

Third Foreign Language I, French

Code: 104646
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

Mercè Oliva Bartolomé

Genevieve Roubira

Prerequisites

There are no entry requirements.

Objectives and Contextualisation

Students acquire the 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:

- * Recognise the orthographic marks of French and relate them to the corresponding phonemes.
- * Recognise the letters that are pronounced and those that are not.
- * Distinguish between the phonemes /y/, /u/, /e/, /E/...
- * Progressively interiorise the rhythm and intonation of French.
- * Understand brief oral messages emitted in the media, by telephone or in public places.
- * Have a simple conversation related to basic situations in everyday life.
- * Understand announcements, news and brief pieces of journalistic information and extract information from a written text aimed at the general public (notices, posters, brochures, notes, etc.).
- * Write brief and simple message in French (postcards, notes, personal texts, etc.).
- * Fill in forms asking for personal information.

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 function of language, grammar, vocabulary and phonetic and prosodic content.

Language functions

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

a) Social function

- * Establish contact with people: greet and respond to greetings. Welcome people.
- * Say goodbye.
- * Introduce yourself and others.
- * Apologise.
- * Give thanks.

b) Informative function

- * Identify yourself and others. Ask for and give personal information (name, age, profession, address, nationality, civil status, family situation, customs, tastes, and holidays). Describe somebody's character.
- * Ask for and give information about places (situation, characteristics, etc.).
- * Ask for and give information about time: the time, timetables, dates, duration of an activity.
- * Ask for and give information about a present or future event.

c) Expressive function (feelings and sentiments)

- * Express satisfaction or dissatisfaction.
- * Express preference.
- * Express desires.

d) Inductive function

- * Ask questions and express the wish or desire to do something.
- * Show the possibility or impossibility of doing something.
- * Suggest an activity.

e) Metalinguistic function

- * Ask and tell how to say or pronounce words in French.
- * Ask and tell how to spell a word and which graphic signs are required (accents, apostrophes, commas, full stops, hyphens, etc.).
- * Ask to have spoken communication respected, to speak more slowly or louder.
- * Ask for the meaning of a word or expression.

Grammatical content

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

Determinants

- * Definite articles: le, la, les.
- * Indefinite articles: un, une, des.
- * Contractive articles: au, aux, du, des.
- * Partitive articles: du, de la, de l', des (introduction).

Adjectives

- * Demonstratives: ce, cet, cette, ces.
- * Possessives: mon, ton, son and their agreements.
- * Numerals: cardinals and ordinals.
- * Exclamations and interrogatives: quel, quelle, quels, quelles.

Nouns and adjectives

- * Noun: gender and number.
- * Qualificative adjectives: agreement.

Verbs

- * Simple present tense of regular and irregular verbs.
- * Auxiliary verbs être and avoir.
- * Present conditional (courtesy).
- * Verbs of possibility (pouvoir + inf.), and the near future (aller + inf.).

Adverbs

- * Of quantity (beaucoup, peu, assez, très, trop).
- * Of frequency: (souvent, toujours...).
- * Of judgement (bien, mal).
- * Of time.
- * Of place.
- * Of affirmation or negation.

Pronouns

- * Personal pronouns as subjects: je, tu, il, elle, on.
- * Personal pronouns as direct objects: le, l', la, les.
- * Reflexive pronouns: me, te, se, nous, vous.
- * Tonic pronouns and pronouns of preposition: moi, toi, lui, elle.

Basic conjunctions

- * Coordination: et.
- * Opposition: mais, ou.

Prepositions

- * Of place: à, en, dans, devant, entre, sur.
- * Of time: en, à, après, avant.

Vocabulary

The vocabulary content is based around the following areas: presentations (professions, nationality, family, description of people), tastes, entertainment and sports, everyday activities and leisure activities, description of places (neighbourhood, city, house) holidays, tourist trips, transport, climate, accommodation, shopping (businesses or transactions), food and drink.

Phonetic and prosodic content

Student should be able to recognise the prosodic elements (intonation, rhythm, etc.) of the language. Students should also be able to recognise and use basic sounds in French as they apply to the following:

- * Consonant endings (s, t, r).

- * Distinction between /y/, /i/, /u/.
- * Double vowels.
- * Typical consonants (ch, ll, b, v, ç, s, ss, r, g, j, qu, x).

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, 8, 6
Type: Supervised			
On line	5	0.2	3
Tutorials classroom based	3	0.12	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 tasks. Between two and five writing tasks are performed. Students may be asked to rewrite their texts to improve on the first version. 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.

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. 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
Writing and speaking activities	20%	2	0.08	5, 1, 7, 2, 4, 3, 8, 6

Bibliography

Essential Bibliography:

- Textbook: *Illico A1, livre de l'élève*. Hachette. ISBN: 978-2-01-513538-0
- Grammar exercise book: *Focus Grammaire du français multiniveaux A1, A2, B1*. Hachette ISBN: 978201155964. (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 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

Software