



FR 351 FRENCH LANGUAGE IN CONTEXT INDEPENDENT ABROAD

IES Abroad Rabat

DESCRIPTION:

This class explores practical themes connected to the French way of life, involving the student's capability to understand oral and written messages in everyday situations, but also to express his or her opinions about more abstract themes. Four competencies will be enhanced: grammar, listening comprehension, reading, vocabulary, so as to assimilate easily in a Moroccan/French speaking setting. The course will privilege communication skills.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad are able to learn how to produce language in a variety of situations, such as the making of requests, the use of compliments and apologies, and they also may develop skills to interpret such interactions within the local cultural context... In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad *MAP for Language and Intercultural Communication*, p. 6).

STUDENT PROFILE:

Students who enter this course will already be capable of achieving the outcomes of the Emerging Competent Abroad level as defined by the *IES Abroad Map for Language and Intercultural Communication*. Students who take this level should already be familiar with certain complex structures and linguistic functions that will be covered.

Students who enter this level are able to accomplish nearly all everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome and seek correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers' errors. By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be creative, spontaneous, and self-reliant as they solve problems, interpret texts, negotiate, and express their opinions, likes, and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: Proficiency at a level equivalent to IES Abroad's Emerging Independent Abroad, as determined by placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Listening to authentic oral documents (dialogues, videos), reading authentic written documents (press articles, novel), discussing issues related to the personal experiences of the students, discovering works of art (movies, museums, a movie theater), experiencing cultural differences (Moroccan cuisine). The lexical and grammar skills will be enhanced and trained in class.

REQUIRED WORK AND FORM OF ASSESSMENT:

The evaluation focuses on what has been taught and takes into account the level of each group and each student. Investment and progress are taken into account as well as the success of graded exercises.

- Intensive session - 10%
- Written skills – 20%
- Tests – 20%
- Mid-term Exam – 20%

Global brilliance begins here.®

Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America



- Final Exam – 20%
- Oral Presentation – 10%

Intensive Session

Oral participation, regularity, in-class exercises

Written skills

Throughout semester: (3 papers, personal CORE work)

Tests

There will be two tests on listening comprehension, grammar, vocabulary, written expression

Mid-term Exam

This will be on listening comprehension, grammar, vocabulary, written expression

Final Exam

This will be on listening comprehension, grammar, vocabulary, written expression

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Independent Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

- Intercultural Communication
 - A. Students will be able to identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
 - B. Students will be able to describe their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will be able to describe gestures and body language, and they will integrate some of those nonverbal actions into their interactions with native speakers.
- Listening
 - A. Students will be able to understand a variety of spoken communications of moderate complexity (media and film, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - B. Students will be able to understand certain native speakers from a variety of backgrounds and experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- Speaking
 - A. Students will be able to speak on and discuss a range of concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
 - B. Students will be able to participate, initiate, and respond actively in a variety of interactions.
- Reading
 - A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.



B. Students will be able to read and understand the main ideas and supporting arguments of academic texts with assistance.

- Writing
 - A. Students will be able to meet most everyday writing needs (notes, text messages, letters, emails, chats, online forums).
 - B. Students will be able to write short essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with a moderate degree of grammatical and lexical accuracy.
 - C. Students will be able to edit their own and their peers' writing for common errors.

ATTENDANCE POLICY:

Class attendance is compulsory. Each student will be allowed only two unexcused absences throughout the course. For each unexcused absence beyond this there will be a reduction in the final grade. Students who are late to class on a regular basis will also receive a reduction in their final grade and/or disciplinary action.

Students should not exceed 2 absences in each (45 hours) content course.

Students should not exceed 4 absences in the (90 hours) Arabic language course.

Any additional absence would lower the grades as follows:

1 more absence = will lower the final grade by 5 %

2 more absences= will lower the final grade by 10 %

3 more absences = will lower the grade by 15 %

4 more absences = will lower the grade by 20 %

Any additional absences will continue to lower the final grade by 5% increments.

