

SYLLABUS

1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty / Department	Faculty of Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's degree
1.6 Study program / Qualification	Psychology-Cognitive Science

2. Discipline details

2.1 Discipline name	Foreign Language 1 (French)						
2.2 Tenured teacher - course activities	Lecturer Cosmina Simona Lungoci, PhD						
2.3 Tenured teacher – seminar / laboratory activities	Lecturer Cosmina Simona Lungoci, PhD						
2.4 Study year	1st	2.5 Semester	1st	2.6 Type of assessment	Col	2.7 Discipline regime	DC
2.8 Google Classroom code	wddgeuut						

3. Estimated total time (hours per semester) of teaching activities

3.1 Number of hours per week	2	Of which: 3.2 course	-	3.3 seminar/ laboratory	2
3.4 Total hours per semester	28	Of which: 3.5 course	-	3.6 seminar/laboratory	28
Time fund distribution:					hours
Study based on the textbook, course material, bibliography, and notes					10
Additional documentation in the library, on specialist electronic platforms / in the field					4
Preparing seminars/labs, homework, papers, portfolios, and essays					6
Tutoring					-
Examinations					-
Other activities					-
3.7 Total hours of individual study	22				
3.8 Total hours per semester	50				
3.9 Number of credits (ECTS)	2				

4. Prerequisites (where necessary)

4.1 for curriculum	● Not applicable
4.2 for competencies	● -

5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> - all lectures will be posted on google classroom; - attendance 70% seminar (or 50% for those who prove they are employed)
5.2 for conducting the seminar/laboratory	

6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<p>Graduates:</p> <ul style="list-style-type: none"> • will have the knowledge and ability to understand specific terminology and to describe in French the main concepts or paradigms used in psychological research and practice • will have the ability to adapt specific terminology and communication strategies in French depending on the socio-professional categories targeted as clients and the type/register of speech.
Skills	<p>Graduates should demonstrate the ability to:</p> <ul style="list-style-type: none"> • use the language and terminology specific to the field of study correctly, so that they can communicate and interact in French with other people in teams focused on the achievement of common tasks and with future clients as well; • read and debate the contents of books, textbooks, articles, case studies, etc. from the field studied, thus demonstrating at least the ability to understand and transmit the basic elements of the respective contents in French; • present arguments in French in front of an audience made up of people with different levels of training and education, so that, through the language used, these arguments could be understood by different people; • communicate efficiently in groups and assume specific roles in teamwork when communication is carried out in French.
Responsibility and autonomy	<p>Graduates should demonstrate that:</p> <ul style="list-style-type: none"> • they have acquired the ability to work independently (possibly with minimal guidance) to obtain the information (bibliography, case studies, theories, best practice guides, etc.) in French necessary to perform a specific task associated with one of the fields studied; • they have the ability to identify their own learning sources and resources; • they have the ability to reflect on the progress made in the French language learning process.

7. Contents

7.0 Seminar / laboratory	Teaching methods	Observations
1. (a, b*) Se présenter, présenter les autres (4 h) - formative assessment	Audio-oral and audio-video methods Direct method Brainstorming Explanation Exercises, role play, group work	Actes de parole: décrire, faire des compliments, féliciter, consoler et encourager, critiquer, exprimer d'admiration.
2. a) Les articles définis/indéfinis Exprimer les préférences b) Le caractère - formative assessment (4h)	Audio-oral and audio-video methods Direct method Brainstorming Explanation Exercises, group work	- Comprehension and oral and written expression activities, based on the topics covered. - Reading representative supporting documents, watching news reports, using audio documents. - Differentiated worksheets made available to students by the teacher;
3. (a, b) Stéréotypes et préjugés (2 h) - formative assessment	Conversation Explanation Problematization Demonstration Case study Audio-oral and audio-visual methods Exercises, groupwork	- Comprehension and oral and written expression activities, based on the topics covered. - Reading representative supporting documents, watching news reports, using audio documents. - Differentiated worksheets made available to students by the teacher;
4. (a,b) Découvrir et pratiquer les verbes du Ier groupe - formative assessment (2 h)	Conversation Explanation Demonstration Audio-oral and audio-visual methods Exercises	- Comprehension and oral and written expression activities, based on the topics covered. - Reading representative supporting documents - Differentiated worksheets made available to students by the teacher;
5. (a,b) Actes de parole pour exprimer les émotions (2 h) - formative assessment	Presentation Discussion Demonstration Case study Audio-oral and audio-visual methods Exercises, group work	- Comprehension and oral and written expression activities, based on the topics covered. - Reading representative supporting documents, watching news reports, using audio documents. - Differentiated worksheets made available to students by the teacher.
6. (a,b) Les verbes en -IR (Ile groupe et IIIe groupe) - formative assessment (4 h)	Explanation Demonstration Exercise Role-play Audio-oral and audio-visual methods	- Audio and audio-visual documents; interactive exercises. - Differentiated worksheets made available to students by the teacher;

