

The Language Centre – SMLC

Information for Departments 2024-25

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Our programmes

The Language Centre offers two programmes:

1. **Academic Programme**

Students across Warwick can take an optional module for credit as part of this programme or alongside their degree not for credit. We offer 10 languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.

[The Language Centre - Academic Modules \(warwick.ac.uk\)](https://www.warwick.ac.uk/languagecentre/academicmodules)

2. **LLL (Lifelong Language Learning) Programme**

This programme is available to students (not for credit), members of staff, and members of the public. It allows participants to learn a language at a slower pace with a lighter workload. We offer 11 languages: the same 10 languages as the academic programme, plus Hindi.

[University of Warwick: The Language Centre: Language Courses](https://www.warwick.ac.uk/languagecentre/lll)

Most students opt for an academic module for credit. The information below pertains to these modules.

Levels

We provide academic modules ranging from absolute beginners (**level 1**, for students who have never learnt the language) to advanced (**level 7**, for students to become fluent in the language – not native speakers).

Most languages are available from **levels 1 to 5**. For Chinese and German, we offer **up to level 6**; French and Spanish are available **up to level 7**. This reflects the demand for advanced study of these languages, esp. as they are commonly taught at A level in schools.

We also provide **accelerated modules**: beginners accelerated (covering levels 1 and 2 in one year) and intermediate accelerated (covering levels 3 and 4 in one year). These accelerated modules are designed for students who want to progress through the material more quickly, allowing them to achieve proficiency faster than in our standard modules. To enrol in these accelerated modules, we require students demonstrate prior language learning abilities.

All our modules are aligned with the **Common European Framework of Reference for Languages (CEFR) [The CEFR Levels - Common European Framework of Reference for Languages \(CEFR\) \(coe.int\)](#)**. This ensures a standardised approach to language learning and assessment, making it easier for students to understand their proficiency levels and for their achievements to be recognised internationally. The CEFR framework provides clear benchmarks for each stage of learning, from beginner (A1) to proficient (C2).

	CEFR (exit level)	Modules for Y1 and Y2 students with FHEQ level	Modules for Finalists and Y3 integrated Master's FHEQ level 6
Level 1	A1	4 (LL1**)	NA
Level 2	A2/A2+	5 (LL2**)	6 (LL3**)
Beginners Accelerated	A2/A2+	5 (LL2**)	6 (LL3**)
Level 3	A2+/B1	5 (LL2**)	6 (LL3**)
Level 4	B1+/B2	5 (LL2**)	6 (LL3**)
Intermediate Accelerated	B1+/B2	5 (LL2**)	6 (LL3**)
Level 5	B2/B2+	5 (LL2**)	6 (LL3**)
Level 6	C1	6 (LL3**)	6 (LL3**)
Level 7	C1+/C2	6 (LL3**)	6 (LL3**)

Academic optional modules for Year 1 and Intermediate Year Students

Languages	Codes	Modules	CATS	FHEQ level
Arabic	LL290	Arabic beginners (accelerated)	0/24/30	5
Arabic	LL131	Arabic 1	0/24/30	4
Arabic	LL233	Arabic 2	0/24/30	5
Arabic	LL259	Arabic 3	0/24/30	5
Arabic	LL20B	Arabic 4	0/24/30	5
Arabic	LL203	Arabic 5	0/24/30	5
Chinese	LL2B1	Chinese beginners (accelerated)	0/24/30	5
Chinese	LL130	Chinese 1	0/24/30	4
Chinese	LL227	Chinese 2	0/24/30	5
Chinese	LL230	Chinese 3	0/24/30	5
Chinese	LL239	Chinese 4	0/24/30	5
Chinese	LL245	Chinese 5	0/24/30	5
Chinese	LL313	Chinese 6	0/24/30	6
Chinese	LL2B5	Chinese Foundational Literacy and Oracy	0/24/30	5
Chinese	LL327	Chinese Advanced Literacy and Oracy	0/24/30	6
French	LL262	French beginners (accelerated)	0/24/30	5
French	LL255	French intermediate (accelerated)	0/24/30	5
French	LL1A3-15	Introduction to French language (term 2)	15	4
French	LL113	French 1	0/24/30	4
French	LL234	French 2	0/24/30	5
French	LL236	French 3	0/24/30	5
French	LL208	French 4	0/24/30	5
French	LL209	French 5	0/24/30	5
French	LL250	French 5 for Global Engagement	0/24/30	5
French	LL351	French 6 for Global Engagement (term 1)	0/12/15	6
French	LL307	French 7 for Contemporary France (term 1)	0/12/15	6
French	LL352	French 6 through Films (term 2)	0/12/15	6
French	LL308	French 7 for Enterprise (term 2)	0/12/15	6
German	LL263	German beginners (accelerated)	0/24/30	5
German	LL20A	German intermediate (accelerated)	0/24/30	5
German	LL117	German 1	0/24/30	4
German	LL235	German 2	0/24/30	5
German	LL237	German 3	0/24/30	5
German	LL211	German 4	0/24/30	5
German	LL212	German 5	0/24/30	5
German	LL341	German 6	0/24/30	6
Italian	LL2B2	Italian beginners (accelerated)	0/24/30	5
Italian	LL2B4	Italian intermediate (accelerated)	0/24/30	5
Japanese	LL291	Japanese beginners (accelerated)	0/24/30	5
Japanese	LL129	Japanese 1	0/24/30	4
Japanese	LL225	Japanese 2	0/24/30	5
Japanese	LL226	Japanese 3	0/24/30	5

