

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

Course Overview

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Estelle Bech
Course Author Email	epb@ntu.edu.sg
Course Title	French Language Level 7
Course Code	LF5007
Academic Units	0
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	French Language Level 6 (LF5006) or Placement Test
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course is a Broad and Deepening elective (BDE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LF5006. Through Task-Based and flipped-classroom approaches, LF5007 will teach you how to interact easily and spontaneously in a clear and detailed manner in authentic situations in French. With the aid of a wide range of authentic audio-visual material and collaborative activities that relate to current affairs, education, work, and cultural heritage, you will develop your communicative abilities (reading, writing, listening, and speaking) to a lower-advanced level matching the B2.2 level of the Common European Framework of Reference for Languages (CEFRL). Additionally, in-class debates and discussions, teamwork projects and presentations will engage you in meaningful and authentic tasks allowing you to broaden your knowledge of French culture and civilisation. Thus, this course will be beneficial for you to live and work in a French speaking country as the CEFRL B2 level is usually a requirement to study or to find a job in a French speaking country.

Course's Intended Learning Outcomes (ILOs)

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

ILO 1	Communicate at a lower advanced level according to sociolinguistic and cultural norms and interact spontaneously and fully independently when performing real-life tasks.
ILO 2	Discuss and debate topics of public interests with an excellent pronunciation, fluency and accuracy and a precise and various lexicon.
ILO 3	Write complex connected texts such as administrative emails, blog articles, application letter presenting a point of view and defending it with a detailed, logical and clear argumentation comprising several examples.
ILO 4	Listen, read, interpret and comprehend authentic French multimedia material on a wide range of current issues and identify main and secondary information provided in it.
ILO 5	Produce a presentation about different and various aspects of French and Francophone cultures along with appropriate commentary, analysis and reflection in the target language.

Course Content

List of Topics Covered: Communicative and interactive skills Presenting and defending a point of view Organising logically a serie of arguments Expressing main and secondary arguments Giving major and minor examples in an argumentation Understand an authentic magazine article Expressing obligation, will, wish, feelings, emotions, doubt, certainty, restriction, cause, consequence, purpose, function, manners, concession with refinements and nuances Making suppositions and hypothesis with refinements and nuances Reporting speech Leading a guided tour of a historical monument Presenting a book, a piece of art, an historical figure Apply at a job interview by writing an application letter and a detailed resumé Relating an extraordinary or unique life experience Telling a myth or legend Debating on current social issues Writing a blog article on a prechosen topic Writing a manifest to defend a property Resuming and synthetizing a long text and summing up a debate Comparing different educative systems Presenting a French speaking country or region Writing a complaining mail or letter to a public entity or administration Presenting and describing a French association Vocabulary Lexicon related to emotions, feelings and competences Lexicon related to geography, history, economy and politics Lexicon related to architecture, myths and heritage Lexicon related to work and education Lexicon related to current issues in culture, arts, migrations, equity, etc. Grammar The subjunctive mood (the past tense) The conditional mood (the past tense) Indirect speech in the past Tenses agreement in indirect speech in the past Various complex conjunctions, words, verbal forms to express cause, consequence, function, manner, purpose, concession, restriction, condition, and negation Various complex ways of expressing a will, wish, emotion, feeling, doubt, and certainty Various linguistic ways to express anteriority, posteriority, simultaneity and duration Complex ways of asking questions Various complex ways to express hypothesis and deductions on the future, present and past time Participial proposition (propositions participiales) Si + plue-perfect tense Various, complex forms of negation Culture French values and prejudices French education – How to apply for a school in France French current social issues (multiculturalism, migrations, gender equity, etc.) Famous historical figures, places and facts Famous French or French speaking myths or legends French regions and French speaking countries Work etiquette – how to apply for a job French architectural heritage The French doctors and French humanitarian organisations France in the world (NATO, Eu, etc.) Alternative economies in Europe (uberisation of the sosciety, recycling, crypto money, etc.)

Reading and References (if applicable)

