

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 2
Course Code	LF5002
Academic Units	3
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	French Language Level 1 (LF5001) or Placement Test
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course is an unrestricted elective (UE)/Broadening and Deepening Elective (BDE) for any undergraduate student who already possess an introductory level of proficiency in the language equivalent to LF5001, and previously LF9001. In this course more verbs in the present tense are introduced along with verbs in the past tense, extensive vocabulary, grammar and expressions to the level of A1.2 (CEFR). Using a learner-centric teaching approach, this course will provide you with a sounding foundation in French and will equip you with some basic knowledge for cross-cultural situations with Francophone speakers. This course practices the four language skills (reading, writing, listening, and speaking) through an action-oriented approach with the aid of a wide range of audio-visual and online activities that relate to yourself such as health, food, shopping, and travels. Thus, this course will enhance your understanding of the French language and Francophone culture through a variety of classroom and online exercises and experiences.

Course's Intended Learning Outcomes (ILOs)

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

ILO 1	Communicate in French using elementary sociolinguistic norms and interact in a simple manner when performing basic, real-life or simulated tasks.
ILO 2	Speak with proper pronunciation and sufficient fluency and accuracy on a variety of familiar topics, including schedules, sports and artistic activities, travels and shopping.
ILO 3	Compose short narrative, injunctive, or descriptive texts on familiar topics, using both the present and past tenses effectively.
ILO 4	Listen to, interpret, and understand semi-authentic or simplified French spoken material, and respond to comprehension questions related to the topics outlined in ILO 2.
ILO 5	Read, interpret, and understand semi-authentic or simplified French written material, and respond to comprehension questions related to the topics outlined in ILO 2.
ILO 6	Demonstrate awareness of key aspects of French and Francophone culture, including social customs, traditions, and everyday life, and reflect on the similarities and differences between these cultures and your own.

Course Content

List of Topics Covered:

Communicative and interactive skills

- Planning an outing
- Inviting someone & replying to an invitation
- Accepting or refusing an invitation
- Apologising
- Giving advice
- Relating a journey or a trip
- Dealing with health problems
- Choosing and buying a present
- Ordering and paying for something
- Giving an opinion on something
- Writing an email and an SMS

Phonetics

- More basic rules for pronunciation and reading (unvoiced and voiced consonants, etc.)
- Other common “liaisons” (*phonetic sequences*)

Vocabulary

- Hobbies and outings
- Food and Beverage
- Expressing pain
- Parts of the body
- Ways of transportation
- Weather
- Jobs and occupations
- Prices, weights, and quantifiers
- Colours

Grammar

- Sentence structure: different ways to make a question (*est-ce que/ inversion/ intonation*)
- Verb conjugation: regular and a few irregular patterns in the present tense
- Verb conjugation: regular and a few irregular patterns in the past tense (*passé composé*)
- Modal verbs: *vouloir, devoir, pouvoir, savoir*
- Direct object personal pronouns
- The indirect speech in the present tense

- The imperative mood in the present tense
- Partitive articles and quantifiers
- Structure *Faire + du/de la/des + hobbies/sport/ music instrument*
- Structure *en* or *à*+ ways of transportation
- Most common conjunctions (et, mais, parce que, quand)
- Articles : demonstrative
- The near future tense
- Place or adverbs and adjectives
- Comparatives and superlatives
- Place of adjectives and adverbs

Culture

- Leisure activities in France
- French food and meals
- How and where do French people travel
- A few regions and monuments of French speaking countries
- Traditions and presents in France
- French fashion shows and *haute-couture*

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., (2021), Coursiel 2, NTU (to be downloaded from NTULearn Main site)

Biras P., Chevrier A., Jade C., Witta S. (2019) Défi 1, Paris, Maison des Langues.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2017) Tendances 1, Paris: Clé internationale.

Hirschprung N., Tricot T., Veillon Leroux A., Azevedo Rodrigues S. (2019) Cosmopolite 1, Paris, Hachette FLE international.

Mabilat J.-J., Heu E. (2021) Edito A1, 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: Revisions - Introducing yourself	All	At the end of this lesson, you will review how to: - introduce yourself (family, origins, likes & dislikes, identity) In grammar & phonetics, you will use: - the alphabet (spelling words with accentuation) - the present tense (-ER verbs) - definite articles & possessives - adjectives (agreement with nouns and être, places, forms) - venir + « du, de la, des » (to indicate origins) - question words (comment, qui, où, quel, est-ce que) - review the verbs “aller” and “venir” - the blended sounds “OU” “OI” “ON” “AU” “EU”	In-person	Classiel 18 / Coursiel 1
2	[Week 2] L2: Revisions - Daily routine & activities	All	At the end of this lesson, you will review how to: - describe your daily life - talk about your activities In grammar & phonetics, you will use: - prepositions of location, movement and position (à la, au, aux, chez) - indefinite articles - question words (qu'est-ce que, quand, à quelle heure) - review the verbs “faire” and “prendre” - faire + « le, la, les, l' » - use « avoir » + sensations vs « être » + emotions/ feelings - review reflexive verbs - Pronunciation of final consonnants	In-person	Classiel 19 / Coursiel 2

