

Languages

Student Handbook

Global Mobility Office

International experiences
that push boundaries

DMU
GLOBAL

Twilight Languages at DMU and DMU Global

INVITE YOU

to expand your cultural horizons by

LEARNING A NEW LANGUAGE!

Student Handbook



Programme Leader contact:

Dr Marion Krauthaker

Twilight Languages and Modern Foreign Languages Programmes Leader

Marion.krauthaker@dmu.ac.uk

Individual tutors contact:

Please check the contact folder in your Blackboard group area.

Welcome to our hugely successful FREE languages opportunity for DMU students and staff! This year you can choose from:

- Arabic مرحبا
- French Bonjour!
- German Hallo!
- Japanese こんにちは
- Spanish Hola!

Who are the courses for?

Any full-time student of De Montfort University can apply. Students will be selected if applications go beyond the 25 students per group limit. If places remain, these are offered to DMU staff.

What students said about our previous classes and teachers:

“Great classes” – “excellent course” – “I am learning quickly and feel encouraged by my tutor” – “I enjoy that there is lots of media and real-life situations” – “classes are interactive” – “teachers are very approachable and classes relaxed” – “I now feel I start communicating in a different language” – “I feel grateful to DMU for this opportunity” – “more, please!!!”

They also said languages were:

“Helpful for career and employability” – “a brilliant opportunity providing great life-skill” – “amazing!!” - “very enjoyable” - “an asset in the current climate and job market”

“Providing free languages is testimony to DMU’s principle of openness and acceptance of different cultures!!”



What entry level do I need?

Courses are designed for beginners. For students who have little or no previous knowledge of the language/Level 4/Common European Framework A1. Classes are two hours long and take place in term 1 or term 2, over 10 weeks, in the evenings: Mondays to Thursdays from 4-6pm, 5-7pm or 6-8pm.

OR

Students having already followed a 10-week Twilight course and students with basic level of language can attend courses designed for A2 level. These classes are two-hour long and take place in term 2, over 10 weeks, in the evenings: Mondays to Thursdays from 4-6pm, 5-7pm or 6-8pm.

The 10 week course is £30 and the necessary textbook is included in the price.

Application and Course dates

Term 1 application launch: Monday 20 September 2021, 9am

Term 1 application deadline: Monday 11 October 2021, 9am

Course runs on weeks commencing:

25 October 2021
1 November 2021
8 November 2021
15 November 2021
22 November 2021
30 November 2021
6 December 2021
13 December 2021
10 January 2022
17 January 2022

Term 2 application launch: Monday 8 November 2021, 9am

Term 2 application deadline: Monday 29 November 2021, 9am

Course runs on weeks commencing:

24 January 2022
31 January 2022
7 February 2022
14 February 2022
21 February 2022
28 February 2022
7 March 2022
14 March 2022
21 March 2022
28 March 2022

Approach to Teaching and Learning

Your course will be taught using both English and the chosen foreign language and will develop your awareness of the four language skills of speaking, listening, reading and writing, **but with more emphasis on speaking and listening**. Your teachers, who are mainly native speakers, will introduce country- specific cultural topics. They will suggest YouTube clips and other online activities as well as posting suggestions/links on Blackboard, to help your progress.

General Course aims

- Enhance your language skills (both native and foreign)
- Opportunities to study, work, live and travel the world
- Improve your employability
- Appreciate new cultures and expressions
- Discover international literature, film, music and art
- Sharpen your life skills
- Enrich your life



About the classes

A typical Beginner Syllabus* (CEFR A1-2)

Topic	Learning Outcomes	Grammar/vocabulary
1. Greetings and introductions	Formal and informal greetings Introducing yourself and your family	Genders and plurals; simple question forms; possessive adjectives
2. Family members	Asking about family members and giving information	Gender of nouns; simple questions; possessive adjectives
3. Describing your home and where you come from	Rooms in the house/apartment; names of countries and nationalities	The home; nationalities and countries; prepositions of place
4. Giving Directions	Asking and giving directions; I am lost	Verbs of direction (<i>follow; take; cross</i>) prepositions of place; landmarks in a town
5. Going shopping	What you want to buy (food and clothes); quantities; cost	Food and clothes; requests - <i>I'd like; how much</i> ; numbers; adjectives; cost
6. Describing likes and dislikes Food and drink	Food and drink	<i>I like...but I prefer</i> ; partitive articles
7. Telling the time and asking for travel information buying tickets	Asking for and giving information; buying tickets	Travel; <i>To leave at; return; for one/two people</i> ;
8. Describing hobbies and interests	Hobby names; <i>I like...; I play</i>	Describing a hobby; stating why you like / dislike it
9. Meals - ordering in a cafe and takeaway	Discussing where/when to meet; asking for food; asking the name of food; complaining	Polite requests: <i>I'd like? What's this? Me too; why not</i> ; quantities