Biras P., Chevrier A., Jade C., Witta S. (2019) Défi 4, Paris, Maison des Langues. Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2018) Tendances 4, Paris: Clé international. Hirschprung N., Tricot T., Veillon Leroux A, Azevedo Rodrigues S. (2019) Cosmopolite 4, Paris, Hachette FLE international. Mabilat J.-J., Heu E. (2021) Edito B2, 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	REVIEW SESSION At the end of this lesson, you will review how to: - express your opinion and your will - judge the value of a piece of information - express doubt and certainty In vocabulary, you will review: - various linguistic ways to express certainty, doubt, will and wish In grammar, you will review: - the subjunctive mood - indicative or subjunctive mood? - Any other grammatical topic that students wish to review to express their opinion	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussions and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
2	REVIEW SESSION At the end of this lesson, you will review how to: - present and defend a point of view - give explanations - contradict an argument In grammar, you will review: - conjunctions, words, verbal forms to express a cause - conjunctions, words, verbal forms to express a concession - Any other grammatical topic that students wish to review to defend a point of view	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		
3	Expressing values Chapter: Tendances 4, U6, L1, pp. 90- 91 At the end of this lesson, you will be able to: - Talk about your values and others' - Answer a survey to give your opinion In vocabulary and culture, you will learn: - French common values - Words related to the topic In grammar & phonetics, you will use: - Order of double pronouns	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
4	Chapter: Tendances 4, U6, L2, pp. 92- 93 At the end of this lesson, you will be able to: - Tell an extraordinary life experience - Understand an authentic magazine article - Write a blog post In vocabulary and culture, you will learn: - Words related to gender issues- - The French Doctors association - Gender equity in France and Europe In grammar & phonetics, you will learn: - How to logically organise your story - Ho to make your story grammatically coherent	All	L Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
5	At the end of this lesson, you will be able to: - Describe an intercultural celebration - Debate on immigration and migratory politics, social issues related to war zones and natural disasters In vocabulary and culture, you will learn: - Words related to migrations, immigrations and interculturalism - Multiculturalism of the French societies - French immigration politics In grammar & phonetics, you will learn: - conjunctions, words, verbal forms to express a consequence	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	Chapter: Tendances 4, U6, L4, pp. 96- 97 At the end of this lesson, you will be able to: - give your opinion on the alternative economical markets (bitcoins, uberisation) - discuss urban farming in Singapore and in Europe In vocabulary and culture, you will learn: - Words related to agriculture and economy - Urban farming and community gardens in France - Eco-movements and recycling in France In grammar & phonetics, you will learn: - conjunctions, words, verbal forms to express a succession of events - Any other grammatical topic that students wish to complete the given tasks	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
7	Chapter: Tendances 4, U6, Projet, pp. 98- 99 At the end of this lesson, you will be able to: - Present a social project - Defend or analyse a social project In vocabulary and culture, you will learn: - Words related to arts, politics, architecture and society In grammar & phonetics, you will: - Review of all grammatical material learnt in previous lessons	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		
8	Chapter: Tendances 4, U7, L2, pp. 106- 107 At the end of this lesson, you will be able to: - Compare the French and Singaporean education systems - Produce a mind map or an infographic. In vocabulary and culture, you will learn: - Words related to education - The French education system In grammar & phonetics, you will learn: - conjunctions, words, verbal forms to express a comparison	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	Chapter: Tendances 4, U7, L1&3, pp. 104-109 At the end of this lesson, you will be able to: - Present your work skills - Answer questions in a job interview In vocabulary and culture, you will learn: - Words related to work and employment - The French job market - French etiquette for job interview In grammar & phonetics, you will learn: - conjunctions, words, verbal forms to express a purpose	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	Chapter: Tendances 4, U7, L4, pp. 110- 113 At the end of this lesson, you will be able to: - Discuss new ways of learning - Make proposals for improving education in your country In vocabulary and culture, you will learn: - Words related to education - Alternative schools in France and Europe In grammar & phonetics, you will learn: - conjunctions, words, verbal forms to express the function and the manner	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		
11	Written Test 1 (20 % CA) (listening, reading, writing)	1, 3, 4, 5	Individual		
12	Oral 1 – Presentation (15% CA) Feedback on Oral 1	1, 2, 4, 5	Individual		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
13	Feedback on Written Test 1 (20 min – 30 min) Chapter: Tendances 4, U8, L1, pp. 118- 119 At the end of this lesson, you will be able to: - Describe places and their history - Lead a guided tour in an historical place - Tell a myth or a legend In vocabulary and culture, you will learn: - Words related to history and geography - French famous historical facts - French speaking myths and legends In grammar & phonetics, you will learn: - Participial phrase (propositions participes)	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor Written 1 feedback Papers viewing		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
14	Chapter: Tendances 4, U8, L2&L3, pp. 120-123 At the end of this lesson, you will be able to: - To write minutes or report from a debate - Take notes during a discussion - Write a summary from a report In vocabulary and culture, you will learn: - Words related to geography and politics - French administrative organisation In grammar & phonetics, you will learn: - The indirect speech in the past - Tenses agreement in indirect speech in the past	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
15	Chapter: Tendances 4, U8, L4, pp. 124 - 127 At the end of this lesson, you will be able to: - Present the features of a French region - Draw up an inventory - Write a manifest to defend a heritage property In vocabulary and culture, you will learn: - Words related to geography - Word related to architecture In grammar & phonetics, you will learn: - conjunctions, words, verbal forms to express a hypothesis	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		
16	Chapter: Tendances 4, U9, L1, pp. 132- 133 At the end of this lesson, you will be able to: - Express emotions in polite way - Write a standard excuse email In vocabulary and culture, you will learn: - Words related to emotions In grammar & phonetics, you will learn:- The subjunctive mood (the past tense)	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
17	Chapter: Tendances 4, U9, L2, pp. 134- 135 At the end of this lesson, you will be able to: - Analyse issues related to unemployment - Debate about solutions to fight unemployment In vocabulary and culture, you will learn: - Words related to work and learning - National service in France In grammar & phonetics, you will learn: - The conditional mood (the past tense) - Various linguistic ways to express hypothesis and deductions on the future, present and past time - Si + plue-perfect	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
18	Chapter: Tendances 4, U9, L3, pp. 136- 137 At the end of this lesson, you will be able to: - Discuss issues related to time management - Describe the sequences of an operation In vocabulary and culture, you will learn: - Words related to work and schedule - Work organisation and time in France In grammar & phonetics, you will learn: - Adverbs and various complex negations	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
19	Chapter: Tendances 4, U9, L4, pp. 138- 141 At the end of this lesson, you will be able to: - Write an application letter for a job - Write a detailed CV - Answer work related questions in a job interview In vocabulary and culture, you will learn: - Words related to work and money - Job search etiquette In grammar & phonetics, you will learn: - Various complex ways to express anteriority, posteriority, simultaneity and duration - Complex ways of asking questions	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		
20	Review and practice for Written Assessment 2 and Oral 2	All	Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor		
21	Written Assessment 2 (25% CA) (listening, reading, writing)	1, 3, 4, 5	individual		
22	Oral Assessment 2 (25% CA) (Listening & Speaking)	1, 2, 4	Individual In pair with the tutor		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
23	Oral Assessment 2 (continuation) (Listening & Speaking)	1 , 2, 4	Individual In pair with the tutor		
24	Written Assessment 2 & Oral 2 feedbacks Cultural activities	All	Exam feedback Papers viewing		

