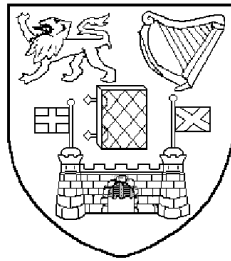


**University of Dublin  
Trinity College**



**School of Linguistic, Speech and  
Communication Sciences**

**Centre for Language and Communication Studies  
(CLCS)**

**Language Modules**

**Course Programme**

## Purpose of this information booklet

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### An overview

#### What's in this booklet?

This booklet gives you essential information about the Language Modules, including practical details about the course programme, working methods, assessment procedures and facilities and resources.

We urge you to study this booklet carefully, and to keep it handy for reference during the year. If you should mislay it, please do not hesitate to ask us for a replacement copy.

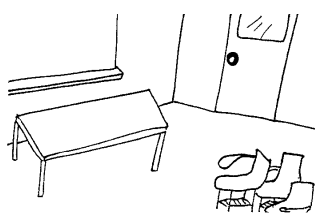
The booklet is divided into **five** sections:

<b>Page 2</b>	General information for students
<b>Page 7</b>	Working methods
<b>Page 8</b>	A1 and A2 proficiency levels
<b>Page 9</b>	B1 and B2 proficiency levels
<b>Page 10</b>	Projects and assessment

## General Information for students

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### *Welcome to the Centre for Language and Communication Studies!*



### Enjoy the CLCS self-access language learning facilities:

Located on Level 4, Arts Building:

Language Centre (CLCS main office):

Room 4091

Computers: Rooms 4073 and 4074

DVD, video, satellite TV: Room 4074

#### Your primary contact: the Language Modules Coordinator

### CLCS staff

The Head of the School of Linguistic, Speech and Communication Sciences is **Professor John Saeed**.

Your primary contact, however, will be with the **CLCS Language Modules Coordinator, Dr Lorna Carson**. All queries you have should be addressed by e-mail: **carsonle@tcd.ie** or by phone: **01 896 4035**.

### **Get to know our multi-media facilities and resources**

At CLCS we have a library of language learning and authentic source materials (print, audio, DVD, video, CD-ROM) in French, German, Spanish, Italian, Irish, and Turkish, as well as a number of other languages. These are available for use in class and for self-access study, and will form an integral part of the group work and project work you will be involved in.

### **Watch foreign language TV**

You can also tune in to satellite television in Room 4074 and watch broadcasts from French, German, Spanish, Italian and other foreign language stations.

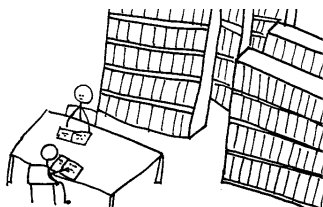
### **Language Learning Computer Rooms**

In addition, you will be able to use our dedicated computers (Rooms 4073 and 4074) to access the internet and a wide range of target language materials relevant to your project topic or personal interests. However, students must remember that these computers can be used **only for language learning purposes**.

### **Opening hours of self-access facilities**

During term, the **CLCS self-access facilities are open from 9.30am to 9pm on Monday to Thursday and 9.30am to 5pm on Friday**. Opening hours outside term will be posted on the door of the main CLCS office (Room 4091).

### **Please use your CLCS ID card when borrowing materials and using the multimedia facilities**



At the beginning of your language module, you must apply for a CLCS identity card (in Room 4091) which you must present when borrowing materials to work on in Rooms 4073 and 4074 or using the self-access multimedia facilities.

CLCS issues an information booklet and notices about the self-access facilities, opening-hours, regulations for use, etc. Please make sure you read these carefully. If you are not sure how to use any of the technical facilities, please ask the secretary or one of the members of staff listed in this booklet. If you damage any equipment through misuse, you may be liable for the cost of repair or replacement.

