

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Estelle Bech
Course Author Email	epb@ntu.edu.sg
Course Title	French Language Level 4
Course Code	LF5004
Academic Units	3
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	French Language Level 3 (LF5003) or Placement Test
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course is a Broad Deepening Elective (BDE) designed for undergraduate students who already possess an introductory level of proficiency in French equivalent to LF5003. Through a task-based learning approach, LF5004 aims to build on this foundation by developing your language skills (reading, writing, listening, and speaking) to a lower-intermediate level corresponding to A2 (CEFR), with some elements of B1.1 (CEFR). Using a diverse range of audio-visual and online activities related to topics such as work-life, the environment, transportation, media, and social issues, this course will enable you to communicate and interact with greater independence in French. You will also deepen your understanding of French and Francophone cultures and societies. In-class debates and discussions, teamwork projects, and presentations on contemporary topics will engage you in meaningful and practical tasks. This course will be particularly beneficial for those planning to travel, study, or work in Francophone countries or with French-speaking companies based in Singapore. Learning French may also enhance your experience and opportunities in a globalised economy.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Communicate in French at an elementary to lower-intermediate level, adhering to standard sociolinguistic and cultural norms, and interact with near independence in tasks that simulate or reflect real-life scenarios.
ILO 2	Discuss topics of personal and public interest with clear pronunciation, sufficient fluency, and appropriate accuracy.
ILO 3	Compose simple, coherent texts such as short essays, blog posts, or emails, addressing contemporary topics or personal matters.
ILO 4	Listen to, read, interpret, and understand authentic French multimedia materials, identifying the main information they convey.
ILO 5	Discuss and compare French speaking cultures and your own through the use of challenging and more advanced medias.

Course Content

List of Topics Covered:

Communicative and interactive skills

- Asking for someone's news in a standard way
- Giving appreciation about something
- Congratulating someone
- Encouraging someone to do something
- Giving advice
- Giving opinion & making a judgement on something
- Understanding a job ad, press headlines, a simple manifesto
- Discussing different options before making a choice
- Expressing worry and reassurance
- Writing a simple letter of complaint
- Expressing that something belongs to you
- Giving an order and forbidding something
- Expressing obligation and wish
- Describing traditions and festivals
- Discussing stereotypes and men/women equality at home
- Comparing different ways of life and mentalities
- Expressing doubts and uncertainty
- Expressing frequency and habits
- Expressing fears and cautions
- Debating about environmental issues and future ways of transportation
- Filling in an accident report and reporting an accident

Vocabulary

- Studies (subjects), failures and successes in life
- Occupations and job market
- Frequent expressions and words in simple formal messages
- Words of satisfaction and dissatisfaction

- Words of opinion and judgement
- A few words related to environment issues
- Ways of transportation in the future
- Dimensions, shapes, material, colours
- Words to express authorisation and defence
- Physical and psychological characteristics
- Household chores
- Money and simple money transactions
- A few words related to new technologies

Grammar

- The plue-perfect tense
- Expressions of time and duration (il y a/ pendant/ depuis/en/pour)
- Verb conjugation: other irregular patterns in the present tense
- Double pronouns (place and order)
- Simple relative pronouns (qui, que, où, dont)
- The conditional mood (present tense)
- Complex negations (ne... rien, ne... personne, ne... aucun)
- Restriction (ne... que)
- Standard cause, condition and time conjunctions
- The subjunctive mood (present tense)
- The present participle
- The gerundive form
- Indefinite pronouns (quelque chose, quelqu'un, etc.)
- Words expressing indefinite quantities (beaucoup de, peu de, quelques-uns, etc.)
- The passive way in the present tense
- en train de to express duration of action
- venir de to express the recent past
- Possessive pronouns
- Impersonal form of the verb
- Adverbs (frequency and habits)

Culture

- The French educative system
- The French administrative system
- The French political system
- Medias and freedom of speech in France
- Ways of transportation in France (Le velib, blablacar, etc)
- Driving in France
- Men and Women frequent stereotypes/ equality issues
- Money and money transactions in France
- Festivals and traditions
- Pollution and environment

Reading and References (if applicable)

NOTE: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.

Bech E., (2020), Coursiel 4, NTU (to be downloaded from NTULearn Main site)

Biras P., Chevrier A., Jade C., Witta S. (2020) Défi 2, Paris, Maison des Langues.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2020) Tendances 2, Paris: Clé internationale.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2021) Tendances 3, Paris: Clé internationale.

Hirschprung N., Tricot T., Veillon Leroux A., Azevedo Rodrigues S. (2020) Cosmopolite 2, Paris, Hachette FLE international.