10. Arrangements	Say what you're doing and when you're doing it; using email and phone	<i>Questions; to be able; to have to; giving the time; present tense</i>
11. The weather and holidays	Describing the weather in... and your country	<i>It's...; I like/don't like/I prefer; better than; not as good as</i>
12. Cooking	Discuss tasty dishes from your country and typical dishes from the country you're studying	<i>You need/need to; add; it smells/looks/tastes</i>
13. Visiting another country	Locations and positions; asking for and giving directions; road signs	Polite questions; prepositions and adverbs; imperative
14. The past	Talking about things you have done	Past form of verbs; negatives and questions
15. Test		
16. Feedback		

A typical Intermediate Syllabus* (CEFR B1-2)

Topic	Learning outcomes	Grammar
1. Introductions	Able to introduce self and ask questions about others – name, country of origin, studies	Present tense; question forms; negative formation
2. Revision	Able to use different tenses	Present, past, future tenses
3. Health	Able to discuss healthy and unhealthy lifestyles	Present tense; partitive adjectives; adverbs of frequency
4. Relationships	Able to talk about family and friends	Possessive adjectives; adjectival agreements
5. Future plans	Able to talk about plans regarding studies and work	I would like to/I hope to/intend to/will
6. Holidays 1	Plans, preferences, experiences	Giving an account in past; sequence words

7. Holidays 2	What to see and getting around	Future form and imperative; qualifiers and intensifiers
8 Home town and region	Be able to talk about town and area come from	Size, quantity, indefinite adjectives (<i>some, each, approximately, near, about</i>), formation of adverbs
9. Education	University and future plans	Relative pronouns, demonstrative adjectives; joining sentences to make more complex ones
10. New technology	Be able to discuss advantages /disadvantages new technology	Comparative and superlative adjectives
11. Environment (1)	Able to speak about current issues	<i>It's necessary; people should/shouldn't;</i> indefinite pronouns (<i>people/everyone; each person</i>)
12. Environment (2)	Able to speak about being environmentally friendly	Conditional Tense- <i>people should/shouldn't;</i> indefinite pronouns (<i>people/everyone; each person</i>)
13. Making yourself more employable	Qualities and skills needed, e.g. foreign language skills	Present participles
14. Advantages and disadvantages of different jobs	Speaking about different jobs	Subjunctive forms; understanding verbs from nouns; common noun endings for jobs
15. Test		
16. Feedback		

The above is adapted from **AQA Teacher Resource Pack** (AQA Teacher Resource Bank, GCSE French, Available from <http://www.aqa.org>, [accessed, 02/05/18] but note that **individual teachers may adjust the syllabus.**

Homework

The contact teaching time is supported by weekly homework and online activities provided by your teachers. Please do make sure you complete these tasks to ensure the smooth running of the following session and to make the most of contact time with your tutor.

Attendance and Certification

Attendance in class is an essential part of the learning process. The constant, ongoing language contact, including the variety of interactive class activities, will provide you with the most effective progress at this level.

You are expected to attend ALL of your classes and you will need to attend at least 80% of your classes in order to receive a certificate. Note that Classes will close if numbers fall below 10 for 3 consecutive weeks.

*What is CEFR?

Common European Framework of Reference for Languages (CEFR)

A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: <i>CAN ask simple questions about a menu and understand simple answers.</i>
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts <i>Example: CA take part in a routine conversation on simple predictable topics</i> All exams and practice tests at this level
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information. Example: <i>CAN ask to open an account at a bank, provided that</i>

	<i>the procedure is straightforward.</i> All practice tests at this level
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: <i>CAN show visitors around and give a detailed description of a place.</i> All practice tests at this level

CEFR and guided learning hours

It takes approximately **200 guided learning hours** for a language learner to progress from one level of the Common European Framework of Reference (CEFR) to the next.

For example, a candidate who has passed *Cambridge English: First (FCE)*, aligned to level B2 on the CEFR, might need approximately 200 hours of lessons and supervised study to prepare for the *Cambridge English: Advanced (CAE)*, which is aligned to level C1.

However, there are a number of factors that can affect how long it might take you to achieve your desired level of English, including:

- your language learning background
- the intensity of your study
- your age
- the amount of study/exposure outside of lesson times

The table below suggests how many hours you might need to spend to reach each level of the CEFR, but remember these figures are intended as a guideline only. You may require more or less time and support depending on your own needs.

Common European Framework Guided Learning Hours (from beginner level)

CEFR Level	Number of Hours (approximate)
C2	1,000—1,200
C1	700—800
B2	500—600
B1	350—400
A2	180—200
A1	0 —100

Independent Learning

Try to study outside your formal class times. This might involve:

- Completing homework set by your teachers
- Reviewing what you've learned in class that day
- Writing down and prioritising new vocabulary
- Creating your own dictionary
- Revising language that you covered in previous weeks
- Writing a learning diary, in which you reflect on what you're learning
- Working on areas of language where you are weaker: perhaps listening, reading or writing
- Creating opportunities to make new friends through study groups

