

MODULE SPECIFICATION PROFORMA



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Module Title: LAN444 French Beginner Level LAN450 Italian Beginner Level LAN460 Chinese Beginner Level LAN461 Japanese Beginner Level LAN421 German Beginner Level LAN431 Spanish Beginner	Level: 4	Credit Value: 20
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Module code: As above	Cost Centre: GASL	JACS3 code: Various
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Trimester(s) in which to be offered: 1, 2	With effect from: January 2008
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Office use only: To be completed by AQSU:	Date approved: November 2015 Date revised: September 2015 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic Business Division:	Business/Language Centre	Module Leader: Dr. Leila Luukko-Vinchenzo
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Module duration (total hours): 200 Scheduled learning & teaching hours: 40 Independent study hours: 160	Status: Elective/option
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Programme(s) in which to be offered: Institution wide and community based; To be submitted to Language Centre's assessment board	Pre-requisites per programme (between levels): N/A
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Module Aims:

This module, for students with no previous knowledge or limited prior knowledge of the target language, is designed to provide opportunities for the development of language and communication skills within Higher Education. The main focus for the module is the development of linguistic skills:

- introduce students to the sounds, syntax, lexicon and idioms of the target language.
- provide students who have no previous or limited prior knowledge of the target language with a sound basis in the four main areas of listening, speaking, reading and writing.

At the end of this stage students will have reached A1 in the Common European Framework of Reference. They will be able to carry out simple everyday tasks in the target language.

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Display an understanding of a basic range of everyday expressions relating to personal details and needs, and have some understanding of a few simple grammatical structures and sentence patterns including how to address people both formally and informally as appropriate.
2. Draw on an understanding of simple grammatical structures and sentence patterns and a familiarity with the sound system of the language in order to respond to aural material.
3. Reveal an understanding of a basic range of everyday expressions relating to personal details and needs, and a familiarity with the writing system of the target language when responding to written material.
4. Reveal an ability to use a few simple grammatical structures and sentence patterns when writing short and simple notes/messages or similar in the target language.

Key skills for employability

1. Communicate at A1 CEFR level in a second language, both orally and in writing
2. Contribute effectively to the planning of group activities, play an active part in group activities, exercise negotiation and persuasion skills using the target language at A1 level
3. Develop creative thinking approaches to new situations using the target language at A1 level; contribute to discussions identifying factors (new contexts and words) which might influence potential opportunities, problems and creativity
4. Use ICT efficiently to enhance (linguistic) knowledge and information seeking in intercultural contexts
5. Listen for, interpret and process information in a foreign language at A1 level
6. Find, process and produce information in a foreign language at A1 level
7. Communicate in a foreign language and adapt to varying cultural contexts
8. Improve adaptability, independence and confidence
9. Analyse the progression of language learning and future needs to adapt to new challenges and potentially to culturally new environments
10. Understand and use numbers in a foreign language

Assessment:

The indicative assessment comprises the tasks as listed below with one integrated mark being submitted for assessment. Weightings identified are for indicative purposes only.

- conversation skills in the target language, using 3 short role-plays of everyday nature and free discussion (40%)
- writing skills: a short text (100 words), e.g. a postcard or a letter (10%)
- reading skills: read and understand a short text, answer questions in English (20%)
- listening skills: listen to audio material, answer questions about the material in English (30%)

All material used will be within the aims of the module and the Can-Do statements for A1 of CEFR

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1,2,3,4	In-class test	100%	No more than 2 hours in total	

Learning and Teaching Strategies:

The module will be delivered mainly through tutor-led weekly formal classes. Language learning resources including audio and visual materials and other appropriate materials will be available for private study. Classes will be scheduled so as to ensure opportunities for the intensive study and practice of language skills. Sufficient emphasis will be placed on paired and small-group work in order to develop communicative skills. Students will follow a course book and a range of authentic resources with backup material on Moodle. Students will complete regular written exercises to consolidate learning.

Syllabus outline:

1. Selected lexical, syntactical, morphological and phonetic aspects appropriate to the target language and the level of the module
2. Grammatical aspects, e.g. common verbs, simple questions and negative forms; prepositions; adjectives: position and agreement; conjunctions; personal pronouns etc as appropriate to the target language and the level of the module
3. Spoken and written communication in the target language, appropriate to the level of the module.
4. Acquisition of cultural awareness within the language learning programme
5. Topics related to everyday situations
6. Vocabulary e.g. the alphabet, cardinal numbers, days of the week, months of the year, leisure activities, food and drink

Bibliography:

Essential reading:

Students will follow a suitable course book in the relevant target language.

Students will also have access to an appropriate range of supplementary material on Moodle, including e.g. linguistic exercises, comprehension exercises and other stimulus material.

Students will be directed to online resources where appropriate in order to facilitate independent learning.