



FR 301 FRENCH LANGUAGE IN CONTEXT INDEPENDENT ABROAD I

IES Abroad Nice

DESCRIPTION:

FR 301 French Language in Context: Emerging Independent Abroad I offers a review and development to your practice and linguistic skills gained in previous levels, with an emphasis on the development of vocabulary and grammatical concepts through a communicative and direct approach, in order to meet the immediate and urgent everyday needs of the students in various situations. Students will be the main actors of their learning in concrete situations, they will take action and perform useful tasks of daily life in French environment. They will be able to interact on familiar topics, to communicate by telephone, in restaurants, railway stations, airports, hotels, banks or doctor, or to perform simple actions, to write emails or simple formal letters, accept or decline an invitation, to give or follow orders or instructions. By the end of the course students will realize they are better assimilated into everyday French life and culture. It is a demanding highly participatory course, inside and outside the classroom that rewards daily efforts by students. The pace is quick and lively: those who commit seriously to this adventure will be surprised with the outcomes of their efforts.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: The course is conducted entirely in French; in class, students interact in French with their classmates.

PREREQUISITES: Students entering this level must be able to fulfill the learning outcomes of the *Novice Abroad* level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language.

METHOD OF PRESENTATION:

This course is based on communicative approach methodology where students and teacher will work in a collaborative way, conceptualize new structure, vocabulary and learn culture from each other (interaction between the students and the teacher as well as between students). This implies working in class but also after class, especially with group projects. Students will improve their French language and culture through reading, listening and writing activities concerning different aspects of the French life. They will be exposed to different communicative situations and contexts, so that they will naturally gain confidence outside of class and become more willing to use the language from the very beginning. Speaking and listening activities will be an important part of each class period; particular emphasis will be put on idiomatic and common expressions. Through an effective and direct approach, progress will be very rapid. In class, students are encouraged to use new communication strategies in different situations. Therefore at the end of the lesson, outside the classroom, they will be able to apply the rules of grammar they have learned in the course. It is a stimulating learning process: students are never considered as passive recipients, but as active users of the language. Learning the grammar will be made through attractive activities in order to facilitate the understanding and the acquisition of the French language structure. Guided by the teacher, students will observe examples and find the rule by themselves. With this inductive approach, they remain active throughout the session: they must mobilize their knowledge to solve a new problem. This non explicit approach aims at easing grammar learning making it more enjoyable.

REQUIRED WORK AND FORM OF ASSESSMENT:

- 15 % - Class participation (see below)
- 20 % - Quizzes and homework
- 30 % - Midterm Exam (oral comprehension, written expression, grammar, vocabulary, cultural interaction)
- 35 % - Final exam

Course Participation

Students are highly encouraged to actively participate in class and not wait for the teacher to solicit them, the more committed you will be the more interesting and beneficial the time spent in class will be.

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Rubric for Assessing Student Participation

	Excellent (90%-100% or A and A-)	Proficient (80%-90% or B+, B and B-)	Developing (70%-80% or C+, C, C-)	Unacceptable (>70% or D and F)
Frequency of participation in class	Student initiates contributions more than once.	Student initiates contribution once or when prompted.	Student initiates contribution only when prompted.	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.
Preparation	Brings required materials to class. Has read and made notes on the assigned readings.	Has read through materials and is able to discuss general themes. No separate notes taken.	Has read only some of the assigned readings without significant comment or understanding.	Had not done required readings or homework.

Quiz & Homework

Learning is doing, doing and doing again until grammar is forgotten, so after every class, students are invited to train the exercises proposed by the teacher; the exercises are corrected at the beginning of every class. This will be an opportunity to return to the points to be reviewed.

Midterm

The midterm exam will evaluate the notions learned by the students in order to assess what have been understood and what needs to be revised before the acquisition of new notions. Midterm exam evaluation will consist of a written production, written comprehension and grammar and vocabulary exercises.

Final Exam

The final exam will consist of a general evaluation of all that will have been studied during the term. The evaluation will consist of a reading comprehension followed by a written production (formal or informal message, diary page, article in the university newspaper etc.). Grammar and vocabulary exercises will also be part of this test.

Letter Grade	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	65-69.9
F	0-64.9

LEARNING OUTCOMES:

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

I. INTERCULTURAL COMMUNICATION

- Students will be able to solve some daily unexpected situations and meet needs with limited help.

- b. Students will be able to make some informed comparisons between the host culture and the students' home cultures.
- c. Students will be able to distinguish between verbal and nonverbal communication that reflects politeness, formality, or informality.
- d. Students will be able to recognize simple patterns of intonation and their meaning.

II. LISTENING

- a. Students will be able to understand some interactions (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
- b. Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.

III. SPEAKING

- a. Students will be able to talk to a certain extent about persons and things in their immediate environment, as well as their plans and their experiences.
- b. Students will be able to address moderately complicated situations (unexpected questions, small group discussions, etc.) involving familiar subjects.

