

**ABERYSTWYTH UNIVERSITY**  
**SCHOOL OF EDUCATION AND LIFELONG LEARNING**

**CERTIFICATE OF  
HIGHER EDUCATION:  
MODERN LANGUAGES**

**A COURSE HANDBOOK FOR  
ITINÉRAIRES CULTURELS ET LITTÉRAIRES 2**

# INTRODUCTION TO THE COURSE

## COURSE CONTENT

This course is part of the **Certificate of Higher Education: Modern Languages** and this is a University qualification. The course is run for part-time, non-residential students, and comprises 20 credits.

This course aims at extending the scope of French culture through a detailed analysis of literary texts, films, paintings and songs. A historical background is supported each time a new topic comes into place.

The module is intended for students who has completed French Itinéraires culturels et littéraires 1 or equivalent

It is tailored to the specific linguistic competence of these students, providing revision and consolidation of the higher intermediate level, while it aims to move them forward towards an advanced level of competence.

This course introduces the students to two major writing exercises:

- the detailed commentary
- the essay

An introduction to literary translation (into and from the target language) and its methods would be introduced. It will also focus on the consolidation of grammar points.

This module introduces students to contemporary French, imparting all four skills: reading, writing, speaking and listening.

The module will also develop language awareness, it will put emphasis on conversation, but reading, writing and listening will be present in every class.

A wide range of activities are undertaken, such as practical language exercises, work into and out of French and vocabulary-building activities. This will be delivered by commercially produced and in-house language materials from a variety of sources.

Students who successfully complete the module should feel that they have a very high command of French, and should be able to proceed to *La France Profonde* 1 or any other French module in Stage 4.

## AIMS AND OUTCOMES:

On completion of this module, students will be able to:

1. demonstrate further knowledge of French culture and history (history, geography, literature, cultural studies) in any kind of exchanges, from basic structures to complex forms, using vocabulary and expressions in a variety of writing and speaking contexts.
2. extract specific information from texts, and use that information to interact in the class, using and responding to authentic materials, such as theatre plays and political magazines.
3. translate with advanced degree of accuracy and in an appropriate style, from literary texts to political magazines.
4. write French with clarity, precision and fluency, using a wide range of vocabulary and with a high level of linguistic accuracy.

## **COURSE STRUCTURE**

The module focuses on French society and culture, through supporting material:

- poems and literary texts are used to enhance the reading skills and analysis of texts by the students;
- interviews about plays, films and translation issues
- opinions
- songs appearing in films and plays.
- films are used to enhance their listening skills, their knowledge of French society and culture.

The students will need to put their research and analysis in writing, so essays and commentaries about the topics will be part of the core activities outside the class.

A selection of books and Internet sites, where different points of view could be analysed, will be provided by the tutor.

Extension of vocabulary with a strong emphasis on idioms and differences of register.

## **BIBLIOGRAPHY:**

### **Reference Books**

- *Le Robert et Collins Senior* dictionnaire français-anglais, anglais-français, 1994.
- *Le Nouveau Petit Robert 1 de la Langue française*, dictionnaire alphabétique et analogique de la langue française, 1993
- *Encyclopédie Théma*, Arts et Culture (volume 4), Paris : Larousse, 1991.

### **Literature**

- J.P de Beaumarchais et Daniel Couty, *Chronologie de la littérature française*, Paris : P.U.F, 1991.
- J. Roger (sous la direction de), *Histoire de la littérature française. 2, du XVIIIe siècle à nos jours*, Paris : Armand Colin, 1970.

### **Translation**

- S. Hervey and I. Higgins, *Thinking French Translation, A course in translation method: French into English*, London, New York: Routledge, Second Edition, 2002.
- H. Chuquet et M. Paillard, *Approche linguistique des problèmes de traduction anglais –français, français – anglais*, Paris : Ophrys, 1989.
- J.P. Vinay et J. Darbelnet, *Stylistique comparée du français et de l'anglais*, Paris : Didier, 1958, nouvelle édition 1977.