Japanese	LL232	Japanese 4	0/24/30	5
Korean	LL2C4	Korean beginners (accelerated)	0/24/30	5
Korean	LL2D1	Korean 2	0/24/30	5
Korean	LL2C5	Korean 3	0/24/30	5
Korean	LL2C6	Korean 4	0/24/30	5
Portuguese	LL292	Portuguese beginners (accelerated)	0/24/30	5
Portuguese	LL299	Portuguese intermediate (accelerated)	0/24/30	5
Portuguese	LL206	Portuguese 5	0/24/30	5
Russian	LL293	Russian beginners (accelerated)	0/24/30	5
Russian	LL122	Russian 1	0/24/30	4
Russian	LL216	Russian 2	0/24/30	5
Russian	LL253	Russian 3	0/24/30	5
Russian	LL256	Russian 4	0/24/30	5
Spanish	LL264	Spanish beginners (accelerated)	0/24/30	5
Spanish	LL257	Spanish intermediate (accelerated)	0/24/30	5
Spanish	LL1A9-15	Introduction to Spanish language (term 2)	15	4
Spanish	LL121	Spanish 1	0/24/30	4
Spanish	LL215	Spanish 2	0/24/30	5
Spanish	LL222	Spanish 3	0/24/30	5
Spanish	LL224	Spanish 4	0/24/30	5
Spanish	LL228	Spanish 5	0/24/30	5
Spanish	LL312	Spanish for Business 3	0/24/30	6
Spanish	LL360	Spanish 6 through Films (term 1)	0/12/15	6
Spanish	LL361	Spanish 6 through Translation (term 2)	0/12/15	6

Academic optional modules for Finalist Students

Rules of Award

We have cross-coded our LL2** FHEQ level 5 language levels 2-5 modules and created LL3**-30 modules with additional learning outcomes at FHEQ level 6 and assessment to allow finalists and Y3 integrated Master's students:

- to take optional language modules that align with their level of proficiency in the language they have chosen (CEFR level - [The CEFR Levels - Common European Framework of Reference for Languages \(CEFR\) \(coe.int\)](#)) without being constrained by the academic year they are in.
- to take language optional modules throughout their studies at Warwick, including in their final year.

whilst meeting the [Rules for Award 2021-22 \(warwick.ac.uk\)](#) requirements (90 credits at FHEQ level 6) adopted in 2021.

Students can select these modules from academic year 2024-25.

LL3** FHEQ level 6 variants:

In line with Warwick's [Credit and Module Framework - Education Policy and Quality Team \(warwick.ac.uk\)](#) and [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(qaa.ac.uk\)](#), for each LL3** version of our existing LL2** modules:

- Current descriptors, learning outcomes and assessment tasks based on language proficiency are retained.
- An additional module descriptor with differentiated learning outcomes, as well as an additional assessment task aligned with FHEQ level 6 descriptors/requirements have been added.
- Online workshops are scheduled to support students in meeting the learning outcomes and preparing for the assessment.

