

BA (Hons.) in French Language and Culture (FLC)

Session: 2020-2021

Institute of Modern Languages (IML)
University of Dhaka

December, 2021

BA (Hons.) in French Language and Culture (FLC)

i. Introduction

BA (Hons.) in French Language and Culture (FLC) program of the Institute of Modern Languages, University of Dhaka is recommended for i) students who are interested in humanities with a concentration on French language and culture and ii) for those who are interested in obtaining a firm foundation for further study in French language teaching as well as translation and interpretation.

This Syllabus is for BA (Hons.) in *French Language and Culture (FLC)* program. It has been designed in a way that it complies with the objectives of the Institute of Modern Languages (IML) as a site of foreign language education, and maintains the uniformity among the contents of the syllabuses of other Bachelor degrees in foreign languages offered at this institute.

ii. Proposed title of the Program

BA (Hons.) in French Language and Culture (FLC)

iii. Program objectives

This honours program in French is aimed at training students to use French language for academic and professional purposes. We expect to produce efficient practitioners and professionals in French language, as there is a serious demand for such persons in Bangladesh.

The graduates are expected to have a thorough knowledge and expertise in French language and literature, in the area studies (history, geography, culture, etc.), and also have basic ideas of linguistics.

This Bachelor program will provide students with skills required for professions related to i) French language education, ii) Translation and Interpretation from Bengali/English to French and vice versa, and iii) area studies (history, geography, society, literature, culture, politics, etc.).

iv. Resource persons

The institute has teachers with required qualifications in the relevant fields and professional experience in teaching.

v. Teaching methodology

Class lectures, interactive sessions, seminars/workshops, presentations, research, etc.

vi. Details of the Program

In order to get the degree, a student must have a minimum of 128 credits. The program will be carried out in 4 academic years, each divided into 2 semesters. During this program, 32 courses will be offered as requirement of the degree. The value of each course is to be weighed in terms of 4 credits. 15 clock hours teaching is equivalent to 1 Credit hour. A course will be given in 60 clock hours, 4 hours per week, in 15 weeks.

vii. Evaluation

The full marks for each course is 100, which is distributed as follows: i) Midterm (20), ii) Class Attendance (5) iii) Class Test/Presentation/Oral examination/Assignment (15) and iii) Final written examination (60).

Outline of BA Honours in FLC (French Language and Culture)

Session: 2020-21

DISTRIBUTION OF THE COURSES			
	Course No	Course Title	Total Credit: 128
CORE COURSES			8
1	CC 001	Globalization and Foreign Studies	4
2	CC 002	Language and Culture	4
OTHER LANGUAGE COURSES (Any one)			4
3	OL 106	Communicative English	4
4	OL 107	Foreign Language	4
FRENCH LANGUAGE COURSES			56
5	FL 101	Pre-Elementary French-I (Listening, Speaking & Reading)	4
6	FL 102	Pre-Elementary French-II (Grammar & Composition)	4
7	FL 103	Elementary French-I (Listening, Speaking & Reading)	4
8	FL 104	Elementary French-II (Grammar & Composition)	4
9	FL 201	Pre-Intermediate French-I (Listening, Speaking & Reading)	4
10	FL 202	Pre-Intermediate French-II (Grammar & Composition)	4
11	FL 203	Intermediate French-I (Listening, Speaking & Reading)	4
12	FL 204	Intermediate French-II (Grammar & Composition)	4
13	FL 301	Pre-Advanced French-I (Listening, Speaking & Reading)	4
14	FL 302	Pre-Advanced French-II (Grammar & Composition)	4
15	FL 303	Advanced French-I (Listening, Speaking & Reading)	4
16	FL 304	Advanced French-II (Grammar & Composition)	4
17	FL 403	French for Tourism and Hospitality	4
18	FL 404	French for Business	4
AREA STUDIES			20
19	FS 105	Introduction to France and Francophone Countries	4
20	FS 205	History of France	4
21	FS 206	French Culture and Civilization	4
22	FS 305	Francophone Culture and Civilization	4
23	FS 405	French Art, Cinema and Society	4
LITERATURE			12
24	FLIT 306	Introduction to French Literature	4
25	FLIT 401	French literature-I (Novel and Short stories)	4
26	FLIT 402	French literature-II (Prose, Poetry and Drama)	4
LINGUISTIC COURSES			12
26	FLIN 001	Linguistics-I (Introduction to Linguistics, Phonetics and Phonology)	4
27	FLIN 002	Linguistics-II (Morphology, Syntax, Semantics and Pragmatics)	4
28	FLIN 003	Language and Society	4
TEACHING AND TRANSLATION			8
29	FLT 004	Principles and Methods of Language Learning and Teaching	4
30	FLT 005	Translation and Interpretation	4
RESEARCH			8
31	FLR 006	Research Methodology	4
Any One			
32	FLT 406	Micro Teaching	4
33	FLT 407	Translation Practice	4