Mabilat J.-J., Heu E. (2020) Edito A2, 2nde édition, Paris, Didier FLE

TV5 monde website: <https://apprendre.tv5monde.com/fr>

RFI website: <https://en.rfi.fr/>

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	[Week 2] L1: REVIEW SESSION - Getting back together	All	At the end of this lesson, you will learn how to: - ask for someone's news in a standard way - give appreciation about something - congratulate someone In vocabulary and culture, you will learn/review: - meals in France In grammar & phonetics, you will use: - the two past tenses (review) - DO and IO personal pronouns (review) - Any other content seen in the previous levels	In-person	Classiel 52 / Coursiel 1
2	[Week 2] L2: REVIEW SESSION - Talking about your previous studies	All	At the end of this lesson, you will review and learn how to: - tell a memory from your student life - talk about your successes and challenges in learning a new language - encourage someone to do something In vocabulary and culture, you will learn/review: - studies (subjects) In grammar & phonetics, you will use: - the two past tenses (review) - pronouns « y » and « en » (review) - -yer verbs (conjugation)	In-person	Classiel 53 / Coursiel 2
3	[Week 3] L3: Talking about your learning experiences	All	At the end of this lesson, you will be able to: - understand the way studies are organised in France - present an/your education system In vocabulary and culture, you will learn: - The French educative system In grammar & phonetics, you will use: - present participle - gerundive form (simultaneity) - restriction (review) - adverbs ending with -ment (review)	In-person	Classiel 54 / Coursiel 3

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
4	[Week 3] L4: Looking for a job	All	At the end of this lesson, you will be able to: - understand and write a job offer - discuss different options - look for a job in France In vocabulary and culture, you will learn: - French job market etiquette - French search engines for finding a job - Different verbs expressing options or choices In grammar & phonetics, you will use: - simple relative pronouns (qui, que) (review) - simple relative pronouns (dont, où)	In-person	Classiel 55 / Coursiel 4
5	[Week 4] L5: Finding a first job	All	At the end of this lesson, you will be able to: - write a simple application letter for a job - write an excuse letter or mail - write a short standard request - express satisfaction or dissatisfaction In vocabulary and culture, you will learn: - French job market etiquette - frequent expressions and words in formal messages - words of satisfaction and dissatisfaction In grammar & phonetics, you will use: - indefinite pronouns (quelque chose, quelqu'un) - complexe negations & negative pronouns (review)	In-person	Classiel 56 / Coursiel 5
6	[Week 4] L6: Giving an order	All	At the end of this lesson, you will be able to: - give an order and forbid something - give advice express wishes In vocabulary and culture, you will learn: - words to allow and to forbid In grammar & phonetics, you will use: - the subjunctive mood (order and interdiction)	In-person	Classiel 57 / Coursiel 6

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
7	[Week 5] L7: Reading a press article in the French media	All	At the end of this lesson, you will be able to: - understand main headlines in the press - sharing the news - understand and write a “fait divers” In vocabulary and culture, you will learn - French press and newspapers - freedom of speech in the French press - words related to crime and theft In grammar & phonetics, you will use: - the passive way in the present and past tenses - past participle agreements in the passive way	In-person	Classiel 58 / Coursiel 7
8	[Week 5] L8: Giving your opinion on the news	All	At the end of this lesson, you will be able to: - give your opinion on news headlines - understand political information In vocabulary and culture, you will learn: - political system of France - administrative system of France In grammar & phonetics, you will use: - « en train de » and « venir de » - review on the near future - -uire verbs	In-person	Classiel 59 / Coursiel 8
9	[Week 6] L9: Defending yourself	All	At the end of this lesson, you will be able to: - write a poster to defend a claim - express that something belongs to you - understand an official invitation letter In vocabulary and culture, you will learn: - dimensions - shapes - material - colours (review) In grammar & phonetics, you will use: - possessive pronouns	In-person	Classiel 60 / Coursiel 9

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	[Week 6] L10 : Requesting an authorisation	All	At the end of this lesson, you will be able to: - give an order and forbid something - write a manifesto and respond to a survey In vocabulary and culture, you will learn: - words to express authorisation and prohibition In grammar & phonetics, you will use: - the subjunctive mood (review) - the impersonal form (verbs) - conjugation : the verbe dire and its family (interdire) - words expressing indefinite quantities (beaucoup de/ certains/ peu de/ plusieurs, quelques-uns, etc)	In-person	Classiel 61 / Coursiel 10
11	[Week 7] L11 : CA1 : Written 1 (20 % of overall grade)	1, 3, 4, 5	(individual) (Listening, reading, writing)	In-person	Classiel Written 1 / Classiels Test yourself
12	[Week 7] L12 : CA 2: Oral 1 (10 % of overall grade)	1, 2, 4, 5	(individual) (Listening & speaking)	In-person	Classiel Written 1 / Classiels Test yourself
13	[Week 8] L13 : Understanding a tourist guidebook	All	At the end of this lesson, you will be able to: - describe a trip itinerary - understand information about climate and places In vocabulary and culture, you will learn: - climate, weather forecast, seasons (review) - ways of transportation (review) - adjectives to describe festivals and traditions In grammar & phonetics, you will use: - verbal form "faire faire"	In-person	Classiel 62 / Coursiel 11