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
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 & Giancario, 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).
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.
Collaborative Learning	This approach allows students to learn and work together with students from different disciplines. Students will be grouped at the beginning of the semester in diverse teams (according to gender, ethnicity, field of study, etc) and will work in these teams throughout the semester. In their teams, students will communicate their ideas and further understand different perspectives through class discussions, gaining a better understanding of the class material. Students walk out of the classroom with a greater sense of achievement and satisfaction as they have contributed to the learning of their classmates and themselves.
Task-based learning approach	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.
Flipped Classroom	This approach allows students to analyse and interpret the pre-readings before class. Students will come to class with their own understanding of the topic. They share and defend their views with their peers in-class and engage in a more informed discussion. Recent research also reveals that a flipped classroom instructional model has a positive impact on students' learning (Albert and Beatty, 2014; Demetry, 2010; Strayer 2012; Wagner et al., 2013). Flipped classroom also received positive feedback from students, with studies showing that it aids 4 personal growth in areas such as confidence, creativity, and problem-solving skills (Akçayır & Akçayır, 2018).

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): Test 1)	1,3,4	Competence, Civic-Mindedness, Communication, Character, Creativity	15		Individual	Analytic	Relational
2	Continuous Assessment (CA): Assignment(Continuous Assessment 2 (CA 2): Blog article)	1,3	Competence, Civic-Mindedness, Communication, Character	10		Individual	Analytic	Relational
3	Continuous Assessment (CA): Oral Test(Continuous Assessment 3 (CA 3): Oral 1)	All	Competence, Civic-Mindedness, Communication, Character	10		Team	Analytic	Relational
4	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 4 (CA 4): Test 2)	1,3,4	Competence, Civic-Mindedness, Communication, Character, Creativity	20		Individual	Analytic	Relational
5	Continuous Assessment (CA): Oral Test(Continuous Assessment 5 (CA 5): Oral 2)	All	Competence, Civic-Mindedness, Communication, Character, Creativity	10		Team	Analytic	Relational
6	Continuous Assessment (CA): Class Participation(Continuous Assessment 6 (CA 6): Team-led class activities)	1,2,3,4	Competence, Civic-Mindedness, Communication, Character, Creativity	5		Team	Analytic	Relational

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
7	Continuous Assessment (CA): Oral Test(Continuous Assessment 7 (CA 7): Oral 3)	1,2,4	Competence, Civic-Mindedness, Communication, Character, Creativity	20		Team	Analytic	Relational
8	Continuous Assessment (CA): Class Participation(Continuous Assessment 8 (CA 8): Participation)	All	Civic-Mindedness, Communication, Character	10		Individual	Holistic	Not Applicable

Description of Assessment Components (if applicable)

Formative Feedback

Formative feedback is also central to this course. You will receive written feedback from your peers about your in-class presentation as well as oral feedback from your tutor at the end of the class. Regarding the blog, individual and group feedback will be sent to you through the grade centre in NTULearn.

NTU Graduate Attributes/Competency Mapping

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

Attributes/Competency	Level
Collaboration	Advanced
Communication	Advanced
Creative Thinking	Advanced
Developing People	Advanced
Global Perspective	Advanced

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 overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments.

To be eligible for a re-test you must inform your tutor and module coordinator before the assessment 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 must also 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 must attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

Policy (Others, if applicable)

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Last Updated By: Siti Nurzilah Binte Abu