

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Fench 1.2			
Code: FREN07002	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Giraud		
Summary of Module			
This is a course for students who have normally studied French 1.1 or equivalent. By working through French 1.2, students should reach a level roughly equivalent to A2 of the Common European Framework Reference (CEFR) ; the mode of delivery will normally be 2 hours a week for 24 weeks (Long Thin Module) or alternatively 3 hours a week for 12 weeks (Full Fat Module). The aim of this module is to immerse students in French and get them to consolidate and build upon what was covered in French 1.1. In this module students will revise some of the French grammar points covered in French 1.1 and be introduced to other basic components of French grammar: Present tense of pronominal verbs, immediate future tense, imperfect and perfect tenses. Typical topics for comprehension and language use might include: basic personal & family information; describing people and /or a place; describing present and past leisure activities, educational background; most recent part-time job; immediate projects; Students will be required to read and write simple notes and messages relating to matters in areas of immediate needs or a very simple personal letter. Students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance on prescribed topics.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☒

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Communicate orally in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters approaching the A2 level of the CEFR;
L2	Understand frequently spoken used expressions and sentences relating to areas of most immediate relevance approaching the A2 level of the CEFR;
L3	Read very short, simple texts and find specific, predictable information in simple everyday material approaching the A2 level of the CEFR;
L4	Write short, simple notes, messages or simple personal letter approaching the A2 level of the CEFR.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7 - Understanding simple grammatical and syntactic concepts and elements of the French language; - Demonstrating some understanding of social conventions and basic appreciation of French-speaking cultures.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Using language skills relevant to everyday situations as well as situations in the past or future;

	Understanding simple written and audiovisual texts based on everyday situations as well as situations in the past or future;	
Generic Cognitive skills	SCQF Level 7 - Giving simple personal information relating to part-time job, past holidays, childhood memories and/or immediate future projects; - Addressing simple day to day problems in French speaking countries.	
Communication, ICT and Numeracy Skills	SCQF Level 7 - Communicating effectively in simple routine situations and in everyday problem situations; - Interpreting uncomplicated written and audiovisual texts; - Using the Library and other learning resources such as AULA or the Internet; - Using IT to present documents in an appropriate form.	
Autonomy, Accountability and Working with others	SCQF Level 7 - Working effectively individually or in teams; - Managing limited resources and being able to address own learning needs; Managing time in order to meet deadlines.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: FREN07001	Module Title: French 1.1 or equivalent
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

This module is a practical language class which remains firmly communicative. Students will be strongly encouraged to be active participants in class and will have plenty of opportunities to work either in pairs and/or groups to practise their oral/aural and written skills. There will be appropriate emphasis on basic grammar in order to reach a level roughly equivalent to the A2 level of the

Common European Framework. Normally French will be the working language, apart from some grammar explanations and some of the more challenging cultural input where English will be used to clarify the context. Independent learning is also an integral part of this course and students will be given suggestions for written and oral tasks to be completed outside class, and which will be collected to form a portfolio of independent work.

In this module the use of the AULA Virtual Learning Environment will be integral to the student learning experience, enhancing the use of external links for independent study.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Asynchronous Class Activity	44
Independent Study	116
Personal Development Plan	4
	Hours Total 200 hours

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core Resources:

Note all core resources will be made available via our AULA Virtual Learning Environment.

Some useful internet sites:

<http://www.bonjourdefrance.com/>

Graded comprehensions (choose "débutant" or "intermediate"), grammar explanations, grammar exercises and vocabulary games.

<http://www.laits.utexas.edu/tex/gr>

French grammar is very clearly explained in English. You will also find lots of verb tables and tests.

<http://french.about.com>

Interactive French grammar and vocabulary website. Exercises for all grammatical themes.

<http://phonetique.free.fr/>

Good to practise phonetics

Some relevant academic resources:

<http://www.frenchteacher.net/free-resources/samples/>

Free resources on a variety of topics taught in primary and high schools

www.linguastars.com

Lots of games and activities to increase/improve vocabulary
Username: aircampus Password: language.

<http://www.scilt.org.uk/SeniorPhase/Classroomresources/ClassroomresourcesFrench/tabid/1683/Default.aspx>

SCILT Resources

Online French TV channels

www.tf1.fr

www.france2.fr

www.france3.fr

www.france24.fr

www.TV5.fr

Online French radio channels

<http://www.radiofrance.fr/franceinter/accueil>

<https://www.francetvinfo.fr/>

A few interesting Podcasts relating to French Language:

<http://www.learnoutloud.com/Podcast-Directory/Languages/French/Learn-French-by-Podcast/19444>

Learn French

<https://itunes.apple.com/podcast/learn-french-daily-podcasts/id191303933?mt=2>

Learn French daily

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	EDUCATION
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Languages
Moderator	S Wylie
External Examiner	M.Vincent
Accreditation Details	N/A
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

The level of success of the students will be evaluated by means of a mixture of written and oral tests as follows: A portfolio of written work assessing *normally* reading and writing skills and an end-of-term supervised class test assessing all 4

language skills (reading, writing, listening and speaking). Class test will include a 10 minutes individual oral interview assessing A2 level of the CEFR;

Assessment 1 Coursework (35%)

Assessment 2 Class test (65%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			√	√		35	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written or online)	√	√	√	√		65	2

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)