

Second Foreign Language III, French

Code: 101171
ECTS Credits: 6

Degree	Type	Year	Semester
2500894 Tourism	OB	3	A

Contact

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Use of Languages

Principal working language: (fre)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

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Prerequisites

There are no prerequisites but it is recommended the level A2.1 of the Common European Framework of Reference for Languages.

Objectives and Contextualisation

Students acquire the language content and develop communicative competences in oral and written interaction, being able to do the following at the end of the course:

1. Use French as the working language in class.
2. Understand and appropriately use simple formulaic expressions for social interaction.
3. Improve their pronunciation.
4. Understand the overall meaning of specialised language texts (tourism).
5. Understand the overall meaning of spoken messages from speakers using standard forms of the language to talk about every day and professional matters.
6. Take notes from clear and precise spoken information. Write down brief dictated spoken messages. Respond to those messages adequately.
7. Select the information from a longer written or spoken message that is relevant to your own needs.
8. Describe people, places and things.
9. Describe personal experiences or those related to other people and experiences in the professional field.
10. Narrate events related to personal experience.

Competences

- Communicate orally and in writing in three foreign languages within the tourism field and others related to it.

- Develop a capacity for independent learning.
- Implement business communication techniques used by tourism organisations: internal, external and corporate.
- Self-assess the knowledge acquired.
- Use communication techniques at all levels.
- Work in a team.

Learning Outcomes

1. Develop a capacity for independent learning.
2. Identify vocabulary and grammar resources for use in the tourism sector, in three foreign languages.
3. Self-assess the knowledge acquired.
4. Use communication techniques at all levels.
5. Use the idiomatic expressions typical of the tourism sector in three foreign languages, at upper intermediate level.
6. Use tourism resources available on internet, in three foreign languages.
7. Vary the discourse patterns used to fit different functions, contexts, media, activities and situations in the workplace.
8. Work in a team.

Content

The linguistic contents are subdivided into language functions, grammar, vocabulary, phonetics, and prosody.

Language functions.

The following list includes both general language functions and functions specific to the tourism field.

a) Socialising function

- * Use the most common forms of courtesy.
- * Make apologies and justifications.
- * Use the correct forms of salutation and signing off (e-mail, informal letter).

b) Informational function

- * Describe people and workplaces. Ask for and give information about somebody's personality, training and professional skills.
- * Ask for and give information about places (personal environment, tourist destinations, and heritage).
- * Ask for and give information about tourist services.
- * Ask for and give information about everyday activities, facts or events and the same for the world of tourism about things that have happened or will happen in the future.
- * Ask for and give information about times: from when something happens, when it will happen, how long it will last, how often it will happen, etc.
- * Ask for and give general information about a person: physical condition (tired, sleepy, and thirsty) and mood (sad, happy, and afraid).
- * Ask for and give explanations, explain the cause and the consequences of something, formulate a hypothesis.

c) Expressive function (feelings and moods)

- * Express feelings of being worried, uneasy, surprised, satisfied, and unsatisfied.

d) Evaluating function

- * Talk about likes and dislikes and give reasons for them.
- * Compare and choose things according to given criteria.
- * Express a supposition.

e) Inductive function

- * Suggest or give advice on doing something or making somebody else do something. Offer to do something or refuse to.
- * Ask for something without any pressure.

- * Express willingness, obligation, necessity or desire to do something.
- * Ask for the reason and the purpose of an action.
- * Calm somebody down.

f) Metalinguistic function

- * Ask somebody to repeat what they have said or what somebody else has said.
- * Ask for and give clarification about the meaning of a word or expression, using examples or paraphrasing where necessary.

Grammar

Students must be able to recognise and appropriately use the following grammatical structures.