### **Who to ask for help**

If you need help in using CLCS's language learning facilities and resources, and the secretary cannot help you, please contact:

- Dr. Breffni O'Rourke, for queries about materials, computers, and multimedia facilities. E-mail: [breffni.orourke@tcd.ie](mailto:breffni.orourke@tcd.ie)

### **Common European Reference levels for languages**

The Language Modules use the Council of Europe **Common Reference Levels** as a guide to the proficiency level of each class. These Common Reference Levels are accepted across Europe and beyond, and are a useful and transparent way of describing what a language learner can do in the languages s/he speaks. There are six levels, from A1 (beginner) to C2 (advanced). Students may find it useful to conduct a self-assessment of their language skills in class.

## Communication as goal and means

## We learn languages by using them



## Our aims

The Language Modules have been running in College since 1993, with the aims of increasing student mobility, giving added value and enhancing career prospects. The primary emphasis in the modules is on **communication**. Communication in the target language will be the main goal, and also the principal means, of learning.

The weekly sessions are designed to engage you in regular active use of the target language, since it is through **using** the language that we best learn, develop and practise our target language skills. B1 and B2 level classes will be conducted entirely in the target language by native-speaker teachers. A1 and A2 level classes will use the target language as much as possible as the medium of instruction and interaction.

Communicating means participating. One of the main working methods during the sessions will be group work of one kind or another. This will require you to take an active part in the business of communicating in the target language, working collaboratively with peers on projects and tasks, and interacting with one another and with native-speaker student assistants assigned as helpers to the groups.

## Communication does not mean perfection

Remember: non-native speakers will always be non-native speakers. We are not aiming for perfection, but a realistic level of proficiency that will enable you to function effectively in the target language environment. Even students taking the A1 and A2 level modules should find it possible to develop adequate survival skills in the target language.

## What is expected of you

### A strong commitment

We know that some of you are taking your Language Module as an extra commitment, on top of your main degree subjects. We realize that the additional time you can devote to language study will be quite limited. Yet we must stress the importance of your keeping that commitment and setting aside a little extra time for language study.

### Supporting and consolidating your learning through private study

The weekly sessions can only offer you two hours of concentrated exposure to the target language each week. How much personal success you gain from the module will depend on how much effort you put in towards supporting and consolidating your learning through regular private study.

### The golden rule: a little learning often



This need not mean trying to fit in a large block of time each week for language work. The golden rule is: **a little learning often**. 10–15 minutes a day is enough. The key to success is how well you organize your time and your learning.

### Taking responsibility for your learning as a group

The approach to learning we have adopted for the Language Modules places responsibility on you as learner. As a group, you will share responsibility for working collaboratively on your project. Among other things, this means not letting each other down by, for example, failing to attend class or to participate in the project presentation.

### Taking responsibility for your learning individually

Furthermore, you will need to take responsibility for organizing your learning and managing your time and resources outside class. The project work will require that you spend time on your own, researching materials, exploring the Internet, consulting dictionaries and reference grammars, editing and fine-tuning your text, shaping your contribution to the project, and so on.

### Using the target language to further your own interests



We do not claim that you will find it easy to develop the self-directed working methods we are advocating, and to devote time and energy to language learning in the face of your other study pressures and commitments. But we hope that you will not view language learning simply as an end in itself, and somehow separate from the rest of your studies. Ultimately, we hope that by taking charge of your own learning, you will discover how the target language can be used to further your own personal, vocational or academic interests, and that as a result, you will want to go on learning and using the language long after you have completed the module.

### European Language Portfolio

#### European Language Portfolio

The Language Modules use a language learning tool called the European Language Portfolio (ELP). During their project work, all the classes use the ELP as a means of helping students plan, review and monitor their work (e.g. through setting learning goals, self-assessment, negotiation of assessment with your teacher).

The Portfolio has three components: a **language passport**, which includes the learner's own evaluation of his/her proficiency in the languages he/she knows; a **language biography**; and a **language dossier** of work illustrating the learner's language skills. Students are required to store all their work in an **A4 ringbinder**.