34	FLR 007	Research Monograph	4
		Total	128

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Year	Semester	Course No.	Course Title	Total Credit: 128
1	1			16
		CC 001	Globalization and Foreign Studies	4
		FL 101	Pre-Elementary French-I (Listening, Speaking & Reading)	4
		FL 102	Pre-Elementary French-II (Grammar & Composition)	4
		FS 105	Introduction to France and Francophone Countries	4
	2			16
		CC 002	Language and Culture	4
		FL 103	Elementary French-I (Listening, Speaking & Reading)	4
		FL 104	Elementary French-II (Grammar & Composition)	4
		OL 106/107	Communicative English/Foreign Language	4
2	3			16
		FLIN 001	Linguistics-I (Introduction to Linguistics, Phonetics and Phonology)	4
		FL 201	Pre-Intermediate French-I (Listening, Speaking & Reading)	4
		FL 202	Pre-Intermediate French-II (Grammar & Composition)	4
		FS 205	History of France	4
	4			16
		FLIN 002	Linguistics-II (Morphology, Syntax, Semantics & Pragmatics)	4
		FL 203	Intermediate French-I (Listening, Speaking & Reading)	4
		FL 204	Intermediate French-II (Grammar & Composition)	4
		FS 206	French Culture and Civilization	4
3	5			16
		FLIN 003	Language and Society	4
		FL 301	Pre-Advanced French-I (Listening, Speaking & Reading)	4
		FL 302	Pre-Advanced French-II (Grammar & Composition)	4
		FS 305	Francophone Culture and Civilization	4
	6			16
		FLT 004	Principles and Methods of Language Learning and Teaching	4
		FL 303	Advanced French-I (Listening, Speaking & Reading)	4
		FL 304	Advanced French-II (Grammar & Composition)	4
		FLIT 306	Introduction to French Literature	4
4	7			16
		FLIT 401	French Literature-I (Novel and Short stories)	4
		FL 403	French for Tourism and Hospitality	4
		FLT 005	Translation and Interpretation	4
		FLR 006	Research Methodology	4
	8			16
		FLIT 402	French Literature-II (Prose, Poetry & Drama)	4
		FL 404	French for Business	4
		FS 405	French Art, Cinema & Society	4
		Any One		
		FLT 406	Micro Teaching	4
		FLT 407	Translation Practice	4
		FLR 007	Research Monograph	4

Course Details

I. CORE COURSES

The core courses are designed to provide a broad foundation of knowledge on the discipline of foreign language and culture. It comprises two courses given below.

- a) Globalization and Foreign Studies
- b) Cultural Studies

CC 001	Globalization and Foreign Studies	4
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- 1. Course Number** : CC 001
- 2. Course Title** : Globalization and Foreign Studies
- 3. Course Description :**

This course aims to impart knowledge to the students about globalization and world situations. In order to study foreign languages and cultures, it is necessary to have general knowledge about globalization and foreign sciences. Accordingly, it covers the study of the world's political, cultural, and linguistic situation in the global setting.

4. Course Objective :

The main objectives of this course are to assist students to

- a) Help the students to introduce the political makeup of the world.
- b) Help the students in developing a general understanding of the process of globalization and the global situation.

References

- Ampuja, Marko. *Theorizing Globalization: A Critique of the Mediatization of Social Theory* (Brill, 2012)
- Conner, Tom, and Ikuko Torimoto, eds. *Globalization Redux: New Name, Same Game* (University Press of America, 2004).
- Eriksen, Thomas Hylland. "Globalization." in *Handbook of Political Anthropology* (Edward Elgar Publishing, 2018).
- Frey, James W. "The Global Moment: The Emergence of Globality, 1866–1867, and the Origins of Nineteenth-Century Globalization." *The Historian* 81.1 (2019): 9. online, focus on trade and Suez Canal
- Gunder Frank, Andre, and Robert A. Denmark. *ReOrienting the 19th Century: Global Economy in the Continuing Asian Age* (Paradigm Publishers, 2013);
- Hopkins, A.G., ed. *Globalization in World History* (Norton, 2003).
- Lechner, Frank J., and John Boli (eds). *The Globalization Reader* (4th ed. Wiley-Blackwell, 2012).

CC 002	Language and Culture	4
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1. **Course code** : CC202
2. **Course Title** : Language and Culture
3. **Course Description** :

This course aims at providing general knowledge on the cultural systems, beliefs, practices, class structures, national formations, ethnicity, gender, and generation.

4. **Course Objective:**

The objective of cultural studies is to

- a) help the student grow a general understanding of culture and analyze the social and political context in which culture manifests itself.
- b) help the students to examine cultural practices and their relation to power, following critical theory. For example, a study of a subculture would consider their social practices against those of the dominant culture.

References

- Du Gay, Paul, et al. 1997. *Doing Cultural Studies: The Story of the Sony Walkman*. Culture, Media and Identities. London: SAGE, in association with Open University.
- During, Simon. 2007. *The Cultural Studies Reader* (3rd ed.). London: Routledge. ISBN 978-0-415-37412-5.
- Edgar, Andrew, and Peter Sedgwick. 2005. *Cultural Theory: The Key Concepts* (2nd ed.). New York: Routledge.
- Engel, Manfred. 2008. "Cultural and Literary Studies." *Canadian Review of Comparative Literature* 31:460–67.
- Grossberg, Lawrence; Cary Nelson, and Paula A. Treichler, eds. 1992. *Cultural Studies*. New York: Routledge. ISBN 0-415-90351-3.
- Hall, Stuart, ed. 1980. *Culture, Media, Language: Working Papers in Cultural Studies, 1972-1979*. 1980. London: Routledge, in association with the Centre for Contemporary Cultural Studies. ISBN 0-09-142070-9.

