

## Indicative Language Elective Module Guide 2019

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### Pathway C modules

	CEFR	Module title	Semester	Semester
<b>Stage 5</b>	<b>B1+</b>	<b>Professional Purposes 1A</b>	1	1
<b>Stage 6</b>	B1-B2	Professional Purposes 1B	2	1
<b>Stage 7</b>	B2+	Professional Purposes 2A	1	2
<b>Stage 8</b>	B2-C1	Professional Purposes 2B	2	2
<b>Stage 9</b>	C1	Professional Purposes 3A	1	3
<b>Stage 10</b>	C1/+	Professional Purposes 3B	2	3

**Module title:** French/Spanish for **Professional Purposes 1A**      **Credit value:** 15 credits

#### Available Languages

French, Spanish

#### Pathway

##### 60-credit pathway exit award title

C ... with French/Spanish for Professional Purposes

e.g.

- *BA Honours in Geography with French/Spanish for Professional Purposes*

##### 90-credit pathway exit award title

C ... with French/Spanish (CEFR C1)

e.g.

- *BA Honours in Business and Management Studies with French (CEFR C1)*

#### Semester 1

Please note: no changes may be made after the first two weeks of Semester 1, except in exceptional circumstances.

#### Timetable

European languages are taught for 3 hours per week:

- 1 x 1h50m class and 1 x 50m class on different days.

Year 1 Language Electives take place during fixed timetable slots each week:

- Mondays 09.00-10.50; 16.00-18.00
- Tuesdays 13.00-14.50
- Thursdays 11.00-12.50

You are expected to attend all classes. Some Coursework assessments will take place in class.

#### Eligibility

- First year undergraduates

Please refer to your degree handbook and your School for further details.

#### Pre-requisites

Year 1 students: B1 /Stage 4 equivalent (e.g. high grade at A level)

This Stage 5 module is for students who have already acquired the capacity to function with some autonomy in the target language (TL).

### Aims

Building on existing levels of proficiency at level B1 (Independent User) of the Common European Framework of Reference [CEFR] the module aims to:

- enable students to understand **the main ideas within extended discourse** and to communicate effectively in the TL, **with increasing fluency, confidence and spontaneity**, in a variety of contexts;
- provide opportunities, across a variety of topics, including **common professional themes**, for practice of understanding and communication in the TL using the four language skills of listening, reading, speaking and writing, at an **advanced level**;
- introduce and develop the range of complex elements of TL language structures, syntax, and vocabulary to allow **continued progression** in the TL;
- **facilitate the analysis of some aspects of the general social, political and/or cultural background** of the language through a variety of contextualised activities and materials, in a range of media, e.g. text; audio; audio-visual; digital.

This module is at level B1-B2 (Independent User) of the CEFR for languages.

### Learning Outcomes

	With reference to CEFR B1/+ levels you can demonstrate:
1	<b>understanding</b> of the <b>main arguments of extended discourse</b> in <b>standard</b> target language across a <b>selected range</b> of subjects.
2	effective <b>planned and spontaneous communication</b> in the target language within a <b>selected variety</b> of formal/informal contexts, including conventions of style and register.
3	<b>acquisition</b> of <b>some specialised vocabulary</b> and <b>application</b> of <b>some complex</b> language structures of the target language.
4	<b>knowledge</b> and <b>analysis</b> of <b>some aspects of the general social, political and/or cultural, and professional contexts</b> of the language.

### Learning Activities

Your classes will consist of a variety of activities to develop your practical skill in all four communicative competencies (SLRW), and to encourage autonomous use of the TL. These will include presentations and discussion, text handling and writing activities such as summarising and reporting etc., based on themes, grammatical structures and language skills. Working individually and in groups, you will have opportunities to develop your knowledge and understanding of TL countries, society, and community through both authentic and specially prepared textual and audio-visual materials.

Seminar activities are complemented by guided independent study, and will make use of Canvas and other technologies.

### Learning Materials

#### Reading List

Your course will have a Reading List which lists:

- Core Text
- Reference
- Recommended Reading & Resources

For most language modules you will be required to have a coursebook which you bring to each class (Core Text). It is often useful to have your own grammar reference particularly if you follow the full 60 credit elective pathway.

More details will be available from your tutor.

Classroom contact hours will be supported by activities and resources embedded within the Online Learning Platform (Canvas).

