

# NEW CALEDONIA INTENSIVE FRENCH COURSE

## Winter 2024

### Course Coordinator

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### Dates

Monday 17 June to Friday 5 July 2024 (3 weeks)

### Prerequisite

This program is open to students who, at a minimum, are enrolled in FREN2010 and are on-track to receive a 5.0 or better. Students taking or having completed courses higher than FREN2010 are eligible. Students need a minimum B1 CEFR level of French; if you have not taken French at UQ or are not a French Major, please contact A/Prof Amy Hubbell ([a.hubbell@uq.edu.au](mailto:a.hubbell@uq.edu.au)) to confirm student language level eligibility. The course can be taken for credit or for no credit. To receive credit, you must have room in your program of study for #2 units of French. Students participating in the [Brisbane Universities Language Alliance](#) are eligible to apply.

In addition, you must meet [UQ's requirements for short-term global experiences](#):

- be enrolled and taking classes in a degree program at UQ in the semester before the experience
- have completed at least six (6) units at UQ in your current UQ program
- have a minimum cumulative GPA of 4.0, as shown on your UQ studies report
- have at least two (2) UQ units remaining in your current UQ program
- meet any other published eligibility requirements relevant to the nominated short-term experience
- agree to UQ's Internships and Global Experiences [Terms and Conditions](#)
- refer to the Global Experiences page linked above for "Additional eligibility criteria"

### Rationale

Your present level of French allows you to communicate successfully in everyday situations and share your views on a range of topics relevant across cultures. This intensive course will provide an environment where you can consolidate these skills, increase fluency, and gain new knowledge about the Indo-Pacific nation of New Caledonia. You will learn about indigenous cultures, local environmental, economic and educational challenges as well as local historical and heritage sites.

### Aims

This course aims to facilitate understanding of French Pacific and Kanak cultures while providing intensive opportunity for students to increase their language proficiency.

### Learning Objectives

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

1. Show understanding of intercultural issues in the New Caledonian context
2. Engage in discussion with increased spontaneity in French
3. Read and interpret information about New Caledonia in both English and in French
4. Understand lectures presented in French on a range of cultural topics
5. Present basic historical and cultural information in French
6. Critically reflect on learning experiences both in written and oral French

## Teaching and learning approaches

This course is offered on-site in Nouméa with 45 contact hours, 15 hours per week for three weeks with tutorials from Monday to Friday hosted by Creipac (**C**entre de **R**encontres et d'**É**changes Internationaux du **P**acifique) in Noumea. The typical schedule will include language instruction in the morning and cultural activities in the afternoon. In addition to language classes, the program includes presentations by local artists, writers, political representatives and historians. You should read about New Caledonia's history and culture prior to departure. In addition to the instruction provided by Creipac, you will complete a research journal on a cultural topic of your choice.

## Assessment

Attendance and assessment are compulsory. Assessment criteria is outlined below. Students who do not complete all assessment items (CREIPAC assessment + journal) will not receive credit for the course. Students who successfully complete assessment with an average of 50% or higher will receive #2 credits of advanced French at UQ.

## Cost (based on a group of 6)

- Estimated on-site costs are \$5700 for 2024 with homestay accommodation (airfare not included)
- Funding is available for eligible students through New Colombo Plan Short-Term Mobility Grants. For students not eligible for New Colombo Plan funding, other opportunities exist through UQ Internships and Global Experiences and CISAustralia.

## The on-site cost includes:

- Pre-departure guide and session
- Airport pick up and drop off in Noumea
- Orientation
- Academic advising
- Tuition fees (3-week base language studies, 15 hours per week of language instruction = 45 hours)
- Access to independent self-learning language facilities
- All enrolment fees
- 21 days homestay accommodation (Breakfast and dinner daily and lunch also on weekends)
- 24/7 on-site support (Site Director)
- Activities / excursions including transport (i.e. guided tour of the Tjibaou Cultural Centre, kayak tour)
- Wifi at language centre
- Free computer use at language centre
- Medical insurance - automatically covered by UQ Student Travel insurance.
- CISAustralia support services before, during and after the program
- Financial advice
- Assistance with travel arrangements
- Language school course completion certificate
- CIS Certificate of Completion

## Financial support

Funding for the 2024 program includes [New Colombo Plan Short-Term Mobility Grants](#) (For undergraduate Australian citizens who do not have citizenship or residency in the host country and who take the course for credit). NCP grants are \$4000 per student with a maximum of 20 grants available.

Students may also be eligible for Short-term Experience funding from UQ or Widening Participation Grants. For more info, <https://employability.uq.edu.au/financial-support/short-term-experiences-funding>. [OS-Help Loans](#) can be used for this program.

### Application

- Apply through UQ Abroad to verify your eligibility: <https://employability.uq.edu.au/get-experiences/global-experiences/short-term-experiences/apply-short-term-experience>

### Deadlines

- Early Bird Deadline: 10 March (TBC)
- OS-HELP Deadline: 15 March
- Final Deadline for UQ: 14 April
- Application and payment deadlines for Creipac will be advised. <https://www.creipac.nc/>

Please note: Students completing this course for credit and with funding must be able to claim **#2 advanced French credits which can be counted towards a French major or diploma but will not replace a core language class**. UQ students from Faculties other than Humanities & Social Sciences and students from other universities must receive approval from their faculty/university prior to enrolling (refer to UQ Abroad for further details).