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
3	[Week 3] L3: Planning a meeting with friends	All	At the end of this lesson, you will be able to: - organise a meeting with your French friends - talk about a project in the near future tense - report someone else's speech In vocabulary and culture, you will learn: - cultural events, shows and entertainment In grammar & phonetics, you will use: - the near future tense - the indirect speech in the present tense (que, si) - the verb "dire"	In-person	Classiel 20 / Coursiel 3
4	[Week 3] L4: Inviting someone out and replying to an invitation	All	At the end of this lesson, you will be able to: - invite someone for an outing - describe your favorite activities and hobbies In vocabulary and culture, you will learn: - common hobbies in France - names of leisure activities In grammar & phonetics, you will: - use "faire + du, de la, des" (+ activities) - learn how to conjugate and use the verbs « savoir » (+verb) and « connaître » (+ noun) - the sounds /K/ /S/ and /Z/	In-person	Classiel 21/ Coursiel 4
5	[Week 4] L5: Accepting an invitation or apologising	All	At the end of this lesson, you will be able to: - reply to a written invitation - accept or refuse an invitation - apologise In grammar & phonetics, you will use: - modal verbs (vouloir, pouvoir, devoir)	In-person	Classiel 22/ Coursiel 5

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	[Week 4] L6: Giving info about your health	All	At the end of this lesson, you will be able to: - enquire about someone's health/ well being - describe how you feel - give simple advice In vocabulary and culture, you will learn: - body parts and words related to health - expressions to describe how you feel In grammar & phonetics, you will: - use « avoir mal » + à la, au, aux + body parts - use the imperative mood (part 1)	In-person	Classiel 23/ Coursiel 6
7	[Week 5] L7: Giving a piece of advice	All	At the end of this lesson, you will be able to: - give simple advice - express your agreement or disagreement In grammar & phonetics, you will: - use the imperative mood (part 2) with negation and pronominal verbs - use words to express agreement or disagreement - review “pouvoir” and “devoir” to give advice	In-person	Classiel 24/ Coursiel 7
8	[Week 5] L8: Organising a pique-nique	All	At the end of this lesson, you will be able to: - understand a French menu - write a list of food items - mention the ingredients of a dish In vocabulary and culture, you will learn: - about food and beverages - French eating habits In grammar & phonetics, you will use: - partitive articles (du, de la, des, de, d') - words to express quantities (quelques, un peu de, beaucoup de, plusieurs) - quantifying words (un litre de, un bouteille de...) - the verbs « boire » and « manger » in the present tense - Verbs ending with -IR (choisir) - the verb aimer + le/la/les (review)	In-person	Classiel 25/ Coursiel 8
9	[Week 6] L9: CA Written 1	All	CA Written 1	In-person	Classiel Written 1

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	[Week 6] L10: Telling about a journey or a trip	All	At the end of this lesson, you will be able to: - tell about a journey or a trip - interpret information about a tour In vocabulary and culture, you will learn: - vocabulary related to travels - means of transportation - more about holidays in France In grammar & phonetics, you will use: - the past tense (passé composé) with avoir - the past participles (how to form them)	In-person	Classiel 26/ Coursiel 9
11	[Week 7] L11: Relating a trip	All	At the end of this lesson, you will be able to: - talk about a past event In grammar & phonetics, you will use: - the past tense (passé composé) with verb « être ». - the past tense with reflexive verbs	In-person	Classiel 27/ Coursiel 10
12	[Week 7] L12: Organising a trip & CA Oral 1 due date	All	Organising a trip & explaining something Chapter: Tendances, U5, L2, pp. 78-79 At the end of this lesson, you will be able to: - understand information about train or plane ticket - understand announcements at a train station/ airport - prepare your next trip to France In vocabulary and culture, you will learn: - means of transport - vocabulary related to travels and trips - numbers / countries / official hours (review) In grammar & phonetics, you will : - use the verbs ending with -TIR/MIR (partir, dormir) - use “en” or “à” + means of transportation - review the verbs “prendre” - learn verbs ending with -ENDRE/-ONDRE/-ANDRE	In-person	Classiel 28/ Coursiel 11

