



UNSW
SYDNEY

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ARTS3486

Approaches to Spoken French

Term One // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Hugues Peters	h.peters@unsw.edu.au	Friday 12-2pm	Morven Brown 275	02 9385 1440

Lecturers

Name	Email	Availability	Location	Phone
Hugues Peters	h.peters@unsw.edu.au	Friday 12-2pm	Morven Brown 275	02 9385 1440

Tutors

Name	Email	Availability	Location	Phone
Hugues Peters	h.peters@unsw.edu.au	Friday 12-2pm	Morven Brown 275	02 9385 1440

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

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Course Details

Credit Points 6

Summary of the Course

Subject Area: French Studies

This course, entirely taught in French, gives you the opportunity to immerse yourself in the French language in order to develop your oral fluency and your linguistic awareness as well as your knowledge of contemporary French culture.

You will learn the linguistic basis for the description of spoken French and will familiarize yourself with the features of standard and non-standard speech varieties (regional French, French outside France, vernacular language of the youth) and the gestures used in oral communication, as well as about the representations of spoken French in writing (theatre, comic books, chat). Through the analysis of video documents and films, theatre plays and comic book excerpts, you will learn how French speakers use words and a set of grammar rules to communicate orally.

You will apply what you learned in various class exercises for the improvement of pronunciation and oral fluency, and the development of conversation and presentation skills on topics of current cultural relevance. In addition you will extend your reading, writing and overall thinking skills through the study of relevant texts in linguistics and associated disciplines.

Topics include, but are not limited to, French sounds and intonation, varieties and registers, conversational gestures, regional French, the language of the youth, the language of the media, the language of French political leaders.

Course Learning Outcomes

1. Describe the main linguistic features of contemporary spoken French (e.g. how sounds are produced, how utterances and oral paragraphs are built, how long is a pause).
2. Demonstrate applied knowledge of these features through adequate use in speaking and through the analysis of selected documents.
3. Communicate with an improved pronunciation, intonation, fluency and overall ease, when speaking French.
4. Discuss in speaking and in writing and after personal research a specific topic related to the course aims.
5. Demonstrate an informed appreciation of the social and cultural diversity of spoken French.

Teaching Strategies

Rationale:

This course introduces students to current theories for the description of spoken French and to the study of multimodality in face-to-face interaction. The overarching idea along the course is that when people talk they use not only words and a set of grammar rules but they also use their bodies to produce

sounds, facial expressions and hand gestures, all of which participate in the creation of meaning. The course aims at demonstrating how this occurs in spoken French and takes into account the varieties of French that speakers really use (e.g. colloquial French, regional French, language of the youth, French outside France). Students will apply the theory to various class exercises aiming at the improvement of pronunciation and oral fluency, and at the development of conversation and presentation skills. They will also apply their knowledge to the analysis of segments of interviews and films representative of the phenomena under study. Reading and writing skills will also be extended through the study of relevant texts in linguistics and associated disciplines. This course will provide students with the tools and methods to gain a better understanding and use of the French language in various social contexts. As such, it is a good companion of the linguistics elective and contextual courses of the French program.

Teaching Strategies:

The course involves face-to-face teaching in the form of lectures and a seminar/tutorial. Face-to-face teaching is supported and enhanced by the online component of this course (Blackboard through TELT UNSW Gateway). The language of instruction, assessment and general communication is French.

The lecture will be devoted to the presentation of a theoretical description of spoken French, for example, the description of French vowels and consonants. In the seminar/tutorials the new concepts and topics will be demonstrated with use of multimedia supports, and students will perform various reflective tasks and practical exercises. These include laboratory exercises for the improvement of pronunciation and intonation, listening and transcription tasks, role play, small group discussion.

Students will be expected to have done in writing the preparation required for each lecture and seminar/tutorial and to keep them organized in a learning portfolio, in order to become actively engaged and responsible for their own learning. Class participation and written preparations are essential to progress in this course, and the lecturer will endeavour in connecting this new learning with the students' previous knowledge of the French language.

Within this teaching and learning rationale, formative and summative assessment is spread across the course in a range of activities and tasks of various formats.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Conversation analysis	35%	10/04/2019 05:00 PM	2,4
ePortfolio	20%	26/04/2019 05:00 PM	2,5
In-class test	20%	14/03/2019 09:00 AM	1
Oral discussion	25%	28/03/2019, During week 6 lecture.	3

Assessment Details

Assessment 1: Conversation analysis

Start date: Not Applicable

Details: You will submit a 1,000-word analysis of a French conversation. Feedback will be given via numerical grade, rubric, and written comments.

Submission notes: Conversation analysis due by 5pm on Friday 12/04/2019 during Week 8.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: ePortfolio

Start date: Not Applicable

Details: You will submit a selection of weekly activities and preparations, and a reflective evaluation of the work completed. Feedback will be given via numerical grade, rubric, and written comments.

Submission notes: EPORTFOLIO due by 5pm on Friday 26/04/2019 during week 10.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: In-class test

Start date: Not Applicable

Details: You will complete an in-class test of your knowledge of the lecture content and readings. Test lasts ca. 50 min. Feedback will be given via correction of the test in class, and numerical grade.

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Oral discussion

Start date: Not Applicable

Details: You will prepare and participate to a 40-minute in-class group discussions on a topic related to the content of the course. The discussion will be recorded for accuracy of assessment. There will be a peer evaluation component (5%) in the assessment. Feedback will be given via numerical grade, rubric, and written comments.

Submission notes: Oral discussion on 28/03/2019, week 6 during the lectures.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Attendance of Lectures/Tutorials is mandatory in this course. Unexcused absence from more than 20% of Lectures/Tutorials will result in the award a fail grade.

