

First Foreign Language IV, French

Code: 101177
ECTS Credits: 6

Degree	Type	Year	Semester
2500894 Tourism	OT	4	2

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

Yolande Juanola Ep Sabaté

Prerequisites

There are no entry requirements but level A2 of the Common European Framework of Reference for Languages is recommended.

Objectives and Contextualisation

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

1. Express oneself with correct pronunciation and intonation.
2. Understand the meaning of medium-high level phrases and expressions with different language registers.
3. Hold a conversation in the field of hotel and tourism.
4. Understand announcements, complex messages and usual terms and expressions in hotel and tourism management.
5. Write more complex notes or texts in French in the professional field.
6. Use exclusively French as a language of communication.
7. React appropriately to any situation in the professional field.
8. Acquire broader geographical and cultural knowledge of France (related to the hotel's treatment of the client).
9. Select relevant information from an oral or written message for one's own needs or to pass on.
10. Describe people, places and things accurately.
11. Explain one's own experiences or relations with other people and experiences in the professional field.
12. Acquire a higher level of comprehension and express oneself with greater grammatical, syntactic and lexical precision.
13. Develop more elaborate strategies and skills to understand real written and oral texts.
14. Develop the ability to function linguistically efficiently in the field of tourism and hotels.
15. Continue developing strategies for independent learning outside the classroom.

16. Use all kinds of material necessary for the most advanced learning of the language: dictionaries, grammars, textbooks, real documents of all the departments of the hotel.
17. Use documentation to organize a professional or linguistic stay in France or in a French-speaking country.

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 content is subdivided in accordance with language, grammar, vocabulary and phonetic and prosodic content.

LINGUISTIC FUNCTIONS

The communicative activities listed below have both general and specific language functions in the professional field.

Social function

Get in touch: specific forms of communication in the hotel work world.

Make apologies appropriate to the situation.

Use expressions of courtesy towards clients.

Apologize more elaborately.

Order someone to carry out an action.

Give advice to someone.

Use general courtesy formulas.

Ask permission or prohibit something.

Informative function

Engage in a dialogue at a reception with a higher level of precision and correction.

Make, modify and cancel a room reservation with all the details.

Narrate experiences in the personal and professional field and express your feelings about these.

Describe different types of hotels and professional functions.

Analyse different hotel services.

Prepare a personnel recruitment questionnaire.

Expressive function

Express interest.
Express an apology,
Express your gratitude.
React to opinions.
Express dissatisfaction with a job done wrong.
Express a physical ailment.

Inductive function (feelings and sentiments)

Ask more complex questions.
Formulate proposals.
Plan an activity.
Verify the feasibility of a specific action.
Formulate hypotheses.
Make a complaint.
Suggest or advise what to do or force someone to do something.
Offer to do something or refuse.
Reassure a person.

Metalinguistic function

Request and provide clarification.
Ask a person what they said or what someone said.
Sort vocabulary according to various criteria.
Create word networks.

GRAMMATICAL CONTENTS

Students should be able to recognise and use the following grammatical structures properly.

- * Adjectives and demonstrative pronouns.
- * Adjectives and indefinite pronouns
- * Review of simple relative pronouns (qui, que, où) systematization of "dont".
- * Relative compounds (duquel, auquel, desquels, ...)
- * Chronological indicators
- * Logical connectors
- * Review of pronouns: direct and indirect object, en, y, double pronoun
- * Prepositions
- * Review of the comparative

- * Review of the past tenses: present perfect, imperfect
- * Past perfect (plus-que-parfait)
- * Present perfect, imperfect, past perfect within the story
- * Review of the gerund/imperative
- * Present and past conditional (le conditionnel présent et passé)

- * Presentation of the hypothetical system
- * si + présent + futur
- * si + imparfait + conditionnel
- * si + plus que parfait + conditionnel passé
- * Introduction of the présent du subjonctif (je veux que, il faut que, J'aimerais que etc.)