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
14	[Week 8] L14 : Talking about foreign people	All	At the end of this lesson, you will be able to: - discuss stereotypes about French people - compare different ways of life and mentalities - describe people's character and physical features (review) In vocabulary and culture, you will learn: - physical characteristics (review) - psychological characteristics (review) In grammar & phonetics, you will use: - comparatives and superlatives (review and more)	In-person	Classiel 63 / Coursiel 12
15	[Week 9] L15 : Describing foreign traditions and festivals & CA 3: Oral 2 (10% of final grade)	All	At the end of this lesson, you will be able to: - present foreign festivals or traditions In vocabulary and culture, you will learn: - adjectives to describe festivals and traditions In grammar & phonetics, you will use: - the future tense (review) - si = if + (in sentences with the present tense) - expressions to express duration with verbal tenses (ex : "dans", "durant")	In-person	Classiel 64 / Coursiel 13
16	[Week 9] L16 : Talking about gender equality	All	At the end of this lesson, you will be able to: - present and discuss stereotypes - express conditions and hypothesis In vocabulary and culture, you will learn: - household chores In grammar & phonetics, you will use: - conjunctions and connectors expressing hypothesis and condition (si, à moins que, à condition que...)	In-person	Classiel 65 / Coursiel 14

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
17	[Week 10] L17 : Understanding a press article on current affairs	All	At the end of this lesson, you will be able to: - make hypothesis and assumptions In vocabulary and culture, you will learn / review: - money and money transactions In grammar & phonetics, you will use: - the conditional mood (present tense) - Si + imperfect tense	In-person	Classiel 66 / Coursiel 15
18	[Week 10] L18 : Standing for or against new technologies	All	At the end of this lesson, you will be able to: - understand arguments for or against something - express doubts and uncertainty In vocabulary and culture, you will learn / review: - a few words related to new technologies - words & expressions to express opinions In grammar & phonetics, you will use: - the conditional mood (present tense) (review) - subjunctive/ conditional or indicative in clause sentences (use & values)	In-person	Classiel 67 / Coursiel 16
19	[Week 11] L19 : Defending an ecological project	All	At the end of this lesson, you will be able to: - give the rationales of an event/ project - talk about biodiversity - debate and discuss on an ecological issue In vocabulary and culture, you will learn: - plants and animals - words related to biology and ecology - Nicolas Hulot and the green movements in France In grammar & phonetics, you will use: - connectors and adverbs to express a cause - verbs and expressions expressing a cause	In-person	Classiel 68 / Coursiel 17

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
20	[Week 11] L20 : Defending a social project	All	At the end of this lesson, you will be able to: - understand the aims of an association - express purposes of an action In vocabulary and culture, you will learn: - French charity organisations “Les restos du coeur” - solidarity and poverty in France - words related to human disabilities In grammar & phonetics, you will use: - connectors and adverbs to express a purpose - verbs and expressions expressing a purpose	In-person	Classiel 69 / Coursiel 18
21	[Week 12] L21 : Defending a technological project	All	At the end of this lesson, you will be able to: - understand a technological project presentation - present the consequences of a technological innovation In vocabulary and culture, you will learn: - names of technological items and objects - names of objects (home appliances, vehicles) In grammar & phonetics, you will use: - connectors and adverbs to express an effect - verbs and expressions expressing an effect	In-person	Classiel 70 / Coursiel 19
22	[Week 12] L22 : CA 4: Written 2 (20% of final grade)	1, 3, 4, 5	(individual) (Listening, reading, writing)	In-person	Classiel Written 2 / Classiels Test yourself
23	[Week 13] L23 : CA 5: Oral 3 (20% of final grade)	1, 2, 4	(individual) (Listening & Speaking)	In-person	Classiels Test yourself
24	[Week 13] L23 : CA 4: Written 2 and CA 5: Oral 3 feedback	All	Exam feedback Papers viewing Cultural activities	In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Action-Oriented Approach (following the CEFR recommendations)	Developed by the Council of Europe in the years 2000, this approach encourages students to participate in resembling-like or real-life tasks, role-plays, debates, discussions and meaningful, engaging in-class activities to improve the necessary receptive and productive skills in French. The goal of this approach is to turn students into independent individuals able to perform efficiently social task in the French speaking countries.
Blended learning	Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Online learning after class will support students in achieving the learning outcomes. Therefore, after each lesson, grammar acquisition, vocabulary retention, cultural knowledge, listening, reading and writing skills are also further enforced through post-class exercises called Classiels.
Peer to peer learning	Peer to peer learning helps engage students in both teaching and learning processes, increase student-led involvement, and lower student anxiety because peer tutors seem less intimidating than lecturers (Stigmar, 2016). This form of learning has also accelerated the development of generic skills and general knowledge. Students no longer feel isolated in the learning enterprise. Their incomplete knowledge is no longer felt as a liability but is an asset because it permits them to join in group activities, helping and being helped according to need.
Student-centred learning	Student-centred learning shifts the responsibility of decision-making in class from teachers to students to empower students in the learning journey (Tyma, 2009; Weimer, 2002.). This learning model diminishes test anxiety and reduces the temptation to cheat (Weimer 2002). Learner-centred methods of content delivery allow students to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than passively receiving information from lectures (Slunt & Giancarlo, 2004). Learner-centred teaching approaches were also found to produce positive results, such as increased student satisfaction (Kemm & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008).