These include:

- details of core texts, additional readings
- tutor-produced materials (handouts, reference, and slides)
- audio-visual resources
- interactive exercises (quizzes, 'gap-filling' exercises, forums)
- links to useful external web resources

Additionally they may include:

- access to the Language Learning Centre facilities and resources

### Assessment

Week	Assessment	Skills	Task	Limit/Minimum	Submission
Wk 5	Formative	Speaking & Interaction	Proposal & Poster presentation	5 mins	In class
Wk 11	PRESENTATION 40%	Speaking & Interaction	Poster presentation or Oral Presentation	7 mins	In person assessment To Tutor
Vac Wk 1	REPORT 60%	Writing	Project: Contextualised Film/ Book/ Press/ Product review	700-800 words	ESEF (Formal E-submission)
RESIT AP3	REPORT- 50%	Speaking & Interaction	Oral Presentation	As above	
	REPORT- 50%	Reading & Writing	Written Review		

### Assessment Criteria:

Assessment criteria will be provided with each assignment brief. Examples of assessment feedback sheets can be found on Canvas.

### Coursework Submission

Submission arrangements for Coursework are listed on [Sussex Direct](#) with further details on the Canvas module sites. Work not submitted by specified deadlines without an approved extension will be treated as a non-submission and will be recorded as 0-NS.

Retrieval opportunities for missed Coursework are subject to approval through an official [Exceptional Circumstances Claim](#) process.

Late penalties apply to late submissions.

### Pass mark

To pass a module you need to achieve an overall module grade of 40%.

### Return of Work/Collection Arrangements:

The normal expectation is that student work will be returned within a three working week period from the submission date. Collecting your work is very important since the feedback provided with it will help you understand why you have received a particular grade. It will also help you to improve your work and develop your skills and knowledge further.

**N.B.** A sample of students' work will be retained for audit purposes, as part of the quality monitoring process.

### Resit assessment opportunity

If you do not achieve an overall module pass of 40% you may be offered a resit opportunity after the annual exam board. When you resit a module you are limited to a maximum grade of 40% for the assessment(s) (i.e. the module) regardless of your actual performance.

Submission deadlines for resit coursework and examinations are published on [Sussex Direct](#) at the appropriate time after the summer exam boards.

### **Progression**

Progression within the Language Elective Modules is mapped to the CEFR bands of proficiency. *[see Appendix 1b]*

Students unsure about their language level should contact SCLS for advice on their appropriate language stage.

### **Study Abroad**

Students who achieve an overall mean grade of at least 50% across Years 1 and 2 of degree study may choose to opt in to a period of study abroad.

An operational level of CEFR B2 would be the minimum requirement to study core modules in the TL in a partner institution. Other opportunities may exist depending on your degree pathway and the language you study.

Please seek further advice from the Sussex Abroad Office:

[www.sussex.ac.uk/study/undergraduate/study-abroad](http://www.sussex.ac.uk/study/undergraduate/study-abroad)

### **Registration:**

Students need to ensure they are registered on this module. You can check this on your Sussex Direct pages.

**Appendix 1:** Mapping of SCLS Language Elective Modules with Common European Framework of Reference for Languages (CEFR) Global Scale

**Appendix 2:** CEFR Self-Assessment Grid

## Appendix 1 Mapping of SCLS Language Elective Modules with the CEFR Global Scale

CEFR threshold	CEFR level	SCLS Language Elective	Common reference descriptors typical of the global level of language proficiency
Proficient	C2	<b>Professional Purposes 3B</b> Stage 10	<p>Can understand with ease virtually everything heard or read.</p> <p>Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</p> <p>Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>
	C1	<b>Professional Purposes 3B</b> Stages 9, 10 <b>Professional Purposes 2B</b> Stage 8	<p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</p> <p>Can express him/herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic and professional purposes.</p> <p>Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p>
Independent	B2	<b>Language in Context B</b> Stage 8 <b>Professional Purposes 1B</b> Stages 6-7	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
	B1+	<b>Advanced B</b> Stages 5, 6	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p>
	B1	<b>Intermediate B</b> Stages 3, 4	<p>Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</p>
Basic	A2	<b>Ab initio B</b> Stage 2	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
	A1	<b>Ab initio A</b> Stage 1	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

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Available at : [www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale](http://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale)

**Common European Framework of Reference for Languages (CEFR): Self-Assessment Grid**

		A1	A2	B1	B2	C1	C2
<b>UNDERSTANDING</b>	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>SPEAKING</b>	<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>WRITING</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.