
Downloaded from: http://ray.yorksj.ac.uk/id/eprint/2890/

Research at York St John (RaY) is an institutional repository. It supports the principles of open access by making the research outputs of the University available in digital form. Copyright of the items stored in RaY reside with the authors and/or other copyright owners. Users may access full text items free of charge, and may download a copy for private study or non-commercial research. For further reuse terms, see licence terms governing individual outputs. Institutional Repository Policy Statement

RaY
Research at the University of York St John
For more information please contact RaY at ray@yorksj.ac.uk
Global in their outlook and socially responsible:
• Community minded and aware of international perspectives
• Understanding and embracing of difference
• Ethical in their decision making

BACKGROUND
French Proficiency module for final year students returning after study abroad. In the past the module content has been based on French slang and dialect, building on the students’ experiences of living in France.

NEW CONTENT
Students read a novel and watch a film, both set in Calais. We discuss the current situation in France with the help of French websites and source material from Amnesty International. This approach also edits out plagiarism in the assessment, as the essay involves fresh thinking which cannot be found online: comparing and contrasting the novel, the film and the current situation.

LEARNING OUTCOMES
1. Play a pro-active role in discussions on a range of topics in an appropriate register and make themselves understood with relative ease.
2. Understand extended speech of some degree of complexity and abstraction, and summarise the key points.
3. Understand a range of texts of some degree of complexity and abstraction comprising specialised texts written for a non-specialist audience, and note key points.
4. Produce texts on a range of topics in an appropriate register, using a range of appropriate concrete and abstract vocabulary.
5. Critically evaluate one aspect of the culture where the language is used.

The material from Amnesty Belgium presents 10 misconceptions and counters each one with facts.

A l’abri de rien (2007)
A woman’s life is changed when she starts volunteering at a centre for migrant welfare.

Welcome (2009)
A swimming instructor’s life is changed when he befriends a teenage migrant who wants to swim the Channel.

Other source material includes videos, maps and graphics explaining issues such as:
- how Schengen works
- why migrants come to Europe
- how many refugees are accepted by different countries

STUDENT FEEDBACK
The new format was in response to student requests a) to read a novel and b) to discuss more current events. Unfortunately the main content came after the mid-term review, so there is little specific data on the student response, but students said afterwards that they felt much better informed about the migrant crisis.

WHAT NEXT?
Following the dismantling of the camp in Calais last year, I will need to decide whether to continue using this content, treating it as historical but with relevance to the global migrant situation, or whether to choose new content.

Bibliography
Amnesty International Belgique (2015) Répondre facilement à dix préjugés sur la migration. [Internet]
Le Monde (2015) Comprendre la crise des migrants en Europe en cartes, graphiques et vidéos. [Internet].