OTHER LANGUAGE COURSES

In this syllabus, the other language means languages other than Japanese, including communicative and other foreign languages, including Arabic, French, German, Russian, Spanish, Italian, Persian, Turkish, Mandarin Chinese, Japanese, Korean, and Hindi, etc. The BA (honours) student in Japanese Language and culture will require to learn any of the following languages.

- a) Communicative English language
- b) A foreign language by choice among Arabic, French, German, Russian, Spanish, Italian, Persian, Turkish, Mandarin Chinese, Japanese, Korean, and Hindi, etc

OL 106	Communicative English	4
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1. **Course code** : OL 106
2. **Course Title** : Communicative English

3. Course Description :

Communicative English is actually the language of easy communication in English with everyone in & around the globe - corporate or non-corporate. In our institute what we generally teach in Communicative English are all the 4 main modules:- Effective Reading, Writing, Listening & Speaking.

4. Course Objective:

This course is designed to help the students to improve their Basic Communicative English language skills. It will focus on providing an intensive practice of modern English usage. The course includes elements of a sentence and contextual grammar, active and passive vocabulary, face-to-face communication, group discussions, word games, question-answer sessions, and paragraph writing. The four language skills - listening, speaking, reading, and writing] are integrated.

References

Liz and John Soars (2012). New Headway: Intermediate B1: Student's Book. Oxford: Oxford University Press.

OL 107	Foreign Language	4
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1. **Course code** : OL 107
2. **Course Title** : Foreign Language

3. Course Description :

The foreign language course covers the study and mastering beginners level of proficiency in any of the foreign languages among Arabic, French, German, Russian, Spanish, Italian, Persian, Turkish, Mandarin Chinese, Japanese, Korean, and Hindi, etc.

4. Course Objective:

This course is designed to promote proficiency in a foreign language at the undergraduate level. It focuses on core language skills (**Listening, Speaking, Reading, and Writing**) using a variety of texts (traditional textbook lessons, online material, contemporary newspaper and magazine articles, films, and documentaries) with particular emphasis on grammar, vocabulary, and spoken fluency.

References

Textbooks of Different Foreign Language used by the Institute of Modern Languages, University of Dhaka

In FL 101-104 students will acquire basic communication skills in French.

FL 101	Pre-Elementary French-I (Listening, Speaking & Reading)	4
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i. **Pronunciation and writing:** a. International Phonetic Alphabet and French Phonemes; b. French alphabet, combination of letters and different rules for spelling; ii. **Grammar:** a. Idea of lexical/grammatical gender; b. Number (Singular and Plural); c. Definite and indefinite articles, articles for uncountable nouns (called *article partitif*); d. Possessive Adjective (mon, ma, tes, etc.); iii. **Lexicon (Vocabulary):** a. Different pronouns; b. Days of the week; c. Vocabulary of politeness (Salutation, thanking, requesting, introducing oneself or someone else); d. Verb *to be* and *to have, to go, to work, to finish, to know, etc.*; e. Numbers; iv. **Communication skills:** a. Understand people who introduce to each other; b. Introduce reflexive pronouns (himself/herself, etc.); c. Excuse, ask for pardon, thank; d. Understand class consings; e. Spell one's name; f. Count numbers;

Bibliography:

Boularès, M. and Frérot, J.L. (1997) *Grammaire Progressive du français avec 400 exercices* (Niveau débutant), CLE International, Paris.

Connolly, A.-M. (2001) *Moi, je parle français, Niveau I*, Guérin, Montréal.

Delatour, Y., Jennepin, D., Léon-Dufour, M., Mattlé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France

Miquel, C. (2009) *Vite et Bien-I, Méthode rapide pour adultes*, CLE International, Paris.

FL 102	Pre-Elementary French-II (Grammar and Composition)	4
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i. **Pronunciation and writing:** a. Different diacritics (called 'accent'): accent *aigu*, accent *grave*, accent *circonflexe*, *Cédille*. ii. **Grammar:** a. Conjugation of regular verbs; b. Negation: *I do not understand, I am not*, etc.; c. Immediate future (going to + infinitive); d. Different styles of Interrogation; iii. **Lexicon (Vocabulary):** a. Nationalities; b. How to say *this is, he is, there is something/somebody*, etc.; c. Some professions; d. *Yes, no, of course, me too*; e. Verbs: *can, to want, to come, to know someone*; f. Interrogative pronouns, how to say: *How many/how much, What is this?* iv. **Communication skills:** a. Express one's tastes, what he likes or dislikes, exchange one's projects; b. Ask someone to do something; c. Imagine or talk about the past; d. Propose, accept or refuse an invitation; e. Ask and indicate time; f. Express one's point of view (negative or positive) in an e-mail or in a blog.