	Direct method Brainstorming	
7. Valeurs et identité européennes (2 h) - formative assessment	Explanation Demonstration Exercise Role-play Audio-oral and audio-visual methods Direct method Brainstorming Exercises, group work, case studies	- Comprehension and oral and written expression activities, based on the topics covered. - Reading representative supporting documents, watching news reports, using audio-video documents. - Differentiated worksheets made available to students by the teacher;
8. (a,b) La vie quotidienne Le stress (4h)	Explanation Demonstration Exercise Role-play Audio-oral and audio-visual methods Direct method Brainstorming Exercises, group work, case studies	- Audio and audio-visual documents; - Comprehension and oral and written expression activities, based on the topics covered. - Differentiated worksheets made available to students by the teacher;
9.a) Les métiers b) Debattre sur des sujets controversés - formative assessment (4 h)	Presentation Discussion Demonstration Case study Audio-oral and audio-visual methods Exercises, group work	- Comprehension and oral and written expression activities, based on the topics covered. - Reading representative supporting documents, watching news reports, using audio documents. - Differentiated worksheets made available to students by the teacher.

***Activities under a) are for beginners, b) for advanced and intermediate students**

References:

- Barreau, Delphine, Bechtel, Marine, Gros, Déborah, *Travailler l'oral avec la radio*, Grenoble, PUG, 2019.
- Chermeleu, Adia, *Communication interculturelle*, Timișoara, Ed. Eurostampa, 2007.
- Grand-Clément, Odile, *Civilisation en dialogues*, Paris, CLE International, 2007.
- Grégoire, Maïa, *Grammaire progressive du français*, Paris, CLE International, 2010.
- Jeffroy, G. et U., *Bulles de France. Les stéréotypes et l'interculturel en BD*, PUG, 2013.
- Miquel, Claire, *Communication progressive du français*, Paris, CLE International, 2018.
- Miquel, Claire, *Vocabulaire progressif du français*, Paris, CLE International, 2002.
- Morize-Toussaint, Mariel, *Français. Parcours méthodique*, Paris, Hachette Éducation, 2003.
- Rey-Debouve, J., Rey, A., (sous la dir.), *Le nouveau Petit Robert. Dictionnaire alphabétique et analogique de la langue française*, Paris, Dictionnaires LE ROBERT, 1996.

Sitografie:

www.franc-parler.org
www.edufle.net
www.cidj.asso.fr
www.francofil.net
www.fle.fr
www.polarfle.com
www.bonjourdefrance.com

www.lepointdufle.net
www.leszexpertsfle.com
<https://enseigner.tv5monde.com/>

8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The subject content is structured in accordance with the European Commission's framework rules on the teaching of modern languages in higher education. Students will be able to use the information received in original ways in various professional contexts.

8. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course		-	-
9.5 Seminar / laboratory		Active participation in the course and passing at least 3 formative assessment tests during seminars. A portfolio of the work done during seminars.	60 % 40%
9.6 Minimum performance standard			
70% attendance (in the case of those who are not employed - they will need 50% attendance) and active contribution during classes, minimum 3 formative assessments during seminars. Final portfolio presentation. Grading in other exam sessions is based on the same grading methods and bibliography. Students who do not attend the seminar will retake the subject the following year. Additional tasks will be posted on Classroom before exam session A for students who do not meet attendance requirements. In order to increase one's grade, a written exam will be taken.			

Date of completion:
12.09.2025

Tenure teacher:
Cosmina Simona LUNGOCI, Ph.D.
Lecturer

Date of approval in the department

Head of Department:
Delia VÎRGĂ, Ph.D.
Professor