IV. READING

- a. Students will be able to read passages and short texts (notes, detailed instructions, websites, etc.) on familiar topics and understand the general meaning.
- b. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

V. WRITING

- a. Students will be able to communicate with limited effectiveness through notes, emails, and simple online discussions.
- b. Students will be able to write short essays on concrete topics of limited levels of complexity, with reliance on the communicative patterns of their native language.

ATTENDANCE POLICY:

Attendance is mandatory for all course meetings, including visites. Extra information about the visites such as dates and times will be provided by the teacher in class. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. Absences and lateness will affect your ability to master class content. In addition if a student misses more than three classes, half a letter grade will be deducted from the final grade for every additional absence. Students are expected to attend all class meetings and to participate actively. Their ability to speak, write and understand French can only be developed and improved through daily individual work, and in-class intensive practice. Students are expected to go to class having studied in detail the assignments as indicated by the teacher in class. Should they miss class, it is their responsibility to find out what was done in class, what handouts were given, what the next assignment is etc.

CONTENT:

Week	Content	Assignments
Week 1	Introduction 1. Functional: How to greet, Politeness 2. Grammatical <ul style="list-style-type: none"> • Radical and Terminaison ; regular, irregular verbs • The present tense (review – I) • Verbs ending by <i>-ir</i> 3. Vocabulary <ul style="list-style-type: none"> • Greetings and Politeness • Usual polite words 4. Culture <ul style="list-style-type: none"> • Custom and manners, 	Various structural exercises (<i>the Present tense</i>)

	<ul style="list-style-type: none"> • <i>La bise</i> • <i>Tu or Vous ?</i> 	
Week 2	<p>1. Functional:</p> <ul style="list-style-type: none"> • How to order a meal in a restaurant • Ask details / describe a dish • How to pay <p>2. Grammatical</p> <ul style="list-style-type: none"> • Radical and Terminaison ; regular and irregular verbs • The present tense (review - II) • Verb <i>Prendre</i>, other verbs ending by <i>-dre</i> <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Usual expressions at the restaurant • Adjectives to describe a dish • Money : the basic vocabulary <p>4. Culture</p> <ul style="list-style-type: none"> • Custom and manners at the restaurant • The tip, usual practice in France 	<p>Oral comprehension : « <i>Et pour vous ?</i> » (video & activities)</p> <p>Various structural exercises (<i>the Present tense</i>)</p>
Week 2	<p>« <i>On déguste</i> »</p> <p>1. Functional:</p> <ul style="list-style-type: none"> • Describe actions in the past <p>2. Grammatical</p> <ul style="list-style-type: none"> • The <i>Imparfait</i> (<i>description, repetitive action in the past</i>) <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Difference between <i>Se souvenir</i> / <i>Se rappeler</i> • The vocabulary used in the kitchen <p>4. Culture</p> <ul style="list-style-type: none"> • The typical local dishes 	<p>Writing comprehension exercises</p> <p>Structural grammar exercises (<i>the Imparfait</i>)</p> <p>Writing comprehension and activities : « <i>Une Algérienne à Paris</i> »</p> <p>WP : A Childhood memory</p>
Week 3	<p>« <i>On se promène</i> »</p> <p>1. Functional :</p> <ul style="list-style-type: none"> • Be able to locate • Indicate the way <p>2. Grammatical</p> <ul style="list-style-type: none"> • Ask and answer questions (formal, informal) <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Usual expressions (asking, thanking, how to apologize...) • How to indicate the way <p>4. Culture</p> <ul style="list-style-type: none"> • Polite words, custom and manners 	<p>« <i>Hidden treasures of the old city</i> »</p>
Week 4	<p>« <i>On se cultive</i> »</p> <p>1. Functional:</p> <ul style="list-style-type: none"> • Talk about a cultural place or an event (describe, locate, give informations) <p>2. Grammatical</p> <ul style="list-style-type: none"> • The relative pronouns <i>Qui, Que, Où</i> <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Verbs <i>Paraître, Sembler, Avoir l'air</i> 	<p>Grammar exercises to practice the relatives pronouns</p> <p>WP : Inform about a cultural event</p>