### **Grammar**

- M. Grevisse, *Le Bon Usage : grammaire française*, 13ème édition revue / refondue par André Goosse. Paris : Duculot, 1993 (1994 printing).
- Y. Delatour, *Grammaire pratique du Français en 80 fiches*, Paris : Hachette Livre Français Langue étrangère, 2000.
- *A Comprehensive French Grammar*. Blackwell Publishers. London. 2002.

### **Periodicals**

- Les Cahiers du Cinéma
- Télérama ([www.telerama.fr](http://www.telerama.fr))
- Le Monde ([www.lemonde.fr](http://www.lemonde.fr))
- Libération ([www.liberation.fr](http://www.liberation.fr))
- Le Magazine Littéraire ([www.magazine-litteraire.com](http://www.magazine-litteraire.com))
- Le Nouvel Observateur ([www.nouvelobs.com](http://www.nouvelobs.com))

## ASSESSMENTS AND ACCREDITATION

The assignments are part of the Certificate of Higher Education: Modern Languages. Your learning process and your development is monitored by your tutor, giving you the opportunity to improve in all areas and also giving your tutor a clear understanding of your progression. We understand assignments, not as a threatening element, but as an important part of the quality of your learning.

We believe that you can learn more and appreciate better what you do. This means that the work produced by you is continually assessed, and assignments won't be separated from your learning experience. The assignments have been specially design to cater for Adult Learning, with a very friendly approach as they are integrated in the class, and we will adapt to your timetable accordingly. They can be done in class or at home.

You will notice that all of the language modules are given a number of credits. The number of credits is 10 for all the Beginners modules and 20 for all other language modules.

These credits will be awarded to you at the end of each module, provided that you have completed the appropriate assessment activities.

These assessment activities will be focussing on the following skills: Writing (35%), Reading (15%), Listening (15%) and Speaking (35%).

These credits will be banked in order to obtain a University recognized qualification. This qualification is the Certificate of Higher Education: Modern Languages.

<b>SPEAKING:</b>  <b>Recording of a short speaking exercise, where equal weighting is given to the work of students, which can be done at home or in class</b>	<b>35%</b>
<b>LISTENING:</b>  <b>Answering questions in English on a short recording, lasting not more than five minutes.</b>	<b>15%</b>
<b>READING:</b>  <b>Comprehension exercise based on a 1000-1200 words text (i.e. novels, newspapers, advertisements). Questions in English.</b>	<b>15%</b>
<b>WRITING:</b>  <b>800-900 words written task</b>	<b>35%</b>

### The Certificate of Higher Education

from Aberystwyth University can be awarded to students completing 120 credits (2 modules must be at Advanced level) on any language or languages provided by our School.

When you take a course with us, you are automatically enrolled into the Certificate in Higher Education: Modern Languages.

You can join our Certificate at any level.

The Certificate in Higher Education: Modern Languages comprises 120 credits, of which 40 must be taken from the Advanced modules, and on the same language. The remaining 80 credits could be selected from any of the other courses, and from any of the languages in the programme.

<b>Beginners</b>	<b>Intermediate</b>	<b>Advanced</b>
From complete beginners to Basic GCSE <b>(10 Credits)</b>	From Basic GCSE to Basic A Level <b>(20 credits)</b>	Post A level <b>(20 credits)</b>
Beginners 1 Beginners 2 Improvers 1 Improvers 2	Intermediate Higher Intermediate	Advanced 1 Advanced 2

Other **Advanced** courses in some languages. All these courses are **20 credits**.

<p style="text-align: center;"><b>French</b></p> <p style="text-align: center;">Itinéraires culturels et littéraires I Itinéraires culturels et littéraires II La France Profonde I La France Profonde II</p>	<p style="text-align: center;"><b>German</b></p> <p style="text-align: center;">Buntes Kaleidoskop für Redekünstler I Buntes Kaleidoskop für Redekünstler II German Cinema</p>
<p style="text-align: center;"><b>Russian</b></p> <p style="text-align: center;">Russian Studies for Advanced Students I Russian Studies for Advanced Students II</p>	<p style="text-align: center;"><b>Spanish</b></p> <p style="text-align: center;">Cultura Hispánica I Cultura Hispánica II</p>

## THE USE OF SOCIAL NETWORKING WEBSITES

### GENERAL ADVICE

The use of social networking sites such as *MySpace, Facebook, You Tube, Twitter, Flickr, Bebo* etc. have become increasingly popular. The use of technology for educational purposes is an important part of the work of students, teachers and trainee teachers. However it is imperative that such websites are not abused. For your own protection please consider the following advice carefully.