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 1 (CA 1): Written 1)	1, 3, 4, 5	Cognitive Agility, Character and Competence	20		Individual	Analytic	Multistructural
2	Continuous Assessment (CA): Oral Test(Continuous Assessment 2 (CA 2): Oral 1)	1, 2, 4, 5	Cognitive Agility, Character and Competence	10		Individual	Analytic	Multistructural
3	Continuous Assessment (CA): Oral Test(Continuous Assessment 3 (CA 3): Oral 2)	1, 2, 4	Cognitive Agility, Character and Competence	10		Team	Analytic	Multistructural
4	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 4 (CA 4): Written 2)	1, 3, 4, 5	Cognitive Agility, Character and Competence	20		Individual	Analytic	Multistructural
5	Continuous Assessment (CA): Oral Test(Continuous Assessment 5 (CA 5): Oral 3)	1, 2, 4	Cognitive Agility, Character and Competence	20		Individual	Analytic	Multistructural
6	Continuous Assessment (CA): Class Participation(Continuous Assessment 6 (CA 6): Participation)	All	Cognitive Agility, Character and Competence	20		Individual	Holistic	Not Applicable

Description of Assessment Components (if applicable)

A. Continuous Assessments 1 and 4 are written assessments consist of 3 parts assessing student's:
 (1) listening comprehension (30% of CA1 or 4 final grade)
 (2) writing (40% of CA 1 or 4 final grade)
 (3) reading comprehension (30% of CA 1 or 4 final grade).

B. Continuous assessments 2, 3 and 5 consist of resembling-like social interactions or situations to be role-played with your peers or your teacher. These CAs will assess your aural skills (listening and speaking)

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and 17 teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work. If students encounter issues with group members' contributions, they should speak to the instructor, who may then assess individual contributions through methods like peer evaluation

C. Participation consists of two parts:

(1) classroom participation

(2) completion of e-worksheets called Classiels

Formative Feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both you and teachers. All assessments in the course, even formal testing like CAs, will receive feedback in a prompt and informative manner with reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

Classroom tasks: Oral or written feedback for the tasks performed in groups or individually during each class session is given to students/groups.

Complementary exercises/ Reading challenge: Exercises to learn vocabulary, grammar, pronunciation or to improve listening/ reading comprehension and speaking and writing skills are completed by students as homework. Oral feedback and written corrections are given in class or through another channel such as NTUlearn.

Written assessment feedback: Individual written feedback/comments regarding vocabulary, grammar, content, listening, writing reading skills will be given to each student for each written assessment.

Oral assessment feedback: Individual /group written feedback/comments regarding pronunciation, fluency, grammar, vocabulary, content will be given to each student after each oral assessment.

Discussion board/chat group: the discussion board/chat group is used to develop and guide students' communication skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates peer /collaborative learning by allowing you to view and comment the work of others.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Adaptability	Intermediate
Collaboration	Intermediate
Communication	Intermediate
Developing People	Intermediate
Global Perspective	Intermediate

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

Policy (Absenteeism)

Absence from class without a valid reason will affect your participation in class, and hence your overall course grade. Valid reasons include falling sick supported by MC (Medical Certificate) and participation in NTU's approved activities supported by LOA (Letter Of Absence) from the relevant bodies. There will be no make-up opportunities for in-class activities.

You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the French language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

Kindly refer to CML retest policy in your coursework for students for more information regarding retest policy at CML.

Policy (Others, if applicable)

Last Updated Date: 14-03-2025 15:08:26

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