	<ul style="list-style-type: none"> Adjectives to describe an event or a cultural place 4. Culture <i>The Carnival of Nice</i>	
Week 5	<p>« On se met au vert » (I)</p> 1. Functional: <ul style="list-style-type: none"> Express his or her opinion 2. Grammatical <ul style="list-style-type: none"> The <i>Future simple</i> 3. Vocabulary <ul style="list-style-type: none"> The opinion vocabulary (I) The fruits & vegetables 4. Culture <ul style="list-style-type: none"> The vegetable markets, local producers, shared gardens <i>The public gardens in Nice</i>	Grammar exercises to practice <i>the future simple tense</i>
Week 6	<p>« On se met au vert » (II)</p> 1. Functional : <ul style="list-style-type: none"> Explain and describe situations in the future Imagine 2. Grammatical : <ul style="list-style-type: none"> How to use the <i>Future proche</i> and the <i>Future simple</i> 3. Vocabulary : <ul style="list-style-type: none"> Vocabulary of the ecology Logical operators <i>D'abord, Ensuite, Enfin, Non seulement... mais aussi...</i>	Grammar exercises to practice the <i>Future proche</i> and <i>Future simple</i> WP : « <i>The city of the future</i> »
Week 7	Intensive review & Midterm Exam (<i>grammar, vocabulary, written comprehension / expression</i>)	
Week 8	<p>« On va aux puces »</p> 1. Functional : <ul style="list-style-type: none"> Describe et give explanations about an object : shapes, color... 2. Grammatical : <ul style="list-style-type: none"> The past perfect tense with <i>Avoir / Etre (construction)</i> 3. Vocabulary : <ul style="list-style-type: none"> How to describe an object 4. Culture : <i>Les marchés aux puces, les brocantes, les vide-greniers</i>	Oral comprehension (vidéo & activities) « <i>Les marchés aux puces</i> » Grammar exercises (the past perfect tense) OP : Describe un object, tell its story
Week 9	<p>« On fait du sport »</p> 1. Functional : <ul style="list-style-type: none"> Express his or her opinion 2. Grammatical : <ul style="list-style-type: none"> The time indicators <i>Il y a, Depuis, Pendant, En</i> The past perfect tense (<i>how to use</i>) Comparison between past perfect and <i>Imparfait (I)</i> 3. Vocabulary : <ul style="list-style-type: none"> The sport vocabulary 4. Culture : <i>Play sports in France / in USA</i>	Oral comprehension (vidéo & activities) « <i>Rencontre avec un entraîneur</i> » WP : Give and argue un opinion in relation to the practice of sport

Week 10	<p>« On discute » (I)</p> <p>1. Functional :</p> <ul style="list-style-type: none"> Express feelings <p>2. Grammatical :</p> <ul style="list-style-type: none"> Comparison between past perfect and <i>Imparfait</i> (II) <p>3. Vocabulary :</p> <ul style="list-style-type: none"> Feeling vocabulary <p>4. Culture :</p> <ul style="list-style-type: none"> French and American stereotypes 	Comprehension / role-playing : <i>Dialogue dans le bac à légumes</i>
Week 11	<p>« On discute » (II)</p> <p>1. Functional :</p> <ul style="list-style-type: none"> Describe tasks, give instructions (I) <p>2. Grammatical :</p> <ul style="list-style-type: none"> The COD / COI pronouns <p>3. Vocabulary :</p> <ul style="list-style-type: none"> Idiomatic expressions (fruits and vegetables) <p>4. Culture :</p> <p>Idiomatic expressions of <i>Monoprix brand</i></p>	Various exercises and activities to practice on the COD / COI pronouns
Week 12	<p>« On recherche un logement » (I)</p> <p>1. Functional :</p> <ul style="list-style-type: none"> Making comparisons <p>3. Vocabulary :</p> <ul style="list-style-type: none"> « <i>Histoire de quartiers</i> » - adjectives to describe (I) <p>4. Grammar :</p> <ul style="list-style-type: none"> Comparison & superlatives Bien, Bon, Mieux, Meilleur <p>Culture :</p> <p>Housing in France</p>	OP : Participate in a debate about the ideal city
Week 13	<p>« On recherche un logement » (II)</p> <p>1. Functional :</p> <ul style="list-style-type: none"> Talk about the ideal city <p>2. Grammatical :</p> <ul style="list-style-type: none"> The conditional present (politeness, desire, recommendations) <p>3. Vocabulary :</p> <ul style="list-style-type: none"> « <i>Histoire de quartiers</i> » - adjectives to describe (II) <p>4. Culture :</p> <p>Living in a host family</p>	Various exercises and activities to practice on the conditional present form
Week 14	<p>• Intensive review</p> <ul style="list-style-type: none"> Past tenses COD & COI pronouns Conditionnel present <p>Comparison & superlatives</p>	
Week 15	Final exam / Oral presentation	

**REQUIRED READINGS:**

All the material will be provided by the teacher or available on the Moodle course page. This may include: grammar and vocabulary exercises, various texts, readings, recordings.

INSTRUCTOR BIOGRAPHY: Luminita Morelli earned her Master's degree in French Language and Literature at the University of Pitesti, Romania. She taught French language classes at different levels in Romania for several years, in public schools and private institutes. In 2007 she started working as a French language at IDIOM, a private language institute in Nice. There, she taught French to adults in small groups or in private lessons. In parallel, she worked as a French instructor for teenagers and young adults at Azurlingua (French Language School) in Nice, International School in Antibes, as well as the Centre for Studies in French of the University of Nice, where she taught the French language to foreign students enrolled in various universities. She attended the training provided for the teachers of French language for foreigners by the Alliance Française of Paris and she has participated several times to various training and exchanges with the teachers of French language for foreigners organized by the Groupement FLE and the Institute of Language of the University of Nice. Since February 2016 she is working with IES ABROAD NICE as a French language instructor. In July 2018 she participated in Content-Based Language and Curriculum Development Training (CARLA Summer Institute, University of Minnesota).