In lectures and tutorials you will actively engage with core course content, enabling you to attain CLO 1 and CLO 3.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	Linguistics of speech
	Tutorial	Fluency in speech
Week 2: 25 February - 3 March	Lecture	Phonetics of French
	Tutorial	Fluency in monologue
Week 3: 4 March - 10 March	Lecture	Phonetics of French
	Tutorial	Discussion of Preparation 1 (see details on Moodle)
Week 4: 11 March - 17 March	Lecture	Conversation analysis
	Tutorial	Fluency in dialogue
	Assessment	In-class Test (20%)
Week 5: 18 March - 24 March	Lecture	Representation of speech: the language of the theatre
	Tutorial	Discussion of Preparation 2
Week 6: 25 March - 31 March	Lecture	Sociolinguistics of French
	Tutorial	Fluency in listening comprehension.
	Assessment	Oral discussion (25%)
Week 7: 1 April - 7 April	Lecture	Varieties of spoken French
	Tutorial	Discussion of Preparation 3
Week 8: 8 April - 14 April	Lecture	Syntax of spoken French
	Tutorial	Discussion of conversational analysis
	Assessment	Analysis of a conversation (35%) due on Moodle.
Week 9: 15 April - 21 April	Lecture	Representation of speech: the language of comics
	Tutorial	Discussion of Preparation 4
Week 10: 22 April - 28 April	Lecture	NO LECTURE – READING WEEK
	Tutorial	NO TUTORIAL – READING WEEK
	Assessment	ePortfolio (20%) due on Moodle

Resources

Prescribed Resources

There is no prescribed textbook for this course. Materials will be provided by the lecturer and made available through Moodle.

Recommended Resources

The following texts are available from the library.

Dictionaries of pronunciation:

- Martinet A., Walter H. (1973). *Dictionnaire de la prononciation française dans son usage réel*. France- Expansion.
- Warnant L. (1987). *Dictionnaire de la prononciation française dans sa norme actuelle*, Duculot.

Textbooks on French pronunciation:

- Abry D, Veldeman-Abry J. (2007). *La phonétique : audition, prononciation, correction*. CLE International.
- Dansereau D. (2006). *Savoir dire. Cours de phonétique et de prononciation*. Houghton Mifflin Co.
- Léon M. (1997). *La prononciation du français*. Nathan.

Linguistics of (spoken) French:

- Auschlin J. & Moeschler J. (2000). *Introduction à la linguistique contemporaine*. Armand Colin
- Bouvet D., Morel M-A. (2002). *Le ballet et la musique de la parole*. Ophrys.
- Blanche-Benveniste C. (1997, 2010). *Approches de la langue parlée en français*. Ophrys.
- Candéa M. (2000). *Contribution à l'étude des pauses silencieuses et des phénomènes dits "d'hésitation" en français oral spontané*. Thèse de doctorat, Université de Paris III.
- Morel M-A, Danon-Boileau L. (1998). *Grammaire de l'intonation. L'exemple du français*. Ophrys.
- Rouayrenc C. (2010). *Le français oral : 1. Les composantes de la chaîne parlée, 2. L'organisation et la réalisation de l'énoncé oral*. Belin.

On gestures in spoken French:

- Calbris G., Montredon J. (2011). *Clés pour l'oral. Gestes et paroles dans la conversation*. Hachette.
- Guaitella I. (2013). *Le langage sans frontières. Nouvelles approches pour l'étude de la communication*. L'Harmattan.

On varieties of spoken French:

- Detey S, Durand J., Laks B., & Lyche C. (2010). *Les variétés du français parlé dans l'espace francophone. Ressources pour l'enseignement*. Ophrys.
- Gadet F. (2003) *La variation sociale en français*. Ophrys.
- Lodge A. et al. (2003) *Exploring the French Language*. London, Arnold.
- Mougeon F. (1998) *Quel français parler ? Initiation au français parlé au Canada et en France*. GREF.

On the language of comic books

- Forsdick C., Grove L., McQuillan L. (eds.) (2005). *The Francophone bande dessinée*, Rodopi.
- Groensteen T. (2008). *La bande dessinée: Mode d'emploi*. Impressions Nouvelles.
- Miller A (2007). *Reading bande dessinée*. Intellect Book.
- Peeters B. (2003). *Lire la bande dessinée*. Champs Flammarion.
- Screech M. (2005). *Masters of the ninth art. Bandes dessinées and Franco-Belgian identity*. Liverpool University Press.

On the language of theatre

- Naruk A. (2010) Pour une analyse des tours de parole. *Romanic.doc* 1(1) : 1-11.
- Pavis P. (1998) Dictionary of the Theatre: Terms, concepts and analysis. University of Toronto Press.
- Petitjean A. (2003) Problématisation du personnage dramatique. *Pratiques* 119/120 : 67-90.
- Reboul A., Moeschler J. (1985) Discours théâtral et analyse conversationnelle. *Cahier de linguistique française* 6. Université de Genève.

On the development of oral fluency in SLA:

- Dörnyei Z. (1995). On the teachability of communication strategies. *TESOL Quarterly*, 29, 55–85.
- de Jong N. & Perfetti C. (2011). Fluency training in the ESL classroom: An experimental study of fluency development and proceduralization. *Language Learning* 61 (2). 533–568.
- Tavakoli P., Campbell C. & McCormack J. (2016). Development of speech fluency over a short period of time: Effects of pedagogic intervention. *TESOL Quarterly*, 50 (2), 447–471.
- Yuan F., & Ellis R. (2003). The effects of pre-task planning and on-line planning on fluency, complexity and accuracy in L2 monologic oral production. *Applied Linguistics*, 24(1), 1–27

Online references to be provided on Moodle.

Course Evaluation and Development

Courses are periodically reviewed, and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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