



FRN 123

Introductory French II

S2 Day 2018

Dept of International Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	11
<u>Learning and Teaching Activities</u>	11
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	13
<u>Common European Framework of Reference (CEFR)</u>	21
<u>Changes since First Published</u>	21

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Tutor

Florence Bequart

florence.bequart@mq.edu.au

TBA

Unit Convenor

Alex Kurmann

alex.kurmann@mq.edu.au

Contact via Email

AHH L2 North Wing

Friday 11am-1pm

Credit points

3

Prerequisites

FRN122 or HSC beginners band 4 or 5 or 6 or equivalent

Corequisites

Co-badged status

Unit description

This unit seeks to further develop skills acquired in FRN122. The unit provides a framework students can build upon to communicate effectively in French and to immerse themselves in contemporary French culture. The work in this unit is of a very intensive nature. (A1 moving toward A2 in the Common European Framework of Reference for Languages.)

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly

articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

General Assessment Information

Evidence of criteria and standards for assessment tasks

Indicative examples and marking criteria of assessment tasks with marking rubrics when appropriate will be available on iLearn.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

An explanation of how to apply for Special Consideration is supplied on iLearn

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	No	Ongoing
<u>Grammar Tests</u>	15%	No	Class 2 , weeks 3, 7, 10
<u>Listening Test</u>	15%	No	Second lesson of week 8
<u>Reading Comprehension Test</u>	15%	No	Second lesson of week 12
<u>Oral exam</u>	15%	No	Classes 1 and 2 of week 13
<u>Final written exam</u>	30%	No	Formal exam period

Participation

Due: **Ongoing**

Weighting: **10%**

Participation

Internal students: At the end of every unit in the textbook (every 1.5 weeks) students will complete a take-home written task that they will bring to the next lesson to be peer-marked by a classmate. There are 8 written homework assignments, each worth 1 point. The 2 remaining points are for regular class attendance and level of involvement in group and pair activities and in individual commitment to classwork.

Note: "Regular" means at least 80% of the relevant activity. Internal students falling short of this target may lose their participation mark.

External students:

The submission of 5 written pieces of French on set topics in the textbook in a Forum on iLearn with accompanying language commentary on at least one other student's written work in each of the 5 forums throughout the unit. Details will be given on iLearn.

An indicative example is found on iLearn under 'Assessments'

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news

items, and form an idea of the main content.

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Grammar Tests

Due: **Class 2 , weeks 3, 7, 10**

Weighting: **15%**

Grammar and Vocabulary Tests

Students will sit 3 15 minute tests on the grammar and vocabulary learnt in the units in the textbooks to help track their performance and knowledge acquisition as they progress through FRN 123. Each test is worth 5%; all together they make a total of 15% of the total grade.

Internal students will sit the tests in class in the second lesson of the week.

External students will complete the tests on line. The tasks will be available for a limited time only - from Friday to Monday. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

Specific details about the tests will be available on ILearn in the weeks preceding the assessment.

An indicative example of a Grammar test is found on ILearn under 'Assessments'

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which

consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Listening Test

Due: **Second lesson of week 8**

Weighting: **15%**

This assessment will not only evaluate the progress in students' listening skills in French since the first test, but it will also assess their knowledge of grammar rules taught thus far in the unit. Oral cues will elicit specific written responses to test the ability to apply taught grammatical structures.

The test will last for approximately 30 to 45 minutes and will consist of multiple choice grammar questions, short and long answer questions in French.

Internal students will sit the test in class in the second lesson of week 8; please arrive on time as the test cannot be re-started for late-comers.

External students will complete the test on line. The tasks will be available for a limited time only. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

For inability to sit the assessment for both internal and external students please see below in 'General Assessment Information.'

An indicative example is found on ILearn under 'Assessments'

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Reading Comprehension Test

Due: **Second lesson of week 12**

Weighting: **15%**

This assessment evaluates reading comprehension skills in French.

The test will last approximately 1 hour and will involve reading and understanding a written text and composing written responses to the text in short answer questions in French.

Internal students will sit the test in class in the second lesson of week 12; please arrive on time.

External students will complete the test online. The tasks will be available for a limited time only. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

An indicative example is found on ILearn under 'Assessments'

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Oral exam

Due: **Classes 1 and 2 of week 13**

Weighting: **15%**

In around 10 minutes students will show their tutor the progress they have made in speaking in French in undertaking this unit. The possible topics for the exam (conversation or role-play) will be made available in week 12 for students to prepare for the test. The individual topic for (one of the released topics in week 12) will be given to students 15 minutes before the test. Students will be assessed in teams of two and receive individual marks. Note-taking is allowed during preparation time, however, notes may not be consulted during the exam.

The end-of-session oral exam takes place during regular class hours for internal students in week 13 of the unit. External students will take part in a speaking test with a tutor via Zoom at set times during week 13.

An indicative example and marking rubric is found on ILearn under 'Assessments'

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly

articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Final written exam

Due: **Formal exam period**

Weighting: **30%**

The final assessment for FRN123 is a two-hour written paper to be sat on campus or, for external students unable to travel, in a Macquarie-endorsed exam centre.

The exam will assess grammar and writing skills with a written composition in French on one of a choice of topics. Note that extra resources such as a dictionary **may not** be taken into the exam.