### Online Language Passport/ CV

The ELP is also a very useful way of demonstrating to others (e.g. a prospective employer) your proficiency in different languages, including languages you have never have formally studied. We encourage all students to maintain and update their own online **Language Passport**, and **Europass CV** (see <http://europass.cedefop.europa.eu/>).

#### Additional Learning Benefits

If you participate fully in the Language Modules courses you will benefit from the development of additional skills. These skills have

been identified and integrated into the course because they will contribute significantly to your personal portfolio in the future.

### **Working collaboratively**

This method of working is very typical of the workplace. It is both important and valuable:

1. to be aware of your own strengths and weaknesses in working in collaborative groups;
2. to learn how to assign, and adhere to, roles in group projects;
3. to be capable of identifying both personal and group objectives as you carry out these activities;
4. to be able to organise your own time and prioritise activities.

### **Making presentations**

The method of presentation of the projects ensures that you will also gain valuable experience in making public presentations, using prompts and materials such as handouts and PowerPoint.

### **Broad Curriculum Students & extracurricular students**

Many SF and JS undergraduate students are permitted to **substitute** a Language Module for a course in their main degree under the Broad Curriculum credit regulations. Students who choose to substitute must attend their language class during **both Michaelmas and Hilary terms** and complete all assessment components in order to pass the course. Their results and attendance will be communicated to their Department and Faculty. The regulations governing substitution of courses within the Broad Curriculum can be consulted here:

[http://www.tcd.ie/Broad\\_Curriculum/language/creditregulationslang.php](http://www.tcd.ie/Broad_Curriculum/language/creditregulationslang.php)

You can also email the Language Modules Coordinator, Dr Lorna Carson, for advice regarding substitution ([carsonle@tcd.ie](mailto:carsonle@tcd.ie)).

If you are attending your Language Module as part of the Broad Curriculum, instead of an option within your main degree course, you are expected to maintain a **high attendance record** as for any other College course. If you are attending your Language Module as a voluntary, extra-curricular activity, once you enrol you will be expected to attend **regularly**, and to treat the weekly evening sessions as part of your normal lecture timetable. In all classes, attendance records are kept, and if you are absent without certification or explanation, you will automatically forfeit your place in the module and not be permitted to continue. Your place will be given instead to a student on our waiting-list.

## Working methods

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### Working as a class

Each two-hour session will begin with a plenary meeting to address any language-related issues that arise in conjunction with ongoing project work (e.g., linguistic and rhetorical skills, vocabulary, grammar difficulties, etc.). This also provides an opportunity to discuss organizational matters. The teacher may also arrange for the whole class to meet again briefly at the end of the two-hour session to report on work-in-progress and plan for the following week.

### Working as a group

In **B1 and B2 classes**, much of the two-hour session will be given over to project work in the target language. This means that you and the other members of your group will need to take responsibility for organizing your own learning collaboratively. Together, you will need to pool ideas, select topics, set yourselves targets, divide up your time, source and research relevant materials, share out tasks, and combine your efforts to shape the final product for presentation.

For **A1 and A2 classes**, working methods will vary from plenary sessions with the whole class to group work, pair work and individual work, both in the classroom and in the computer rooms. The working methods are designed to engage you in immediate practical use of the language skills you are developing, through a range of simple communicative tasks and activities. From Week 1 of Hilary lecture term, half of each session will be given over to project work as groups prepare short interactive presentations. This means that you and your group members will need to take responsibility for organizing your own learning collaboratively. You will need to combine your efforts to design, prepare and shape your presentation for performance and assessment.

### Working with native-speaker teachers, assistants

At all times, the teacher will be on hand to offer advice, review work-in-progress, and discuss any problems or queries you may have about language issues, materials, cultural matters, etc. An additional invaluable resource will be the team of native-speaker student assistants assigned to help all the groups in their project work.