Major books to be consulted:

- Boularès, M. and Frérot, J.L. (1997) *Grammaire Progressive du français avec 400 exercices* (Niveau débutant), CLE International, Paris.
Connolly, A.-M. (2001) *Moi, je parle français, Niveau I*, Guérin, Montréal.
Delatour, Y., Jennepin, D., Léon-Dufour, M., Mattlé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
Miquel, C. (2009) *Vite et Bien-I, Méthode rapide pour adultes*, CLE International, Paris.

FL 103	Elementary French-I (Listening, Speaking & Reading)	4
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- i. **Pronunciation and writing:** a. Rules of *Sandhi* (*liaison* and *élision*); b. Intonations (declarative, interrogative, imperative); ii. **Grammar:** a. Agreement of adjective; b. Direct object pronouns; c. Imperative; d. Simple Past (called *Passé composé*); e. Complex articles (preposition + article) (called *article contracté*) (au, à la, etc.); f. Complex predicates (verb + Infinitive) (I should/must do, read, etc.); g. Agreement of past participle; h. Personal pronoun indirect object form, form of pronoun following a preposition (with me, before him, etc.); iii. **Lexicon (Vocabulary):** a. Verb: *to finish, to know, to offer, to believe, to think about, to please, to do*, etc.; b. Time indicators: hour and date, the months of the year, often, never, etc.; c. Quantifiers: a little, a lot, somebody, nobody, all, every; d. Names of colors; iv. **Communication skills:** a. Ask for information about the price, quantity and give information about these things; b. Ask questions about the direction and localize something; c. Express obligation or prohibition, give advice; d. Write a message from some notes taken by someone else, understand simple messages written on a view card sent, for example, from some vacation resort; e. Describe some place, localize oneself in some place or time

Major books to be consulted:

- Boularès, M. and Frérot, J.L. (1997) *Grammaire Progressive du français avec 400 exercices* (Niveau débutant), CLE International, Paris.
Connolly, A.-M. (2001) *Moi, je parle français, Niveau I*, Guérin, Montréal.
Delatour, Y., Jennepin, D., Léon-Dufour, M., Mattlé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
Miquel, C. (2009) *Vite et Bien-I, Méthode rapide pour adultes*, CLE International, Paris.

FL 104	Elementary French-II (Grammar and Composition)	4
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- i. **Pronunciation and writing:** a. Rules of *Sandhi* (*liaison* and *élision*); b. Rules of Punctuations. II. **Grammar:** a. The place of the adjectives; b. Demonstrative adjective; c. Pronominal verbs; d. Past continuous (called *l'imparfait*); e. Contrast between Past continuous and Simple past; f. Simple future; w. Present Subjunctive; g. The place of pronouns in imperative; iii. **Lexicon (Vocabulary):** a. Verb: *to finish, to know, to offer, to believe, to think about, to please, to do*, etc.; b. Time indicators: hour and date, the months of the year, often, never, etc.; c. Quantifiers: a little, a lot, somebody, nobody, all, every; d. Names of colors; p. Preposition of place; e. Ordinal numeral adjectives; f. How to express agreement and disagreement; g. Description of a person; iv. **Communication skills:** a. Narrate something that happened in the past, different stages of some incident; b. Express intensity and quantity; t.

Interrogation; c. Describe a person, compare persons or things; d. Express agreement or disagreement; e. Talk about future; x. Express ones wishes.

Major books to be consulted:

Boularès, M. and Frérot, J.L. (1997) *Grammaire Progressive du français avec 400 exercices* (Niveau débutant), CLE International, Paris.

Connolly, A.-M. (2001) *Moi, je parle français, Niveau 1*, Guérin, Montréal.

Delatour, Y., Jennepin, D., Léon-Dufour, M., Matllé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France

Miquel, C. (2009) *Vite et Bien-1, Méthode rapide pour adultes*, CLE International, Paris.

In FL 201-204 students shall acquire Independent communication skills in French.

FL 201	Pre-Intermediate French-I (Listening, Speaking & Reading)	4
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i. **Grammar and Vocabulary:** a. Recent past, b. Possessive pronoun, c. Interrogative pronoun: Que, Quoi, Qui est-ce qui, Qu'est-ce que; d. Inversion in Wh-sentences (*Quand est-elle partie ?*); ii. **Communication skills:** a. How to express certainty and uncertainty; b. How to approve, disapprove something and how to express one's indifference; c. How to express one's intention to do something, one's point of view; d. How to justify one's choices

Major books to be consulted:

Boularès, M. and Frérot, J.L. (1997) *Grammaire Progressive du français avec 400 exercices* (Niveau Intermédiaire), CLE International, Paris.

Connolly, A.-M. (2001) *Moi, je parle français, Niveau 2*, Guérin, Montréal.