1. Direct and indirect object pronouns: recapitulation and consolidation of the position.
2. Indirect discourse in the present: demander si, où, quand, demander de + infinitif.
3. Pronouns: ce qui, ce que,
4. Demonstrative pronouns: celui, celle, ceux, celles que, qui.
5. The passive tense.
6. Oposició pour/par.
7. Consolidation and broadening of time expressions: depuis, il y a, en, dans, pour, quand, pendant, avant de, après..
8. Consolidation of the passé récent and the futur proche (perífrasis venir de + infinitif and aller + infinitif), of the futur d'intention (penser + infinitif) and the présent duratif (expression être en train de + infinitif).
9. Adverbs ending in -ment.
10. Adjectives and indefinite pronouns: quelques, certains, plusieurs, tout, chaque, aucun, la plupart.
11. The impersonal il and the ce for presentation.
12. Cause: parce que, à cause de, grâce à, comme.
13. Consequences: alors, donc.
14. Opposition: mais.
15. Finality: pour, afin de.
16. Negation: ne... plus, ne... rien, ne... personne, ne... jamais, ne... que, sans, ne... ni... ni.
17. Present conditional.
18. Present hypotheses.

Vocabulary

Students must be able to recognise, name, recall, explain and choose the appropriate term and use it in the communicative situation where it is required. They must also know how to make correct use of a dictionary and be able to establish semantic relations between the different categories. The vocabulary content falls mainly into the following areas:

1. Cultural and artistic heritage.
2. Everyday environment: home, school, neighbourhood, town.
3. Organising leisure time: journeys.
 - * In terms of planning (round trip, cruise, stay, combined).
 - * In terms of type (big trips, honeymoon trips, green tourism, conferences, city breaks, etc.).
4. Accommodation: hotel, campsite, boat (cruiseship), etc.
5. Transport: air, sea, river, road.
6. Professional profiles in tourism: travel agency, reception, tourist office, guide, customer service, and entertainer.
7. Client or traveller profile.
8. Job profile and tasks: reception, information, organisation, etc., in agencies, hotels, campsites, tourist offices, transport companies and others.
9. Others: daily life (biography, travel, etc.)

Phonetics and prosody

Students must recognise and appropriately use the prosodic features (intonation, rhythm, etc.) of the language. They must also recognise and appropriately use the basic sounds and sound symbols of French, as specified below.

1. Consonant endings (s, t, r).
2. Discriminating between /y/, /i/, /u/.

3. Double vowels.
4. Nasals.
5. Frequent consonants (ch, ll, b, v, ç, s, ss, r, g, j, qu, x).
6. Phonic units: most frequent and important liaison phenomena.

Methodology

The methodology is basically interactive. The students put all their knowledge of the language into practice in order to accomplish a set of oral and written tasks, both of a general nature and specifically related to tourism. The emphasis is placed on the learning process rather than on theoretical input from the teachers.

In this subject:

- Classes include a gender perspective to promote equality between women and men and avoid producing gender stereotypes.
- Strategies to promote the participation of women in the classroom are used and they promote equal gender relations.
- Knowledge of the social and cultural differences between men and women and gender inequalities in the structure of society and in cultural production is offered.
- Knowledge is also offered on sexual and emotional diversity, gender identity and expression, knowledge and reflection on feminist thought and movements, the history of movements for women's rights, its evolution and critical repercussions in society, culture and philosophical and scientific thought, and the knowledge of the values of gender equality in professional practices.
- Non-sexist and non-androcentric language is used in written, visual and audiovisual documents and other class materials. Since this is a language class specific resources are also provided in the language being studied for non-sexist language and critical reflection is encouraged on non-sexist language and its uses.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom based	56.5	2.26	5, 7, 2, 4, 8, 6
Non-classroom based	56	2.24	5, 1, 7, 2, 4, 3, 6
Type: Supervised			
On line	5	0.2	3
Tutorials classroom based	2	0.08	3
Type: Autonomous			
Guided activities	10	0.4	5, 1, 7, 2, 4, 3, 8, 6
Theory	10	0.4	5, 1, 7, 2, 4, 3, 6

Assessment

Continuous assessment

Students must have attended at least 80% of their classes in order to be included in the continuous assessment process.