### Working in the target language at all times

The presence of native-speaker students should ensure that interactions are sustained in the language you are learning at all times, but on a relatively relaxed and informal level. Of course, it is up to you personally to make the effort to use the target language as the medium of communication and learning during the two-hour session. To begin with, you will find it difficult and quite exhausting. But if you persevere, you will soon reap the rewards and develop self-confidence in your communication skills. Remember: communication does not mean perfection. Don't worry if you make mistakes.

## A1 and A2 level classes

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### Developing a basic communicative repertoire

#### Course design

The A1 and A2 level modules are designed to develop your practical communication skills. The emphasis in the early stages will be on developing a simple communicative repertoire and basic grasp of grammatical structures through work with a coursebook or handouts, and input from your teacher. From the beginning, however, you will be engaged in **using** the basic skills acquired in a variety of communicative tasks.

### A cycle of project work

During the Michaelmas lecture term, you will prepare a group-based project. Each project group will prepare a short interactive presentation (in the language you are learning) over a period of 3 weeks, and perform their presentation in the 4th week of the project cycle. Examples of beginners' presentations from previous years include scenes in a pub or restaurant, mock TV shows, comedy skits, etc. At the end of each presentation, the assessors briefly question the students in the language you are learning. There will be 2 such presentations during the year. The second presentation will be formally assessed as part of the end-of-year assessment.

### Working with teachers and native-speaker assistants

At all times, the teacher(s) will be on hand to offer advice, review work-in-progress, and help your group overcome any linguistic problems. In addition, native-speaker student assistants will be assigned to work with the groups.

### Using the target language as much as possible

The presence of native-speaker students should encourage you to interact as much as possible in the language you are learning. Of course, it is up to you personally to make the effort to try and use the target language during class. To begin with, you will find it difficult and quite exhausting. You will feel frustrated by the limitations of your communicative repertoire, and your lack of vocabulary and grammatical control.

### Consolidating your learning through private study and self-access work



But remember: you will never develop communication skills unless you try to use these skills, however haltingly at first. Don't worry if you make mistakes, or if you use English words and phrases when you don't know how to express things in the target language. The teachers (and native-speaker students) are there to help you, and they will be patient with you in your efforts to communicate.

Above all, how successful you are in developing your communication skills will depend greatly on how much time and energy you put in towards consolidating the learning that takes place in class. A two-hour session once a week is simply not enough if you want to make any substantial progress. Language learning, especially in the early stages, requires regular and frequent practice, revision and consolidation, as you try and get to grips with new sounds, a new grammatical system, and new words and phrases.

## B1 and B2 level classes

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### Course design

The B1 and B2 level classes are based on successive cycles of project work. During the year, students will engage in a range of **class projects**. Each class project will generate group-based tasks leading to a class presentation in the final week of the cycle. Each project will follow broadly the same pattern of activities with specific requirements at each stage.

**Induction phase** The first main project will begin a few after the start of the Michaelmas lecture term. During the introductory phase in the first few weeks, students will engage in a mini-project, the main purpose of which is to familiarize them with the experience of working through the medium of the target language; collaborative learning approaches; the range of skills underpinning successful project work; effective use of multimedia facilities and resources.

**Project week 1** In **week 1** of a project cycle, students are required to form their project groups, then produce a **written summary** to include the following information: the members of the group, the title of the presentation, an outline of the individual responsibilities of members of the group, the proposed content of the project, and the objectives of the group. At the end of the session you may be required to present this information briefly to the class.

In **week 2** each person must bring at least one **source document** which is relevant to the project. Documents may be found in newspapers or journals or may be downloaded from the Internet. During week 2 each student must prepare a **first draft** of his/her text which will constitute part of the final presentation. This draft must be seen and signed by your teacher before the end of class in week 2.

**Project week 3** **Week 3** is devoted to refining the first draft and **rehearsing the final presentation**. It is particularly important that attention is paid to pronunciation at this stage. The native-speaking student assistants are an invaluable source of support in addressing problems of pronunciation and intonation.