Please note that **it is university policy** that students enrolled in units that require them to sit for compulsory examinations during the official examination period must **not arrange to go away before or during the end of the exam period**. Exams could be scheduled on Saturdays during that period. Students should not expect that alternative examination arrangements be made for them under such circumstances. The only exceptions to this rule are made for:

1. members of the armed forces who must go away on duty;
2. students representing Australia or the University in a national or international sporting or cultural event;
3. students proceeding to a period of study in a foreign country, associated with their Macquarie program of study.

An indicative example and marking rubric for the essay component is found on ILearn under 'Assessments'

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple

texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Delivery and Resources

DELIVERY - Class times

NOTE: Students must be in the country for all assessments, and the final exam. Being overseas is not a valid reason for missing an assessment.

Internal students

Classes are scheduled on Tues/Thurs 11am and Tues/Thurs 2pm. Please go to eStudent to register in one of the classes on offer. The classes are streamed, which means you attend the same 2 hour classes each week with the same group on a Tuesday and Thursday.

If you have a clash and need to change classes, go to the appropriate iLearn forum ("Je veux changer de classe/I want to swap classes") to rearrange your classes.

Internal students

Classes start at five minutes past the hour. We recommend that you arrive on time so you do not miss out on important information given at the start of a class. We encourage students to come to as many classes as possible to facilitate the best learning experience possible.

External students

External students do not need to register in any particular classes and just need to make sure you are enrolled in FRN123 on eStudent.

All students

The course is of a very intensive nature as FRN123 aims to prepare students for FRN226 Intermediate French I, which is designed for students who have completed HSC French Continuers (Band 4 or higher) or HSC French Extension.

The work required for the unit is two-fold, involving:

- 4 contact hours in class (or recorded on an audio recorder). These will be organised around oral participation, explanation of new grammar points, practice and reinforcement of new language.
- approximately 8 hours of weekly home study, consisting of written, oral and aural practice using the text and exercise books.

Internal students' attendance of at least 80% of classes is strongly encouraged. If you are unable to attend classes check iLearn in order to catch up.

Those unable to attend assessments (tests) due to illness or other valid reasons should notify their tutor. Then, having collected the relevant documentation such as a medical certificate, they should make an application for Special Consideration. See below:

To submit an application for Special Consideration, you will need to log in as a Current Student at ask.mq.edu.au

Resources

Continuing students (those who successfully completed FRN122 in the first session) do not have to purchase any new materials until week 5 of the unit.

All new students will need to purchase the the textbook, **Saison 1: Méthode de français +CD/DVD**, and the exercise book, **Saison 1: Cahier d'activités +CD**, published by Didier in Paris, France, edited by Marie-Noëlle Cocton, and written by Anouchka De Oliveira and Anneline Dintilhac.

As from week 5 lesson 2 all students will need to have acquired the next texts in this range: **Saison 2: Méthode de français +CD/DVD**, and the exercise book, **Saison 2: Cahier d'activités+CD**.

All texts are available from the Co-op Bookshop. External students living outside the Sydney metropolitan area are urged to purchase the required package online (through the Co-op Bookshop website) before the start of the session.

The online resources on iLearn (<http://ilearn.mq.edu.au>) are another essential part of the unit. Students have access to all materials from the beginning to the end of the session.

Please refer to iLearn and your student email for announcements, and possible amendments to the program as this is how the convenor will communicate with you throughout the session.

TECHNOLOGY USED AND REQUIRED

Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

- For central technical support go to: http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- For student quick guides on the use of iLearn go to: <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

.....

For some assignments and exercises, you will need headphones as well as a microphone.

External students will need to have access to a webcam and must have downloaded Zoom for the final oral test. We recommend you use Firefox which has been reliable with respect to media files used in the course.

IT and iLearn assistance is available via the iLearn login page or by clicking on the words "Help me" under the iLearn logo at the top right hand side of every iLearn window.

Please note that replies to e-mails will be automatically directed to the account they were sent from. All new threads will be sent to your University account. You are encouraged to use the University account rather than a private e-mail account and to check this account regularly for announcements from the convenor and emails from your tutor.

Unit Schedule

Please refer to the FRN123 iLearn page for a detailed unit plan.

Learning and Teaching Activities

Need more info?

See the FRN123 iLearn page for a detailed unit plan.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Please note that HD (High Distinction) or D (Distinction) are by no means standard marks but are given for outstanding work only. Students who fulfil the unit in a satisfactory but expected manner will usually get a high Pass or a Credit.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Listening Test
- Oral exam
- Final written exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Reading Comprehension Test
- Oral exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided

speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Listening Test
- Reading Comprehension Test
- Oral exam
- Final written exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific

knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- **Listening:** understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- **Reading:** understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- **Writing:** write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- **Spoken Interaction:** interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- **Spoken Production:** give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Grammar Tests
- Listening Test
- Reading Comprehension Test
- Oral exam
- Final written exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Grammar Tests
- Reading Comprehension Test

- Final written exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Assessment tasks

- Grammar Tests
- Reading Comprehension Test

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Grammar Tests
- Listening Test
- Reading Comprehension Test
- Oral exam
- Final written exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple

texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Oral exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions,

daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Reading Comprehension Test

Common European Framework of Reference (CEFR)

By the end of FRN123, students should reach level A2 of the Common European Framework of Reference for Languages in all 4 skills (reading, writing, speaking, and listening). Level A2 is described as follows: "Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need." For more information, see the FRN123 iLearn page.

Changes since First Published

Date	Description
25/07/2018	Added staff contact
25/07/2018	Change of means of submission for forums for external students. One word changed in participation to indicate ILearn Forums.