Delatour, Y., Jennepin, D., Léon-Dufour, M., Matllé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France

Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 202	Pre-Intermediate French-II (Grammar and Composition)	4
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i. **Grammar and Vocabulary:** a. Double negative (ni...ni, ne pas ... ni, etc.); b. Contrastive analysis between Simple past tense (Passé composé) and Past continuous (Imparfait); c. Different uses of the Subjunctive mood; d. Restriction (Ne... que); ii. **Communication skills:** a. How to express one's joy, sadness, astonishment, anger, dissatisfaction, regrets and deception; b. How to reassure a person; c. How to express restriction (e.g. He does not but eat a bowl of rice per day); d. Express one's tastes, preferences, what he likes or dislikes, exchange one's projects; e. Make a proposition and respond to a proposition.

Major books to be consulted:

Boularès, M. and Frérot, J.L. (1997) *Grammaire Progressive du français avec 400 exercices* (Niveau Intermédiaire), CLE International, Paris.

Connolly, A.-M. (2001) *Moi, je parle français, Niveau 2*, Guérin, Montréal.

Delatour, Y., Jennepin, D., Léon-Dufour, M., Matllé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France

Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 203	Intermediate French-I (Listening, Speaking & Reading)	4
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i. **Grammar and Vocabulary:** a. Double pronouns (e.g. *She gave that to me*); b. Nominalisation; c. Comparative and Superlative of adjectives and adverb; d. Inclusion and Exclusion (also, neither do I); e. Agreement of Past Participle; Past Subjunctive; Past Conditional; ii. **Communication skills:** f. How to give, offer, promise and lend; g. How to organize one's lectures; h. Interact through telephone, internet; i. How to accuse, contest, reproach, complain and protest; j. Understand the expression of cause and the consequences

Major books to be consulted:

Miquel Claire (2006) *Grammaire Progressive du Français avec 600 exercices* (niveau Intermédiaire), CLE International, Paris.
 Connolly, A.-M. (2001) *Moi, je parle français, Niveau 3*, Guérin, Montréal.
 Delatour, Y., Jennepin, D., Léon-Dufour, M., Mattlé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
 Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 204	Intermediate French-II (Grammar and Composition)	4
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i. **Grammar and Vocabulary:** a. Expressions of duration, commencement of an event (Pendant, depuis...); b. Causative (faire faire); c. Past Perfect tense (called *Plus que parfait*); d. Pronoun *En* and *Y*; e. Demonstrative pronouns; f. Interrogative pronouns; g. Formation or adverbs; h. Focalization/Topicalization ; i. Passive voice; j. Present conditional ; k. Gerund ; l. Direct and Indirect speech; m. Passé Simple; Passé antérieur ii. **Communication skills:** a. How to give, offer, promise and lend; b. How to organize one's lectures; c. Interact through telephone, internet; d. How to accuse, contest, reproach, complain and protest; e. Understand the expression of cause and the consequences; f. How to underline, focalize; g. How to express the hypothesis and the condition; h. How to express obviousness

Major books to be consulted:

Miquel Claire (2006) *Grammaire Progressive du Français avec 600 exercices* (niveau Intermédiaire), CLE International, Paris.
 Connolly, A.-M. (2001) *Moi, je parle français, Niveau 4*, Guérin, Montréal.
 Delatour, Y., Jennepin, D., Léon-Dufour, M., Mattlé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
 Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

In BFFL 301-304 students shall acquire advanced communication skills in French.

FL 301	Pre-Advanced French-I (Listening, Speaking & Reading)	4
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i. **Grammar and Vocabulary:** a. Inclusion and Exclusion (also, neither do I); b. Agreement of Past Participle; Past Subjunctive; Past Conditional; ii. **Communication skills:** f. How to give, offer, promise and lend; g. How to organize one's lectures; h. Interact through telephone, internet; i. How to accuse, contest, reproach, complain and protest; j. Understand the expression of cause and the consequences

Major books to be consulted:

- Miquel Claire (2006) *Grammaire Progressive du Français avec 600 exercices (niveau Intermédiaire)*, CLE International, Paris.
- Connolly, A.-M. (2001) *Moi, je parle français, Niveau 3*, Guérin, Montréal.
- Delatour, Y., Jennepin, D., Léon-Dufour, M., Matllé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
- Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 302	Pre-Advanced French-II (Grammar and Composition)	4
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- i. **Grammar and Vocabulary:** a. Past Perfect tense (called *Plus que parfait*); f. Interrogative pronouns; g. Formation of adverbs; h. Focalization/Topicalization; i. Passive voice; j. Present conditional; k. Gerund; l. Direct and Indirect speech; m. *Passé Simple*; *Passé antérieur*
- ii. **Communication skills:** a. How to give, offer, promise and lend; b. How to organize one's lectures; c. Interact through telephone, internet; d. How to accuse, contest, reproach, complain and protest; e. Understand the expression of cause and the consequences; f. How to underline, focalize; g. How to express the hypothesis and the condition; h. How to express obviousness

Major books to be consulted:

- Miquel Claire (2006) *Grammaire Progressive du Français avec 600 exercices (niveau Intermédiaire)*, CLE International, Paris.
- Connolly, A.-M. (2001) *Moi, je parle français, Niveau 4*, Guérin, Montréal.
- Delatour, Y., Jennepin, D., Léon-Dufour, M., Matllé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
- Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 303	Advanced French-I (Listening, Speaking & Reading)	4
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Major books to be consulted:

- Berthet, A., Hugot, C., Kizirian, V. M., Sampsonis, B & Waendendries, M. (2006) *Alter Ego-3, Méthode de français*, Hachette F.L.E., Paris.
- Berthet, A., Hugot, C., Sampsonis, B & Waendendries, M. (2006) *Alter Ego-3, Cahier d'activités*, Hachette, Paris.
- Miquel Claire (2006) *Grammaire Progressive du Français avec 600 exercices (niveau Intermédiaire)*, CLE International, Paris.
- Connolly, A.-M. (2001) *Moi, je parle français, Niveau 3*, Guérin, Montréal.
- Delatour, Y., Jennepin, D., Léon-Dufour, M., Matllé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
- Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 304	Advanced French-II (Grammar and Composition)	4
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Major books to be consulted:

- Berthet, A., Hugot, C., Kizirian, V. M., Sampsonis, B & Waendendries, M. (2006) *Alter Ego-3, Méthode de français*, Hachette F.L.E., Paris.
- Berthet, A., Hugot, C., Sampsonis, B & Waendendries, M. (2006) *Alter Ego-3, Cahier d'activités*, Hachette, Paris.
- Miquel Claire (2006) *Grammaire Progressive du Français avec 600 exercices (niveau Intermédiaire)*, CLE International, Paris.
- Connolly, A.-M. (2001) *Moi, je parle français, Niveau 4*, Guérin, Montréal.

Delatour, Y., Jennepin, D., Léon-Dufour, M., Mattlé, A. & Teyssier, B. (1991) *Grammaire du Français*, Hachette F.L.E. France
 Miquel, C. (2009) *Vite et Bien-2, Méthode rapide pour adultes*, CLE International, Paris.

FL 403	French for Tourism and Hospitality	4
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This course seeks to familiarise students with specialised language in the domains of tourism and hospitality. It enables the the student to domain-specific discourse in a given socio-cultural context and to communicate it effectively.

Major books to be consulted:

Aubrée, Chr. : *Les métiers pour voyager*, L'Étudiant, Paris, 2000.
 Michel Danilo et al.; *Le français de la communication professionnelle*, Clé International, 1993.

FL 404	French for Business	4
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This course seeks to familiarise students with specialised language in the domains of business and commerce. It enables the the student to domain-specific discourse in a given socio-cultural context and to communicate it effectively.

Major books to be consulted:

Aubrée, Chr. : *Les métiers pour voyager*, L'Étudiant, Paris, 2000.
 Michel Danilo et al.; *Le français de la communication professionnelle*, Clé International, 1993.

FS 105	Introduction to France and Francophone Countries	4
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1. **Course Code** : FS 105
2. **Title** : Introduction to France and Francophone Countries
3. **Credit Hours** : 4 credits
4. **Course Description:**

This course is designed to help the students to introduce France in short. It covers basic general knowledge on the issues of France and Francophone Countries, including its geography, people, culture, economy, politics, popular culture, and daily life.

Course Objectives:

The main objectives of this course are to assist students to.

- i) To give the newly admitted students provide an initial introduction on France to the newly admitted students who are unfamiliar with the French language and culture.

References

FS 205	History of France	4
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History of different peoples such as Gallic, Roman and Franks who constituted France. History of French kings, French Revolution, different French republics. France between and during the two World wars. France in modern times. French colonies. Brief history of Quebec, Belgium and French speaking communities in Switzerland, African and Asian countries.

Major books to be consulted:

Berthet, Jean Louis (1987) *Une histoire de France*, Librairie Séguier, Paris.
 Miquel, Pierre (1976) *Histoire de la France*, Fayard, Paris.
 Jones, Colins (1999) *The Cambridge Illustrated History of France*, Cambridge.
 Conrad Margaret (2012) *A Concise History of Canada*, Cambridge.

FS 206	French Culture and Civilisation	4
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Major books to be consulted:

Carlo, Catherine & Causa, Mariella (2010) *Civilisation Progressive du Français*, Cle International, Paris.

FS 305	Francophone Culture and Civilisation	4
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The main topics are Les danses, La musique, Les fêtes, Les traditions, Les transports, L'habitat, Les communautés, La religion, Les jeux, La cuisine, Les modes de vie, Les langues maternelles, Le commerce, Les royaumes, Les grands cinéastes, Les grands écrivains etc.

Major books to be consulted:

Noutchié-Njiké, Jackson (2016) *Civilisation Progressive de la Francophonie*, Cle International, Paris.
 Carlo, Catherine & Causa, Mariella (2010) *Civilisation Progressive du Français*, Cle International, Paris.

FS 405	French Art, Cinema and Society	4
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Major books to be consulted:

David Howarth (2003) *An Introduction to French politics and society*, Routledge.
 Edmiston William and Dumenil Annie (2009) *La France contemporaine*, Cengage Learning.
 St. Onge Ronald, Ross Steele, St. Onge Susan (1995) *La civilisation française en évolution: Institutions et culture avant la Ve République*, Cengage Learning.

