Minor Specification

Academic Year 2019-20
Languages

This specification provides a concise summary of the main features of the minor and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Note: the following programmes are excluded from being able to take a Minor in languages:

BSc Business Management and Spanish or German or French
BA Modern Languages
BSc Mathematics with Spanish/French/German
BA German and Spanish Linguistic Studies
BA French and Spanish Linguistic Studies
BA French and German Linguistic Studies
BA Language and Contemporary European Studies
BA Language and Contemporary European Studies (English)

As is currently the case, language specialists can only get a language Minor if the degree programme doesn't exist. So a BA French student can't get a Minor in Spanish because the BA French and Spanish exists, but may get a Minor in Russian.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Name of minor	Languages: the language taken will be named
FHEQ level of final award	As for the Major programme
QAA Subject Benchmark or other external reference	Languages and Related Studies
Faculty that owns the minor	Arts and Humanities
Minor Leader	Laurence Richard
Date specification was written	02-08-2013

Overview of Minor

1   Brief outline of the minor
A language minor will cover the development of communication skills in the broadest sense. You will develop spoken and written skills in your chosen language and will also gain an understanding of how the language is used, how it works and of the cultural contexts in which it is spoken. In addition to this, you will be given the opportunity to develop effective independent language learning skills and strategies. Where possible, you will be encouraged to make use of new technologies to develop your language competence.

A minor can be taken in one of the following languages: Arabic, Chinese (Mandarin), , French, German, Italian, Japanese, Portuguese, Russian and Spanish.

You may start a language from scratch or continue a language you have studied before. You will be placed at one of seven language stages according to your previous experience. For more details about the languages and the language stages, please see the following web-site - http://www.southampton.ac.uk/humanities/undergraduate/language_stages.page. For more details of minimum entry and exit points, and other requirements for this minor, please see *Structure of Minor* below.

2   Learning and teaching
A combination of direct teaching, opportunities for participation, and support for resource-based independent study are specifically designed to ensure that you can achieve communicative competence as outlined above. These include classes and independent learning.

Although part of any class session is likely to involve direct teaching, the emphasis is on student participation and you will be expected to take part actively in discussion and in tasks like small group and pair work, role play, and individual or group presentations. As much of the class as possible will be taught in the target language.

You will also be expected to spend time studying outside the class, and we provide guidance, facilities and materials to help you develop your expertise as an independent language learner. As you progress through the language stages you will learn to understand, monitor and improve your own learning style; you will also acquire some expertise as a researcher and develop the kind of key skills which are valued by employers.

You are encouraged to use the Language and Learning Commons (LLC) at the Avenue Campus. These facilities include a language advisory service, on-line and computer-based resources, films on DVD, current newspapers and magazines, fiction, non-fiction, comic strips, language laboratories, and self-access materials. Some of the resources are available on short loan. You will also have access to learning resources available on the University's virtual learning environment Blackboard, as well as the Internet.

3   Assessment
Assessment will cover what you have studied in class and what you are expected to have acquired as an independent learner. The design of the tasks and the criteria by which they are assessed ensure that you will be able to demonstrate all aspects of your learning: language skills, strategies and knowledge related to language learning, and key skills.

Educational Aims of the Minor

The aim of a language minor at the University is to enable you to communicate in your chosen language and for you to understand all the things which affect communication in that language. More specifically, the aims of the minor are to allow you to develop:

- Specific language skills in the area of:
    - understanding (listening and reading)
    - production (speaking and writing)
    - mediation (transferring information from one language to another).

- Strategies and knowledge related to language learning including:

- o language learning strategies
- o communication strategies

- Language knowledge and awareness including
    - o identifying and producing sounds / sound sequences of the foreign language
    - o having a knowledge of the grammatical structures of the language
    - o having a command of appropriate vocabulary
    - o knowing sufficient metalanguage (terminology, to understand and construct accurate descriptions of grammar and of how language is used

- Knowledge and understanding of the target language and culture including:
    - o understanding intercultural differences
    - o having a general understanding of the political and educational systems and key historical issues in the countries in which the target language is spoken.

- A range of cognitive (thinking) skills and transferable skills

Learning Outcomes for the Minor

Knowledge and Understanding

Having successfully completed this minor you will be able to demonstrate knowledge and understanding required by at least language stage 3 if you are studying a non-European language (or Russian) and at least language stage 4 if you are studying a European language with a Roman script.

Stage 3 is approximately equivalent to Level B1 of the Common European Framework of Reference and Stage 4 is approximately equivalent to Level B2. The learning outcomes for stage 3 and 4 are given below. Please note that these are generic learning outcomes and are based on modern European languages with Roman scripts. Those for specific languages, and languages using a non-European script will vary.

At stage 3, you will be able to demonstrate the following knowledge and understanding:

i. *Listening:*
- Understand vocabulary and structures relating to most everyday contexts as well as some specialised vocabulary relating to particular topics and experiences.
- Understand the gist of most spoken language delivered at normal speed in a familiar accent with some need for concession by a target language speaker or written support.

ii. *Reading:*
- Understand the main ideas and some implied meanings of texts in the most common registers and relating to familiar topics
- Extract data and ideas from media texts of general interest with the support of reference materials

iii. *Speaking (interaction) :*
- Engage with a degree of grammatical correctness and some spontaneity in conversations relating to most everyday topics as well as in conversations on some specialised topics.