Continuous assessment activities

Writing and speaking activities. Between three and seven activities are performed. In the case of writing, students may be asked to rewrite their texts to improve on the first version. Speaking activities may be individual or group activities, and may take place in the classroom or be recorded and sent in. Depending on the level and the number of students in the class, they could be monologues, dialogues, presentations, etc.

Portfolio. The portfolio contains between six and eight tasks, covering the four language skills. These may be done at home or in class.

The following are examples of these tasks.

Reading worksheets

Transformation exercises

Mini-tests

Self-assessment sheets

Information search

Production of documents

The days allocated to mid-course exams can be used to work on portfolio activities, such as the listening and reading mini-tests.

Mid-course tests. Two mid-course tests are held on the days set aside for this purpose, consisting of a writing test (one or two tasks) and/or a speaking test. These tests are in the same format as the final exam.

Attitude and participation. Students' degree of effort, attitude, and participation are assessed.

Final continuous assessment test. This test assesses the four skills (reading, writing, listening and speaking) in accordance with the general exam specifications established by the Language Service.

Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60%. Failure to pass this test means a fail for the course. A pass in this test has a weighting of 40% of the total continuous assessment grade.

The final continuous evaluation test takes place on the same day as the final exam.

Final exam

Students who have failed or not taken the continuous assessment are entitled to take a final exam that tests the four language skills. In order to pass the exam, and therefore the course itself, a minimum mark of 50% must be obtained in each skill (each part of the exam) and a minimum 60% overall.

Exam resits

Students with an average score between 3.5 and 4.999 in the final exam or the final continuous assessment test are entitled to a resit.

Resits involve retaking the parts of the exam on which their scores were below the overall average mark, in other words, the parts in which they obtained scores below 60%.

Changing the exam date

Students who cannot take the exam on the set dates due to health, work (trips or other similar obligations) or on compassionate grounds may ask their teacher for a change of date, supplying any necessary documents, and giving notice of at least seven calendar days except in extreme cases such as accidents. If the request is accepted, the exams must still be taken within the period set by the School of Tourism and Hotel Management.

Further points regarding assessment

Students who pass the final exam or the final continuous assessment test are entitled to a Level A2 certificate issued by the Language Service and recognised by the Government of Catalonia.

Students who attend the resit exam are not entitled to the Level A2 certificate in French from the Language Service.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude and participation	10%	0	0	5, 1, 7, 2, 4, 3, 8, 6
Final test	40%	2.5	0.1	5, 7, 2, 4, 6
Mid-course tests	12%	1	0.04	5, 7, 2, 4, 6
Portfolio	14%	5	0.2	5, 1, 7, 2, 4, 3, 8, 6
Writing and speaking activities	24%	2	0.08	5, 1, 7, 2, 4, 3, 8, 6

Bibliography

Essential Bibliography

- Textbook: DUSSAC, Elisabeth: *Bon Voyage!* CLE International, (started in second year). ISBN : 978-2-09-034890-3
- Grammar exercise book: *Focus Grammaire du français multiniveaux A1, A2, B1*. Hachette ISBN: 978201155964. (Used in first, second and third year).
- Dossier with texts, exercises, ideas for classroom work and homework, which students must print and bring to class.
- Online multimedia learning materials and Websites (see the Online Campus).
- Online resources of the Centre for Independent Language Learning of the Language Service: <http://pagines.uab.cat/cal/content/francès>, and then the specific section [Francès a Turisme](#).

Supplementary Bibliography

- Le nouveau BESCHERELLE: L'art de conjuguer. MIQUEL, Claire : *Vocabulaire Progressif du Français-Niveau Débutant avec 250 exercices*, Paris, CLE International. ISBN : 978-209-033878-2
- *Tourisme.com*, de CLE International. ISBN: 978-2-09-038044-6.
- *Le Français en contexte (A1+/A2+)*, Maison des Langues. ISBN: 9788415640226

Software