### Assessment

There will be three assessment items for this course:

1. Final speaking examination organized by Creipac (30%)
2. Final listening comprehension examination organized by Creipac (30%)
3. Journal de bord (40%). See below for further details.

To pass this course you must complete all three assessment pieces and must receive a final mark of 50% or higher. This mark will indicate your level of achievement, but it will not appear on your academic record.

### Journal de bord

Assignment submission: Please submit an electronic copy of your written work to the Noumea Blackboard Site via TurnItIn. The *journal de bord* entries or videos may be viewed by students in other UQ French classes interested in studying in New Caledonia.

Contact the course coordinator if you need help. By submitting your work, you declare the following:

I certify that this assignment is my own original work, and that I have had no external assistance other than assistance specifically permitted by the assignment criteria and/or course co-ordinator. I certify that I am familiar with the relevant requirements as specified on the School website and Course Profile, including the concept of and penalties for plagiarism. I certify that this assignment has not been submitted either previously or concurrently in whole or in part to this University or any other educational institution for marking and assessment.

Statement on help with assignments: All assignments submitted should be the work of the student and the student alone. This means that students are NOT to seek unauthorised outside help (which may include help from other students, teachers, private tutors, ghost writers, native speakers, or electronic translation software or GenAI such as Google Translate, etc.) either in the preparation of assignments or in checking for errors before assignments are submitted. Cases where students are suspected of having used outside help

will be referred to the School of Languages and Cultures Integrity Officer for further investigation. Students who use outside help may be found guilty of academic misconduct which can attract significant penalties. The University's policy on Student Integrity and Misconduct is available at <https://ppl.app.uq.edu.au/content/3.60.04-student-integrity-and-misconduct>

**Format:** Your *journal de bord* will document your learning throughout the course and will include **5 research entries and 1 reflective video entry**. This journal is not a personal diary but a critical evaluation of your research journey. As you explore your topic you will describe what you learnt and evaluate the material and/or experience. The goal of each entry is to demonstrate how the resource has impacted your understanding of the research topic. Note: No more than 1 entry can come from an English language source and **permission is required**.

You will choose your topic and email it to the Course Coordinator no later than **Friday 7 June 2024**.

### **Length:**

written work (25%):

1000 words +/- 10% excluding bibliographic details (200 words for each entry x 5 entries).  
10% will be deducted for every 100 words below the word length.

video entry (15%):

2-5 minutes with a minimum 2 minutes of speaking in French. Entries shorter than 1m40 will be penalised proportionately.

**Due date:** **Friday 19 July 202r** Submit the complete written work to TurnItIn on the course Blackboard site.

### **Proposed topics**

1. L'environnement et la biodiversité en Nouvelle Calédonie
2. L'autonomie alimentaire, santé et respect de la terre en Nouvelle Calédonie
3. La société kanak traditionnelle et sa place aujourd'hui
4. La place de la femme kanak entre société traditionnelle et vie moderne
5. L'impact du tourisme sur l'économie et l'environnement en Nouvelle Calédonie
6. La/Les culture(s) calédonienne(s) et leur expression artistique.
7. L'autosuffisance de la Nouvelle Calédonie face à l'indépendance
8. Le multiculturalisme en Nouvelle-Calédonie, l'histoire des minorités et des groupes culturelles et ethniques
9. L'histoire de la colonisation de la Nouvelle-Calédonie (le bagne, les différents groupes de déportés, les différentes étapes de l'installation)

### **Written work**

**Entries 1 to 5 (1000 words):** Each entry will be dated and organized as follows:

- Summarise the source briefly (see criteria for a list of possible sources). You may include a discussion with your host family if it relates directly to your topic but no more than one. Please provide clear references. Bibliographic information is not counted in the word count.
- Discuss how it contributed to your understanding of the topic and highlight any aspect which you found valuable.

### **Spoken Work**

**Entry 6** (Video, 2-5 minutes): This final entry is a video in which you will reflect on your learning. You may discuss challenges you encountered while researching your topic and the strategies employed to overcome them as well as what you gained during the course and how your understanding (linguistic and/or cultural)

may have progressed. You should thoughtfully include video or photos from your time in Noumea that relate specifically to your personal learning experience. The video may be viewed by other students in the French program interested in learning about this program. You are not marked on your cinematographic skills but on your critical thinking, spoken French, and ability to incorporate visuals that correspond to your unique experience. For example, perhaps you saw an artwork or historic site that impacted you. You may want to include your own photographs, video or even your own sketches of that site and explain the experience in the video. You may use Powerpoint, film editing software or even just film yourself on site with your phone. The video must be audible and playable once uploaded onto Flip under the topic “Qu’est-ce que vous avez appris en Nouvelle Calédonie?” <https://flip.com/e2c2e79e>.