- Exchange information and support arguments on everyday topics as well as on some specialised ones.

iv. Speaking (production):
- Express ideas and concepts with little hesitation.
- Manipulate language dealing with everyday topics, as well as some specialised ones, using a range of grammatical structures and vocabulary with a fair, if sometimes inconsistent, level of accuracy.

v. Writing:
- Write coherent texts in a limited range of registers on everyday and some specialised topics.
- Express facts and concepts clearly using some complex constructions and an appropriate range of vocabulary, but with some first language interference.

vi. Language learning strategies
- Use a bilingual dictionary and standard grammar reference book to check complex grammar and a range of vocabulary, and to extend your knowledge.
- Reflect upon your language learning style and progress, and start to set appropriate learning goals
- Use a repertoire of skills in using resources for independent language learning in order to practise and extend vocabulary, grammar and pronunciation and the productive and receptive learning outcomes of this Stage. This repertoire to include using a monolingual dictionary, and a range of learning tasks with authentic video/aural/print materials and computer-based resources.
- Be prepared to take risks in trying out the language and start to monitor your performance.
- Read, watch or otherwise engage with current media in the TL on a regular, if limited, basis.

vii. Communication strategies
- Clarify and negotiate meaning and opinions appropriately with another target language user on familiar topics, and also on some specialised ones.
- Deploy a range of reading and listening skills which enable you to understand the main points, gist and some detail of written and spoken language on familiar topics, and also on some specialised ones.

viii. Language knowledge and awareness
- Identify and produce with reasonable accuracy all individual target language sounds and some sound sequences.
- Be aware of a limited range of registers.
- Have command of the basic grammatical structures of the target language and some complex ones.
- Have command of a range of vocabulary on familiar and some specialised topics, including collocational patterns and fixed expressions.
- Know sufficient metalanguage (terminology), where necessary in English, to understand and construct a range of grammatical and lexical descriptions.

ix. Knowledge and understanding of the target language and culture
- Have a basic understanding of appropriate interactional behaviour and intercultural differences in such behaviour.
- Have an in-depth knowledge of aspects of the target language culture relevant to your studies, such as social issues and current events or topics of current interest in, for example, technology, law, art.

At stage 4, you will be able to demonstrate the following knowledge and understanding:

i. Listening:
- Understand a wide range of vocabulary and structures relating to most everyday contexts as well as some specialised vocabulary relating to particular topics and experiences
- Understand the gist and detail of most spoken language in a range of registers, delivered at normal speed with only occasional need for concession by a TL speaker or written support. You should be able to follow most films and television programmes.

ii. Reading:
- Read and understand the main ideas and most detail in authentic texts in a variety of genres (including emails, newspapers, textbooks and literature) without too much effort and with some recourse to dictionaries, glossaries and grammar reference materials
- Accurately extract information, ideas, opinions and hypotheses relating to most general topics and to specialised topics of personal interest

iii. Speaking (interaction) :
- Engage confidently and accurately in conversations relating to everyday topics and a range of specialised ones
- Employ a range of interactional strategies to deal effectively with familiar and some unpredictable situations.

iv. Speaking (production):
- Successfully present facts and ideas with the help of visual aids
- Manipulate language dealing with everyday topics, as well as some specialised ones, using a range of grammatical structures and vocabulary with a reasonable level of accuracy

v. Writing:
- Write in a variety of common genres in order to communicate information, ideas, concepts and opinions relating to a variety of situations and topics.
- Write accurate texts which are cohesive at sentence, paragraph and whole text level. Use complex grammatical structures and appropriate vocabulary, but still with first language interference.

vi. Language learning strategies
- Use bilingual and monolingual dictionaries and standard grammar reference books effectively to check complex grammar and a broad range of vocabulary.
- Use a growing repertoire of skills in using resources for independent language learning.
- Set, monitor and refine your learning goals.
- Be prepared to take risks in trying out the language, monitor the accuracy and appropriacy of your performance and learn from your evaluation.
- Engage with the current media in the target language on a regular basis

vii. Communication strategies
- Use basic repair and paraphrase strategies in order to convey, clarify and negotiate meaning and opinions appropriately with another TL user.
- Use a range of conversational maintenance devices.

viii. Language knowledge and awareness
- Identify and simulate fairly closely all TL sounds/sound sequences.
- Identify a range of registers.
- Have knowledge of all the grammatical structures of the TL, and command of most of them.

- Have command of a good range of vocabulary on familiar and some specialised topics, including collocational patterns and some fixed expressions
- Know sufficient metalanguage (terminology), where necessary in English, to understand and construct accurate descriptions of grammar and of how language is used.

ix. Knowledge and understanding of the target language and culture
- Have a general understanding of intercultural differences in interactional behaviour.
- Have a basic understanding of the paralinguistic meaning (non-linguistic communication devices/signs).
- Have a general understanding of the political and educational systems and key historical issues in the countries in which the target language is spoken.

