C : an essay **in French** (800 words) - 50%

Document management

16	Module Title:	French Language Three
17	Module Code:	FREN36605
18	Subject (JACS) Code:	R110
19	Cost Centre:	137

20	School:	AAH										
21	Academic Team:	HLG										
22	Campus:	Clifton										
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
Institution	%											
23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU												
23b Other public organisation in the UK- Percentage not taught by NTU												
23c Other private organisation in the UK - Percentage not taught by NTU												
23d Any other Non-UK organisation - Percentage not taught by NTU												
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	January 2017										