

3.00 credits

30.0 h

Q2

Teacher(s)	Rassart Emmanuelle (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<p>To take this course, students must have reached the level B1 of the Common European Framework of Reference for Languages. This should be attested by</p> <ul style="list-style-type: none"> • the ILV orientation test organized during the 1st week of each semester OR • a recent DELF B1 (less than 1 year) OR • having obtained 14/20 or more at the LFRAN1301 or LFRAN1321 courses OR • having passed the LFRAN1401 course OR • following at the same time the LFRAN1321 or LFRAN1401 courses.
Main themes	<p>To reinforce listening skills in academic situations, the following topics will be covered:</p> <ul style="list-style-type: none"> • the sound flow of spoken French: accentuation, pauses, intonation, continuity, co-verbal gestures • communicative intentions specific to academic oral discourse: indicating structure, defining, explaining, criticizing • note-taking
Learning outcomes	<p>At the end of this learning unit, the student is able to : By the end of this course, students will be able to follow the main points of a university lecture or conference, provided the subject is related to a familiar field. More specifically, students will be able to:</p> <p>Build listening skills</p> <ul style="list-style-type: none"> • Sequence the flow of speech, relying on prosodic and non-verbal cues. • Use appropriate metalinguistic compensation strategies in the event of difficulty. <p>Constructing meaning</p> <ul style="list-style-type: none"> • Understand the main ideas in complex, abstract discourse. • Identify and analyze transitions between different parts of speech. • Distinguish digressions from main themes. • Identify the point of view expressed and distinguish it from reported ideas or facts. • Use appropriate metalinguistic strategies to compensate in case of difficulty. • Synthesize and report main ideas orally and in writing.
Evaluation methods	<p>Certification is made up of continuous assessment and an in-session examination.</p> <p>Continuous assessment during the term: 50%</p> <ul style="list-style-type: none"> • An oral presentation on "The point of view of foreign-language listening experts" (20%) • Writing a synthesis on one or two listening strategies (20%) • Active participation in class sessions (10%) <p>Continuous assessment tasks may not be submitted after the deadline set by the teacher, except in the case of a medical certificate. No continuous assessment tasks may be submitted in the August session.</p> <p>Final exam: 50%</p> <ul style="list-style-type: none"> • Written test involving listening and note-taking exercises similar to those performed in class. <p><i>Absence from the final exam (justified or not) will result in a final mark of absence.</i></p>

Teaching methods	<p>In-class sessions alternate between:</p> <ul style="list-style-type: none"> • Speech flow decoding training exercises • Listening and note-taking activities based on short extracts from university lectures and courses • Moments of metacognitive sharing in groups • Explanations given by the teacher <p>After each session, students can work independently on the skills they have learned in class on the Moodle platform.</p>
Content	<p>This course is designed to help non-French-speaking students follow courses and lectures given in French as part of their university education more easily.</p> <p>Students practice decoding the flow of speech and constructing the meaning of academic oral discourse using prosodic, linguistic and non-verbal cues. Metalinguistic strategies to compensate for oral comprehension difficulties are tested and analyzed. Note-taking techniques to support listening are also tested and analyzed.</p> <p>Students practice with authentic extracts from university lectures and courses, before applying metalinguistic compensation strategies and note-taking techniques in real-life situations.</p>
Inline resources	<p>https://moodle.uclouvain.be</p>
Bibliography	<ul style="list-style-type: none"> • De Rycke K., Jonkers S., Rassart E., Starrs C., <i>CORAL, Franchir la barrière de la compréhension orale à l'université</i>. Projet financé par le Fonds de développement pédagogique de l'UCLouvain (2022-2024). • Field, J. (2011). Into the mind of the academic listener. <i>Journal of English for Academic Purposes</i>, 10(2), 102-112. • Hilton, H. (2022). <i>Enseigner les langues avec l'apport des sciences cognitives</i>. Hachette éducation. • Mangiante, J.-M. & Parpette, C. (2011). <i>Le Français sur objectif universitaire</i>. PUG. • Robert, J.-M. (2009). <i>Manières d'apprendre : pour des stratégies d'apprentissage différenciées</i>. Hachette (Collection F) • Salehzaded, J. (2020). <i>Academic listening strategies . A guide to university lectures</i>. University of Michigan Press ELT.
Other infos	<ul style="list-style-type: none"> • Opened only to the non-francophone students enrolled at UCLouvain as well as to the members of UCLouvain staff. • Class attendance is mandatory (75% min.)
Faculty or entity in charge	<p>ILV</p>