Written Marking Criteria – 25%					
	5	4	3.5	3	2.4 - 0
Research	You have undertaken comprehensive research on your topic and you have identified your chosen topic with a title. You used at least 4 different kinds of sources, e.g. interviews, oral presentation/ speech, electronic media, newspapers, books, promotional material, BD, paintings, sculptures or other artefacts. You have properly cited all sources.	You have undertaken solid research from at least three different types of sources which are clearly identified. There may be some minor inconsistencies in referencing but the research is clearly presented and identified.	You used at least three different kinds of sources to inform your research. Your referencing was less consistent.	You used only two different kinds of sources in your research or the research came from the same sources. Some irregular or improper referencing.	Your journal relies mainly on your personal opinion.  0 No citations are used or no reference information is provided.
	10	8	7	6	4.9 - 0
Linguistic quality and accuracy	You demonstrate an excellent knowledge and application of the linguistic and lexical features of French in your journal. There are no major mistakes (e.g. tenses, agreements, spelling) in your text.	You demonstrate a very good knowledge and application of the linguistic and lexical features of French. There may be several minor mistakes but very few major errors.	You demonstrate sound knowledge and application of French in your journal although major mistakes are more common. Overall your text is easy to follow.	You demonstrate an adequate knowledge and application of the linguistic and lexical features of French in your journal but your text lacks clarity at times due to more frequent mistakes.	The inaccurate use of linguistic structures and lexical features of French written expression makes your text difficult or impossible to read. Your text reads as a translation.
	10	8	7	6	4.9 - 0
Critical appraisal Entries 1 – 5	You consistently analyse your sources critically and demonstrate excellent understanding of your topic. Your reasoning is logical throughout.	You analyse all sources critically though one entry might be slightly more superficial. You demonstrate clear understanding of your topic and your reasoning is logical.	You generally assess your sources critically and demonstrate an adequate understanding of your topic. Your reasoning is logical but may contain a minor inconsistency.	Your journal is essentially descriptive in nature or there are some inconsistencies in your reasoning.	You do not evaluate your sources in your journal and your treatment of the topic remains superficial, or it is impossible to follow the logic of your reasoning.

<b>Spoken Marking Criteria (video) - 15%</b>					
<b>Critical reflection</b>	<b>6</b>	<b>4.8</b>	<b>4.2</b>	<b>3.6</b>	<b>2.9-0</b>
	You reflect critically on your experience and identify key aspects of your learning journey. Your video is engaging and highlights what you learned in New Caledonia. You include critically relevant images integrated into the video.	You reflect critically on your experience and identify some aspects of your learning journey but with less depth. Images are relevant and discussed.	You reflect on your experience with some critical analysis but the reflection is sometimes superficial. Images correspond to the discussion.	You attempt to reflect on your experience but your entry remains essentially descriptive. Images are superficially included.	You make no attempt to reflect critically on your experience. Images used are not connected to the entry or no images are included.
<b>Linguistic accuracy and vocabulary</b>	<b>5</b>	<b>4</b>	<b>3.5</b>	<b>3</b>	<b>2.4 - 0</b>
	You demonstrate mastery of an appropriate vocabulary adapted to your video. You correctly use grammar and connectors. Your speaking is clear and coherent, easy to understand. You correctly use tenses and modes and make all necessary agreements.	The vocabulary and register you use are appropriate for your topic. Your use of grammar is almost entirely correct but there may be a few small errors that do not affect comprehensibility.	Appropriate vocabulary and register used to discuss your topic.  Your grammar use is mostly correct and easy to understand but may contain minor errors (gender or agreement) or a major error (tense, conjugation).	You use mostly appropriate vocabulary and register to talk about your experience but there may be a few errors or several anglicisms. Some grammatical errors may include tense, agreement between subject and verb, conjugation, or syntax. Your work is less clear but remains comprehensible.	Vocabulary or register that is inappropriate.  Numerous major errors (tenses, syntax, anglicisms) affect the clarity of your presentation. Sometimes errors make your speaking incomprehensible.  Your work seems to be translated.  0 Your speaking is incomprehensible.
<b>Pronunciation and Intonation</b>	<b>4</b>	<b>3.2</b>	<b>2.8</b>	<b>2.4</b>	<b>1.9 - 0</b>
	Excellent intonation and pronunciation, no unnatural pauses. The presentation is natural and easy to understand.  You know when to pronounce or not pronounce final consonants and you make appropriate liaisons. You correctly pronounce difficult sounds in French.	Very good intonation and pronunciation with few hesitations. Your presentation is natural.  You make a few minor errors that never interfere with the comprehensibility of your speech.	Good intonation and pronunciation but there may be some unnatural hesitations. You may make some minor errors which do not affect comprehensibility. Your video seems to be read but you read with a natural rhythm.	Mostly correct Intonation and pronunciation. You may speak with a choppy rhythm or you may read but your speaking remains comprehensible.  You may make one or two important errors which do not greatly affect meaning or comprehensibility.	Your presentation is entirely read or memorised or partly inaudible.  Your intonation does not correspond to what you are saying. Your pronunciation impedes comprehensibility. You hesitate frequently or your rhythm affects comprehensibility.  0 Speaking is unintelligible.