FLIT 306	Introduction to French literature	4
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Major books to be consulted:

Lyons, D. (2010) *French literature: A very short introduction*, Oxford University Press, London.
 Corcoran, Patrick (2007) *The Cambridge Introduction to Francophone literature*, Cambridge, London.
 Aguattaz, François (2011) *La littérature française de A à Z, Auteur, Oeuvre, genre et procédé littéraire*, Hatier, Paris.
 Dumont, François (2011) *Histoire de la littérature française*, Edition du Boréal, Montréal.
 Thibaudet, Albert (2012) *Histoire de la littérature française*, Haerès Publishing, Paris.

In the following courses, works of famous French writers, poets, novelists, filmmaker and playwright representing different movements, style and era shall be chosen by the respective teacher.

FLIT 401	French literature-I (Novel and Short stories)	4
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Major books to be consulted:

- Lyons, D. (2010) *French literature: A very short introduction*, Oxford University Press, London.
 Corcoran, Patrick (2007) *The Cambridge Introduction to Francophone literature*, Cambridge, London.
 Aguattaz, François (2011) *La littérature française de A à Z, Auteur, Oeuvre, genre et procédé littéraire*, Hatier, Paris.
 Dumont, François (2011) *Histoire de la littérature française*, Edition du Boréal, Montréal.
 Thibaudet, Albert (2012) *Histoire de la littérature française*, Haerès Publishing, Paris.

FLIT 402	French literature-II (Prose, Poetry and Drama)	4
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Major books to be consulted:

- Lyons, D. (2010) *French literature: A very short introduction*, Oxford University Press, London.
 Corcoran, Patrick (2007) *The Cambridge Introduction to Francophone literature*, Cambridge, London.
 Aguattaz, François (2011) *La littérature française de A à Z, Auteur, Oeuvre, genre et procédé littéraire*, Hatier, Paris.
 Dumont, François (2011) *Histoire de la littérature française*, Edition du Boréal, Montréal.
 Thibaudet, Albert (2012) *Histoire de la littérature française*, Haerès Publishing, Paris.

FLIN 001	Linguistics-I (Introduction to Linguistics, Phonetics and Phonology)	4
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To give a general overview of the nature and function of language with special reference to French.

To familiarize the students with the basic linguistic concepts and terminology.

The course introduces students to the systematic study of the elements of spoken language - phonetics and phonology. It intends to develop students' skills in perceiving, articulating, and transcribing speech sounds. It also introduces them to sounds, syllables, stress, rhythm, intonation and other features of connected speech. They will be able to compare and contrast between the oral features of English and Bangla, with a focus on specific difficulties faced by Bangla language speakers.

Major books to be consulted:

- Verma and Kishnaswamy (2009), *Modern Linguistics*, Orford, New Delhi.
 Roach, P. 2009. *English Phonetics and Phonology*. Fourth Edition. Cambridge: Cambridge University Press.
 Jenkins, J. 2000. *The Phonology of English as an International Language*. Oxford: Oxford University Press.

FLIN 002	Linguistics-II (Morphology, Syntax, Semantics and Pragmatics)	4
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The course introduces students to basic concepts of word and sentence structure. They will learn about morphological and syntactic diversity in the English language and practice morphological and syntactic analysis on different data sets. Key concepts covered include inflection and derivation, case marking, agreement and concord, morpheme classes, phrase structure, word order, grammatical functions and relationships between clauses. At the end of the course, they will be able to apply and evaluate theoretical concepts in linguistic analysis.

This course introduces students to the study of meaning: linguistic meaning and speaker meaning. They will be acquainted with the major approaches to the study of lexical and grammatical meaning and the role of semantics and pragmatics in grammar. They will practice semantic analysis, using a variety of frameworks such as componential analysis, prototype theory and cognitive semantics and evaluate metaphors and linguistic categorization, such as noun class systems, kinship terms and colour terms across languages.

Recommended Reading:

Bauer, Laurie. 1983. English word-formation. Cambridge: CUP.
 Katamba, Francis. English morphology. Basingstoke: MacMillan.
 Marchand, Hans. 1969. Categories and types of present-day English word-formation. P.H. Mathews. Syntax.CUP.
 P.Christopher and A.O. Sandev. An Advanced English Grammar
 Maggie Tellerman. Understanding Syntax. Arnold.
 Frank Palmr. Grammar. Penguin
 Quirk, Randolph; Sidney Greenbaum, Geoffrey Leech; Jan Svartvik. 1985. A comprehensive grammar of the English language.
 Gelderen, Elly van. 2002. An introduction to the grammar of English. Amsterdam: John Benjamins.
 Radford, Andrew. 1997. Syntax: A minimalist introduction. Cambridge: CUP.

F.R. Palmer : Semantics
 John Lyons : Semantics Vol.1
 Heasley and Hurford : Semantics: A Course book
 Sebastian Lobner : Understanding Pragmatics
 Peter Grundy : Doing Pragmatics

FLIN 003	Language and Society	4
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The subject matter of this course is the impact of society on language and vice-versa : Language and Social class, language and Ethnic group, Language and Sex, Language and Context, Language and Social interaction, Language and Nation, Language and Contact, Language and Humanity.