CONTENT:

Week	Content	Assignments
Week 1	Living in Morocco • Functional: one's self, Living in Rabat, in Morocco (Shopping, Taking the tramway, Recognition of stations), discovering IES surroundings. Personal Objectives • Grammar: articles, Negative and affirmative forms, Past tense), Conjunctions • Vocabulary: transportation, commerce • Culture: Stereotypes (Moroccans); Visit Rabat old neighborhoods, other imperial cities, intercultural aspects: cafés and restaurants.	• Introducing neighbors and friends, good neighborliness • Grammar and Vocab exercises

Week	Content	Assignments
Week 2	The status of women in the Moroccan society • Functional: Oral comprehension (video). Giving a clear oral presentation. Conveying messages. • Grammar: connectors, Adjectives, demonstrative pronouns • Vocabulary: how to read a menu and order food at a restaurant • Culture: What place and role Moroccan women have.	• Presentation of Moroccan famous women • Lecture: how to make an oral presentation • Grammar and Vocabulary drills
Week 3	Doing Tourism in Morocco • Functional: Trouver votre chemin dans la ville, demander des directions, décrivant un lieu. • Grammar: Futur ; comparaison superlatifs • Vocabulary: Tourisme, sortir, visiter des monuments historiques • Culture: Reading a novel. First oral presentations -- P : 9- 20	• Oral presentation + discussion • Written Comprehension • Grammar and Vocabulary drills
Week 4	Visit the cinema • Functional: Tell a story, use present , past and future tenses • Grammar: Past tenses, impersonal tenses • Vocabulary: Presentation of a movie • Culture: Oral presentation + discussion Humor in Moroccan Cinema	• Oral presentation + discussion • Written Comprehension • Reading a document • Grammar and Vocabulary drills
Week 5	Arts and expressing feelings • Functional : Describe a musuem, evaluate an Art work (Giving one's opinion), Expressing feelings. • 2. Grammar : Past participles (to be) • 3. Vocabulary : Literary vocabulary, explain reactions and feelings, Novel p : 23- 31 • 4. Culture: Oral presentation	• Group work on a document (Written Comprehension) • Comment a photo • Exercises and Grammar games and drills

Week	Content	Assignments
Week 6	Health and Environnement • Functional: Health and Environment • 2. Grammar: The conditional mode • 3. Vocabulary: Giving advice on an issue of Moroccan society, Novel • 4. Culture: Oral presentation. Comparison of social conditions in home and host countries. Oral debate	• General Review
Week 7	• - Oral Comprehension • - Grammar Drills • -Written Comprehension • 1. Functional: Oral Comprehension • 2. Grammar : all the program • 3. Vocabulary: all the program • 4. Culture: all the program Mid Term Exam	• Oral presentation + discussion, • Reading documents • Grammar and Vocab drills
Week 8	The Novel: Education • Functional: Audio – Oral comprehension • Grammar : adjectives and possessive pronouns • Vocabulary: Novel p : 35-49 • Culture: Oral presentation	• Oral presentation + discussion, • Media and news documents • Grammar and Vocab drills
Week 9	Culinary Art • 1-Functional: Cuisine, Regional Specialties (video) • 2. Grammar : personal pronouns • 3. Vocabulary: Food, Novel p : 51-63 • 4. Culture: Moroccan Sweet tasting	• Oral presentation + discussion, • Reading documents • Grammar and Vocab drills
Week 10	Media and Literature • 1-Functional: Literature and Media. Debate about the novel read during the semester • 2. Grammar : simple relative pronouns • 3. Vocabulary: Media, Literature, Novel p : 65-89 • 4. Culture: Oral presentation about Mass Medias and literature in Morocco and the USA.	• Oral presentation + discussion, • Reading documents • Grammar and Vocab drills

Week	Content	Assignments
Week 11	Music and Folklore • 1-Functional: Oral comprehension of a song (audio) • 2. Grammar: indefinite pronoms, prepositions • 3. Vocabulary: song and poetry • 4. Culture: Oral presentation • Moroccan and American Pop & folk artists	• Oral presentation + discussion, • Reading documents • Grammar and Vocab drills • General Review for the final exam
Week 12	Music and Folklore • Oral Comprehension • Grammar drills • Written comprehension • Giving opinion • 1. Functional: Oral comprehension • 2. Grammar: Grammar in Context • 3. Vocabulary: all the program • 4. Culture: Written Comprehension • Final Exam	

REQUIRED READINGS:

- A lire : Le roman : L'école perdue. Tahar Benjelloun. Folio Junior.
- Grammaire en dialogues, Niveau Intermédiaire, Claire Miquel, éd, Clé International.

RECOMMENDED READINGS:

- Supplementary materials: revolve round the main themes dealt with in each chapter and include a wide variety of texts, newspaper articles, audio and video materials. The purpose of including these materials to wrap up the vocabulary and grammar covered in a week. Therefore, the tasks and activities will help students reinforce, review and master the language elements and the content in each week.