**Project week 4** In **week 4** the project presentations take place and each student must submit the written dossier.

## Projects & assessment

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### Assessment

There are several modes of assessment in the Language Modules course programme.

#### Continuous assessment of project work during the year

Continuous assessment will be based on three aspects of the course: the **project presentations** in Michaelmas and Hilary Terms; **attendance** and **participation** in all classes and presentations; and, a process of **self-assessment**. The self-assessment procedure is part of each project, and is supplemented by discussion with your teacher. It carries 10% of the end-of-year mark. In total, continuous assessment will carry 50% of the end-of-year mark.

The remaining 50% of the total end-of-year mark will be based on assessment at the end of Hilary Term. The fourth **project presentation** and a **one-hour pencil-and-paper test** will be assessed formally. Your final grade will be based on the marks you accumulate across all modes of assessment. **You must sit the pencil-and-paper test and complete all projects at the scheduled times during the year in order to be considered to have made a reasonable attempt at the course.** Exemption from a project or test session will be given only in exceptional circumstances (e.g., absence due to illness which must be supported by a medical certificate).

#### Formal assessment in Hilary Term

The one-hour pencil-and-paper test comprises a short dictation and four written texts with some missing word endings to be filled in. The aim of the test is to assess students' underlying knowledge of the target language. This test will take place at the end of the Hilary lecture term.

#### Oral presentations as part of project work

Projects will be presented orally and there is also a written requirement. The dossier (see below) must be submitted for correction **on the same day** as the project presentation. If written work is submitted late there will be a deduction of marks reflecting the delay in submission. It is expected that all presentations will be of good quality and that students will devote adequate time to ensuring that this is the case. **A proportion of marks for each group project will be awarded for quality of presentation.** Brief descriptions of the projects are

## Examples of types of projects

provided below. Fuller task specifications will be circulated at the beginning of each project cycle.

### **Public Hearing / Debate**

Each group identifies an issue of social significance which would give rise to a number of different vested interests/opinions. Members of the group choose roles representing the various interests and must prepare an argument in favour of their interest.

### **Seminar**

Students form groups according to academic areas of study or hobbies/interests. Each group prepares a 10-minute seminar where the aim is to teach some aspect of their academic subject area to the rest of the class. The seminar should not consist simply of a 10-minute talk. It should be fully **interactive** and involve the participation of the rest of the class (e.g., in asking/answering questions, testing their understanding of the subject matter, etc.).

### **Tourist Information Booklet**

Each group in the class produces a booklet in the language they are learning. The booklet will contain general or specific information of interest to visitors to the region. In the presentation groups explain why they chose the topics included in their booklet, where they sourced the information, who their intended audience is, and why their particular booklet should go into print.

### **Drama**

Each group in the class produces a short drama to be performed, either an adaptation or original (e.g. murder mystery; segment of an existing film or novel). Each member of the group takes over one or more parts, and also contributes to a programme/flyer that can for example comprise advertising blurbs, biographies, and critical reviews.

### **Web-Site**

Each group chooses a topic of interest to them and produces a website. The choice and range of subject matter should be discussed by the group and agreed in week 1 of the project cycle. Possible topic areas include students' own insights into learning languages, aspects of Irish culture, Trinity life, etc. In the presentation groups give a brief overview of their web pages and discuss their contributions.

### **Newsletter**

The class forms special interest groups according to academic discipline. Each group produces a specialist

newsletter targeted at prospective overseas students interested in coming to TCD to study, e.g., Science, Engineering, Medicine, History, English literature, etc. The newsletter should sample aspects of coursework, project work, research, etc. that students and their respective academic departments are involved in. In the presentation each group makes a convincing case to highlight the particular attractions of their academic discipline, based on the content of their newsletter.