- * Negation and restriction: ne ... plus, ni rien, ne jamais, ne personne, ne que.
- * Sustained interrogative form
- * Expressions of time (cela fait, depuis, il y a, etc.)
- * Expressions of opinion (je trouve que, je considère que, je suis pour, je suis contre etc.)
- * Introduction of a comment with verbs followed by the conjunction: que (avouer que, trouver que, avoir l'impression que + indicatif)
- * Introduction of the comment with adjectives followed by the conjunction: que (c'est étonnant que, c'est intéressant que, être surpris que + subjonctif)
- * Phrases in the passive voice

- * Reported speech: introductory verbs in present and past
- * Subordinates clauses (the relative subordinates of time, goal, consequence, etc.)

VOCABULARY

The vocabulary content of the fourth course comes from the following semantic fields: daily experiences, sports activities, health and the French health system, travel (car rental, itineraries, etc.), the French education system, recruitment issues labour, banking, organization of the company, architecture, hotel (departments, functions, personnel, employment rate, type of clientele, etc.), hotel equipment and tourism geography. Customs of the different nationalities.

PHONETIC AND PROSODIC CONTENT

Students must recognise and appropriately use the prosodic features (intonation, rhythm, etc.) of the language. The pronunciation should be clear enough for a native to understand without effort.

They must also speak more fluently and improve the degree of correction in pronunciation.

- * Review the main difficulties
- * Discrimination of all vowels
- * Production of one [Y] opposite to [i] and [u]
- * The nasal vowels
- * The consonants [f] [v] [s] [z]
- * Phonic units: more frequent and important "liaison" phenomena.
- * Relate phonetics and spelling: S, Z, SS, TI

GENDER PERSPECTIVE

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.

Methodology

Starting from the functional and grammatical objectives, following a basically communicative didactic method that requires the active participation of the students, we will put into practice communicative tasks that reflect the situations of real life in the hotel and tourism world. The teacher constantly encourages the active use of the language and the use of common expressions typical of the French of the profession.

Also, the learning of the grammar will be done, whenever possible, in an inductive way.

The teacher seeks at all times to make the students more aware of their learning progress.

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
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Type: Directed			
Non-classroom based	56	2.24	5, 1, 7, 2, 4, 3, 8, 6
Classroom based	56.5	2.26	5, 7, 2, 4, 8, 6
Type: Supervised			
Classroom based tutorials	3	0.12	3
On line	5	0.2	3
Type: Autonomous			
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 activities. Between two and five writing activities are performed. Students may be asked to rewrite their texts to improve on the first version.

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

The following are examples of these activities.

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 minitests.

Speaking activities. Over the year, between one and two speaking activities will be conducted. These 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.

Mid-course tests. One or more 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: writing and speaking. This test is on the same day as the final exam.

To pass the course an overall mark of 60% must be obtained (activities plus final test.)

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 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 skills 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

No level certificates of any kind are issued.

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%	1.5	0.06	5, 7, 2, 4, 6
Mid-course tests	10%	1	0.04	5, 7, 2, 4, 6
Portfolio	20%	5	0.2	5, 1, 7, 2, 4, 3, 8, 6
Speaking activities	5%	0.5	0.02	5, 1, 7, 2, 4, 3, 8, 6
Writing activities	15%	1.5	0.06	5, 1, 7, 2, 4, 3, 8, 6

Bibliography

Essential bibliography:

Textbook (recommended at the beginning of the course).

Grammar exercise book: Grammaire Progressive du Français avec 680 exercices (nouvelle version). Niveau intermédiaire. CLE International. (Used in first, second and third year). ISBN: 978-209-038103-0.

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 Campus Virtual platform).

Supplementary Bibliography

- Le Robert : Dictionnaire de la Langue française
- BESCHERELLE (nouvelle édition): La conjugaison pour tous
- Vocabulaire progressif du français: Niveau intermédiaire (A2/B1) CLE international

Websites

- www.podcastfrançaisfacile.com

- www.apprendre.tv5monde.com
- www.lepointdufle.net
- www.lebaobabbleu.com
- www.bonjourdefrance.com
- www.capsurlefle.com
- www.ressourcesfle.fr
- www.flenantes.org
- www.gabfle.blogspot.com

Software

.There isn't any