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
13	[Week 8] L13: Facing problem & giving an explanation	All	At the end of this lesson, you will be able to: - express possession - give an explanation & ask for one - deal with a problem during a trip In vocabulary and culture, you will learn: - names of common objects and furniture in an office - French nicknames In grammar & phonetics, you will: - use the interrogative pronoun « pourquoi ? » (why ?) - & the conjunction « parce que » (because) - use expressions of possession : “C’est à + pronoun/noun” et “noun + de, du de la, des + noun” - review possessive adjectives (mon, ton, son, etc.) - à + pronouns (moi, toi, lui, elle, etc.)	In-person	Classiel 29/ Coursiel 12
14	[Week 8] L14: Visiting a region or a county	All	At the end of this lesson, you will be able to: - talk about the weather - understand & give information about a region or a county In vocabulary and culture, you will: - learn words for talking about the weather - learn directions (cardinal points- south, east, west, north) - learn the seasons - review months & days of the week - review how to express the date In grammar & phonetics, you will review: - verb “faire”, the near future tense, - the imperative mood & “il y a”	In-person	Classiel 30/ Coursiel 13
15	[Week 9] L15: CA Oral 2	1,2,4		In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
16	[Week 9] L16: Choosing a present	All	At the end of this lesson, you will be able to: - compare items - choose a present In vocabulary and culture, you will learn: - a few names of common presents in France - what presents for what occasions/ festivities In grammar & phonetics, you will use: - demonstrative adjectives (ce, cet, cette, ces) - comparatives and superlatives (adjectives only)	In-person	Classiel 31/ Coursiel 14
17	[Week 10] L17: Choosing clothes	All	At the end of this lesson, you will be able to: - describe an outfit In vocabulary and culture, you will use: - colours and materials - some clothes and looks In grammar & phonetics, you will use: - devoir vs il faut (+ noun/verb) - agreement of adjectives and where to place them (review) - adverbs and where to place them (beaucoup, trop, assez)	In-person	Classiel 32/ Coursiel 15
18	[Week 10] L18: Giving an opinion	All	At the end of this lesson, you will be able to: - give an opinion about an outfit - give advice on clothing In vocabulary and culture, you will review: - colours and materials - some clothes and looks In grammar & phonetics, you will use/ review: - Direct object pronouns (part 1 : le, la, les l') - Verbs ending with – YER (essayer, payer, etc)	In-person	Classiel 33/ Coursiel 16

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
19	[Week 11] L19: Buying a present	All	At the end of this lesson, you will be able to: - order and buy a present - ask for a price and pay for a present - pay for purchases in a shop - deal with problems while paying - apologise In vocabulary and culture, you will learn: - words related to money & methods of payment - second-hand shops and flea markets - methods of payment in France - words of food and clothes (review) In grammar & phonetics, you will use/review: - verbs ending with ETER & -YER (acheter, payer, etc.) - different ways to ask questions (inversion, est-ce que, etc.) - « combien » vs « combien de »	In-person	Classiel 34/ Coursiel 17
20	[Week 11] L20 : Starting a conversation	All	At the end of this lesson, you will be able to: - invite someone for an activity in a formal setting - refuse an invitation In vocabulary and culture, you will learn: - names of occupations - jobs & internship - review: activities and events In grammar & phonetics, you will use/review: - Direct object pronouns (part 2 : me, nous, vous) - Nouns in feminine forms (-er, -eur, teur) + revision on other feminine forms	In-person	Classiel 35/ Coursiel 18
21	[Week 12] L21 : CA Written 2	All		In-person	Classiel Written 2
22	[Week 12] L22 : Review session	All		In-person	
23	[Week 13] L23 : CA Oral 3	1,2,4		In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
24	[Week 13] L24: Feedback on CA 4 and 5	All	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 & 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).

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, 3, 4, 5, 6	Cognitive Agility, Character and Competence	10		Team	Analytic	Multistructural
3	Continuous Assessment (CA): Oral Test(Continuous Assessment 3 (CA 3): Oral 2)	1, 2, 4, 6	Cognitive Agility, Character and Competence	20		Individual	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, 6	Cognitive Agility, Character and Competence	10		Team	Analytic	Multistructural
6	Continuous Assessment (CA): Class Participation(Continuous Assessment 6 (CA 6): Participation)	All	Cognitive Agility, Character and Competence	20		Individual	Analytic	Multistructural

Description of Assessment Components (if applicable)

Continuous Assessments 1 and 4 consist of 3 parts assessing (1) your listening comprehension (30%), (2) writing (40%), and (3) reading comprehension (30%).

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) and cultural skills whenever

applicable.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and 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

Participation consists of two parts: classroom participation and completion of e-worksheets called Classiels throughout the semester.

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/ homework: 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.

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

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 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	Basic
Collaboration	Basic
Communication	Basic
Developing People	Basic
Global Perspective	Basic

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 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.

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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.

Policy (Others, if applicable)

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Last Updated By: Tan Hanjie, Alvin