Whilst studying at the University, on teaching practice at schools which are part of the partnership, on 'placement' modules and while volunteering, you are requested to carefully consider the use you make of e-mail, text messages, messaging sites, social networking sites, blogging and the internet. **High expectations and standards of professional behaviour in relation to the use of electronic interaction are as relevant as face to face behaviour.**

### USE OF E-MAIL:

Be aware of potential problems which can arise by providing personal details on social networking sites. Do not use your personal e-mail address to communicate with pupils in schools or adults or children in voluntary settings or placements. If you do receive work by pupils via e-mail please use the school's official e-mail and keep any comments within professional matters. Do not use any e-mail addresses given to you as a member of staff whilst on teaching practice, on placement or while volunteering for personal reasons. If in doubt, consult a member of staff.

### SOCIAL NETWORKING SITES:

Students using social networking websites in a manner that can be seen as representing the School and University should:

- set their profiles to private, so that they control who they allow to see their detailed information;
- never access or use the social networking sites of students or pupils or use internet or web based communications to send personal messages to a student or pupil;
- not refer to the school or setting where they are training, volunteering or on placement, nor any co-worker at that particular establishment in any way on a social networking site or in a blog. It is also not acceptable to use any pictures of them on such sites;
- not refer to the tutor of a module or any other member of staff within the School of Education and Lifelong Learning in any way on a social networking site or in a blog without their prior consent. It is also not acceptable to use any pictures of them on such sites without prior consent;
- not make offensive or derogatory remarks about students or other individuals, and do not post obscene or derogatory images. The University reserves the right to take disciplinary action if appropriate and, in extreme cases, defamation can lead to legal action;
- not become an on-line 'friend' with any of the pupils at the school or adults or children in voluntary settings or placements;
- ensure that they do not conduct themselves in a way that is and/or could be seen as bringing the School of Education and Lifelong Learning or University into disrepute;
- ensure that any comments they post on these websites could not constitute bullying, harassment or discrimination;

- take care not to allow their interaction on these websites damage working relationships between members of staff and clients of the School of Education and Lifelong Learning or University;
- take care not to allow their interaction with students or pupils to be construed as unprofessional;
- Ensure that they do not contravene the Data Protection Act by posting information about the School of Education and Lifelong Learning, the University, its staff or students or any third party.

**Remember** it is not acceptable to make use of social networking sites during working hours or during lecture/seminar contact time, unless permission is given. **Remember** that a number of prospective employers search for information on applicants on social networking sites whilst short listing posts.

### **MOBILE PHONES:**

Do not use your mobile phone during lessons or lectures except for emergencies, unless you are actually granted permission by the tutor. Do not keep any message or picture on your phone which you would not be happy for others to see when you are on placement. Do not leave your phone where pupils/students/others can get hold of it. Do not under any circumstance give your phone number or lend your phone to a pupil for any reason. Do not use your mobile phone to phone or text any child or adult.

Use the school, setting or other establishment's mobile phone as a contact number if you are going on a trip with the school. Please act wisely if you know pupils personally outside of the school environment.

### **APL PROCEDURES**

All students starting Modern Languages within Lifelong Learning, are automatically part of the Certificate of Higher Education: Modern Languages.

Students should start the APL (Accreditation of Prior Learning) or APEL (Accreditation of Prior Experiential Learning) process within 4 weeks of starting the Certificate of Higher Education: Modern Languages.

### **STUDENT HANDBOOK**

The Student Handbook is available online: [http://www.aber.ac.uk/en/media/Student\\_Handbook\\_Lifelong\\_Learning.pdf](http://www.aber.ac.uk/en/media/Student_Handbook_Lifelong_Learning.pdf)

If you would like to have a hard copy, you need to let your tutor know.