### **Written component of project**

As part of each project you must submit your own individual written project. The written aspect of each project is a course requirement. **Students failing to produce a written project will lose marks.** The written component for each project should include the following items:

1. **all source documents** used by each student in the preparation of the project. Any documents that were not used in the preparation of the project should be left out of the dossier, and only documents in the target language (the language you are learning) should be used;
2. the preparatory notes which were made during the project preparation;
3. a vocabulary list (see below),
4. the first draft of written text;
5. the final draft of written text;
6. a bibliography of **all works** used in preparation of the project (see below).

The purpose of requiring first and final drafts is to encourage critical revision by the student. Therefore, final drafts should show clear change, through revision, compared to initial drafts.

**Note: Each of the elements below is a requirement for each project and must be submitted at the designated time.**

#### **Vocabulary list**

The vocabulary list should contain no less than 20 new terms and expressions which you learnt during the preparation of the presentation. Most items of new vocabulary should feature in the written part of your project. All the vocabulary should relate to the field you are working on for this particular project. The following information should be included: vocabulary item,

grammatical gender, translation, and a sample sentence drawn from the source document or from the dictionary (i.e. not an invented example).

The new vocabulary item should be given in the simplest form, as is the convention in dictionaries. Hence verbs should be given in the infinitive (e.g., *beklagen*, not *beklagte*; *poursuivre*, not *poursuivais*), nouns in the singular (*système*, not *systèmes*; *Meldung*, not *Meldungen*), adjectives in the masculine singular (*français*, not *françaises*) or, in German, in the base form (i.e., no ending: *deutsch*, not *deutscher*) etc. Remember that in any language words can have several meanings; make sure the translation of the new item corresponds to its meaning in the sample sentence!

Examples:

*Imprimante* noun, feminine – printer – “L’imprimante est en panne.”

*Drucker* noun, masculine – printer – “Der Drucker ist kaputt.”

## Bibliography

You are required to submit a full bibliography of all the works in the target language that you consulted while preparing the project. Reference works, magazine articles, web pages etc. must be included.

**Newspaper/magazine articles** should be cited as follows:

Author’s surname, author’s first name, title of the article (between inverted commas), in, name of the magazine, issue number, year of publication, page numbers (for example, pp. 44-48).

**Web sources** should be cited as follows:

Author’s surname, author’s first name, title of the page, full URL of web page, year of publication/date accessed, e.g

If certain publication details are not available, they have to be replaced by “unknown”, for example: “non disponible” (French) or “unbekannt” (German).

## Machine-translation and plagiarism

A **machine-translated** text is immediately obvious to a native speaker and can be easily detected. Such texts will **not** be corrected and no marks will be awarded for the written component of the project which they relate to. Any use of machine translation or other electronic tools other than spellcheckers, thesauri, or dictionaries is not acceptable. **Plagiarism** is NOT tolerated within Trinity

College (cf. College Calendar, <http://www.tcd.ie/calendar>). Students whose project work shows evidence of machine translation and/or plagiarism will be **severely** penalised (penalties may include zero marks for the project), and the Head of School may be notified so that appropriate further action may be taken. Short quotations are acceptable, provided they are clearly identified as quotations through the use of inverted commas.

### **Missing project assessments**

Only students who have reasonable grounds for missing one project (e.g., illness supported by a medical certificate, or evening components of their degree subject) will be allowed to compensate by having their grade based on their performance in the remaining projects. All students, however, must do the final project and test in Hilary term in order to gain credit for completing the module.

### **Assessment results**



All students will be emailed their results after the end of term. Your final assessment grade will be returned to the appropriate Faculty and School of your main subject(s) of study if you are a Broad Curriculum student. Procedures for handling and publishing these grades vary according to Faculty, School and year of study. In addition all students (Broad Curriculum and extracurricular) will receive a **certificate of attainment** upon successful completion of the module. Successful completion of a Language Module entitles you to enrol in the next proficiency level in later years.

**Finally, we hope that you enjoy your language study with us!**

The drawings in this booklet are taken from a collection of clipart for language learning from Purdue University, <<http://tell.fl.purdue.edu/JapanProj/FLClipart/>>