Teaching and Learning Methods
A wide range of teaching and learning methods relating to language earning outcomes are used. Classroom activities are varied and take into account different learning needs and subject areas. A focus on independent learning allows the development of individual interests, and learning styles and training in learning strategies is provided.

Assessment methods
Formal assessment is a mixture of course work (normally 40% of the total mark) and examination (normally 60%). Coursework will give you formative feedback on your progress which will help you learn more effectively. The exam at the end of the module will test what you have achieved and also what you are able to do in real life conditions of language use where you need to think on your feet and use your own linguistic resources.

Typical coursework assessments include: individual and group oral presentations; writing tasks; listening/viewing tasks; group or individual projects. Examinations depending on the language stage, typically include listening /viewing and speaking assessments; reading and writing assessments.

Subject Specific Intellectual and Research Skills

Having successfully completed this minor you will be able to:
- Extract and synthesise key information from written and spoken sources.
- Engage in analytical and evaluative thinking.
- Use problem-solving skills.

Teaching and Learning Methods
A number of teaching and learning activities will be used to help you develop the appropriate critical skills relating to these learning outcomes.

Assessment methods
Assessment relating to these learning outcomes will be built into both formative and formal assessment activities. In some cases, the marking criteria used to evaluate individual tasks (e.g. summarising a written or spoken text) will specifically highlight one of these skills. In other cases, they will be included in the global assessment criteria.

Transferable and Generic Skills

Having successfully completed this minor you will be able to:
- Organise your learning and research
- Communicate effectively, orally and in writing,
- Use technologies effectively

- Use a range of intercultural and interpersonal skills
- Manage your time and your memory effectively
- Persevere at a task
- Pay attention to detail

Teaching and Learning Methods
A number of teaching and learning activities will be used to help you develop the appropriate transferable skills. These will include the use of new technologies for both learning and assessment purposes

Assessment methods
Assessment relating to these learning outcomes will be built into both formative and formal assessment activities.

Structure of Minor

1 Typical content
Language modules will typically include a focus on developing listening, speaking, reading and writing skills in the early language stages, as well as grammar and vocabulary. The topics covered whilst developing these skills will be varied and current, and the learning resources and activities will be stimulating using innovative approaches. A lot of use is made of technology both as a learning medium and in assessment tasks.

In the higher language stages, there will typically be a greater focus on manipulating language (including translation and interpreting) and on developing a more sophisticated and up to date understanding of the language and culture. The topics covered and the learning resources used will reflect this.

2 Special Features of the programme
The framework of 7 language stages is unique to Southampton and it allows you to take a language at the level most appropriate to your language learning background. If you are taking a Minor in a language using the Roman alphabet, you may also have the opportunity to take accelerated modules. This means that instead of progressing through one language stage each academic year, you will be able be able to progress through two stages.

3 Details of the minor

The following tables indicate the language stages typically taken in each year of study according to the language level at entry.

A Minor Chinese, French, German, Italian, Portuguese or Spanish:

ENTRY LEVEL:	YEAR 1	YEAR 2	YEAR 3
Beginner	Accelerated stages 1&2 Or Stage 1	Stage 3 Or Stage 2	Stage 4 Or Stage 3
GCSE (A-C) or equivalent	Stage 2	Stage 3	Stage 4
AS level A/B, A-level C-E	Stage 3	Stage 4	Stage 5
A-Level (A/B)	Stage 4	Stage 5	Stage 6

A Minor in Arabic, Japanese or Russian:

ENTRY LEVEL:	YEAR 1	YEAR 2	YEAR 3
Beginner	Stage 1	Stage 2	UOSM2017 (intercultural communication in a globalised world) or any *relevant content module

*the relevance of a module will be decided by the Director of the Centre for Language Study in consultation with the student

A language stage is normally taken over 2 modules of 15 CATS (7.5 ECTS) each. Accelerated stages are normally double modules of 30 CATS (15 ECTS). Some accelerated single modules (worth 15 CATS or 7.5 ECTS) may be available for those with previous experience of a language who are unable to do two modules in Year 1.

There is a flexible and inclusive approach to learning and teaching which will enable any student who meets the entry requirements to access the curriculum and to demonstrate achievement of all the intended learning outcomes. This flexible approach, including an extensive use of appropriate learning technologies minimises the need for individual alterations to be made for disabled students. In certain cases however, for example where the students has speaking or listening disabilities, reasonable individual adjustments will be made.

4 **Progression Requirements**

The programme of which this minor comprises a part follows the University's regulations for Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes as set out in the University Calendar.

In order to qualify for the minor, students must pass all modules that make up the minor. There is no provision for students to be referred in a minor module solely for the purpose of qualifying for the minor.

Please note: This specification provides a concise summary of the main features of the minor and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found on the Curriculum Innovation website.

Revision History

1. Updated December 2017
2. Checked March 2018
3. Updated March 2019