Major books to be consulted:

Trudgill, Peter (2000) *Sociolinguistics, an Introduction to Language and Society*, Penguin, London.
 Holmes, Janet (2013) *An Introduction to Sociolinguistics*, Routledge.

FLT 004	Principles and Methods of Language Learning and Teaching	4
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This course will introduce student to different principles and methods of teaching a language.

Major books to be consulted:

Richards, Jack C. & Rodgers Theodore S. (2014) *Approaches and Methods in Language Teaching*, Cambridge University Press, London.
 Larsen-Freeman Diane & Anderson, Marti (2011) *Techniques and Principles in Language Teaching*, Oxford University Press, London.
 Brown, Douglas (2014) *Principles of Language Learning and Teaching*, Pearson Education, ESL.

FLT 005	Translation and Interpretation	4
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Different theories and methods of translation and interpretation is the subject matter of this course.

Major books to be consulted:

Biguenet, John & Schulte Rainer (1992) *Theories of Translation : An anthology of essays from Dryden to Derrida*, University of Chicago press.
 Biguenet, John & Schulte Rainer (1989) *The Craft of Translation: An anthology of essays from Dryden to Derrida*, University of Chicago press.
 Pym, Anthony (2014) *Exploring Translation theories*, Routledge.
 Mounin, Georges (1976) *Les problèmes théoriques de la Traduction*, Gallimard.

FLR 006	Research Methodology	4
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In this course the students will introduce students to critical thinking, show them how to do research and write a research monograph.

Major books to be consulted:

Aristotle (2012) *Topique* (translated in French by JeanTricot), Librairie Philosophique J. Vrin, Paris.
 Kumar, Ranjit (2014) *Research Methodology : A step-by-step guide for beginners*, Sage, London.
 Creswell, John, W. (2013) *Research Design: Qualitative, Quantitative and mixed approaches*, Sage, London.
 Booth, Wayne C. & Colomb, Gregory, G. (2008) *The Craft of Research*, University of Chicago Press, Chicago.

FLT 406	Micro Teaching	4
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The course intends to develop students' practical skills necessary to teach French as a foreign language. They are encouraged to translate the theoretical knowledge that they have gathered in ...: Principles and Methods of FLT : Teaching Classroom Techniques into practice, conduct teaching sessions in front of their peers, apply the skills learnt and gain hands-on teaching experiences. They have the opportunity to experiment with new techniques in a friendly environment and receive formative feedback from the peers. The principles of teacher development and the knowledge of approaches, methods, and techniques in FLT come together through micro-teaching and peer observation. On completing the micro-teaching, the students will be able to

prepare and apply lesson plans, develop confidence in using a variety of materials and teaching techniques, and expand on their teaching skills and understand the necessity of continuous reflection on the teachers' part for ensuring optimal learning for students. They will design and develop a portfolio as a component of assessment.

Text/ References

- Darling-Hammond, L. (2012). *Powerful teacher education: Lessons from exemplary programs*. London: Wiley.
- Darling-Hammond, L. and Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: John Wiley and Sons.
- Elliott, J. (2012). *Reconstructing teacher education: Teacher development*. New York: Routledge.
- Michael J. W. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.
- Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge: Cambridge University Press.
- Tedick, D. J. (2013). *Second language teacher education: International perspective*. New York: Routledge.

FLT 407	Translation Practice	4
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The students have to translate short stories/novel (English/Bengali to French, French to Bengali to English/Bengali)

FLR 007	Research Monograph	4
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This course will be offered to the students in the eighth semester and they will conduct a higher level academic research on a topic in relation to linguistics, applied linguistics, education, and media. As they are guided through the stages of formal research process, they will learn to ask research questions, determine methodology, access information and search the scholarly literature, do literature review, cite and document sources properly, collect data and analyse the findings, and learn the ways of framing arguments. They will also make scholarly presentations and communicate their research findings in oral or poster presentations. Thus the course will reinforce the reflective, analytical, critical, and presentation skills that the students have developed throughout the first three and a half years of the degree and support the preparation of their first major piece of individual and independent research - a formal research thesis. At the end of the course, they will have extensive and intensive knowledge of their chosen discipline, a nascent understanding of their research context, and learn to conduct independent research with rigour. They will submit a 10,000 – 12,000 word long dissertation in a bound form at the end of the semester.

Text/References

- Booth W. and Williams, J., and Colomb, G. (2008). *The craft of research*. Chicago: University of Chicago Press.
- Brown, J. D. (1988). *Understanding research in second language learning: A teachers guide to statistics and research design*. Cambridge: Cambridge University Press.
- Creswell, J. W. (201). *Research design: Qualitative, quantitative and mixed methods approach*. Thousand Oaks, CA: Sage.
- Denscombe, M. (2007). *The good research guide*. London: Open University Press.

- Lichtman, M. (2013). *Qualitative research in education: A user's guide*. Thousand Oaks, California: Sage Publications.
- Lincoln, Yvonna, S. & Denzin, Norman K. (Eds). (2000). *The handbook of qualitative research*. Thousand Oaks, California: Sage Publications.
- Maimon, E. P. (2007). *A writer's resource: A handbook for writing and research*. New York: McGraw-Hill.