The chosen additional learning outcomes and assessment align with the levels of skills, competencies and attributes expected for a UG finalist. They are also appropriate for language modules, targeting knowledge and skills that relate to students' ability to understand cultural contexts, to analyse and reflect on them enhancing intercultural and cross-cultural competencies and to regulate their own learning and resources as increasingly autonomous learners, on top of their level of proficiency in the language. As a result, the proposed distinct learning outcomes and assessment adjustments are the same for modules ranging from language levels 2 to 5.

Additional Module Aims

- To develop critical understanding of cultural contexts
- To foster analytical and reflective skills in cross-cultural settings
- To promote autonomous learning and resource management

Additional Learning Outcomes - Ability to:

- Critically analyse and reflect on cultural contexts, demonstrating enhanced intercultural and cross-cultural competencies.
- Conduct and present independent research into the culture(s) and society(ies) of the language studied.
- Self-monitor and self-regulate their own learning and manage resources

Independent Project Assessment

All students regardless of their level of study (language level 2 to 5) and language of study will complete an independent project based on a trigger document (such as a documentary, news report, or film) in English or with English subtitles. Each student will select a research question linked to the culture(s) and society(ies) of the language they are studying and possibly their course subject, they will conduct independent research, and summarize their findings in an infographic poster. The poster will serve as a prop for their viva voce assessment (oral and discussion/debate) in term 3. This project structure is consistent across all levels and languages.

Finalist students will attend four 1.5-hour online workshops spread across terms 1 and 2. These workshops will be identical for all students regardless of their level of study (level 2 to 5) and language of study. Additionally, drop-in sessions will be available during term 2.

Module Selection

Finalists and third year integrated Master's students **must** take the LL3** / FHEQ level 6 variant.

Students who have failed the LL3** / FHEQ level 6 variant on the required component will NOT be transferred to the LL2** / FHEQ level 5 variant. Cross-coded modules cover some of the same content and teaching, but they have different learning outcomes and assessment and should always be treated as distinct modules.

At the time of enrolment on their module option during Welcome week and weeks 1 and 2 of term 1, LC tutors will ensure they enrol finalist students under the correct module code: LL3**. Please refer to the LC Enrolment process p12.

Languages	Requested Codes	Modules	CATS	FHEQ level
Arabic	LL390	Arabic beginners accelerated for finalists	30	6
Arabic	LL305	Arabic 2 for finalists	30	6
Arabic	LL359	Arabic 3 for finalists	30	6
Arabic	LL30B	Arabic 4 for finalists	30	6
Arabic	LL303	Arabic 5 for finalists	30	6
Chinese	LL3B1	Chinese beginners accelerated for finalists	30	6
Chinese	LL3B3	Chinese 2 for finalists	30	6
Chinese	LL3B5	Chinese 3 for finalists	30	6
Chinese	LL339	Chinese 4 for finalists	30	6
Chinese	LL345	Chinese 5 for finalists	30	6
Chinese	LL313	Chinese 6	30	6
Chinese	LL327	Chinese Advanced Literacy and Oracy	30	6
French	LL362	French beginners accelerated for finalists	30	6
French	LL355	French intermediate accelerated for finalists	30	6
French	LL304	French 2 for finalists	30	6
French	LL336	French 3 for finalists	30	6
French	LL342	French 4 for finalists	30	6
French	LL343	French 5 for finalists	30	6
French	LL350	French 5 for Global Engagement for finalists	30	6
French	LL351	French 6 for Global Engagement (term 1)	0/12/15	6
French	LL307	French 7 for Contemporary France (term 1)	0/12/15	6
French	LL352	French 6 through Films (term 2)	0/12/15	6
French	LL308	French 7 for Enterprise (term 2)	0/12/15	6
German	LL363	German beginners accelerated for finalists	30	6
German	LL30A	German intermediate accelerated for finalists	30	6
German	LL335	German 2 for finalists	30	6
German	LL337	German 3 for finalists	30	6
German	LL338	German 4 for finalists	30	6
German	LL340	German 5 for finalists	30	6
German	LL341	German 6	30	6
Italian	LL3B2	Italian beginners accelerated for finalists	30	6
Italian	LL3B4	Italian intermediate accelerated for finalists	30	6
Japanese	LL391	Japanese beginners accelerated for finalists	30	6
Japanese	LL365	Japanese 2 for finalists	30	6
Japanese	LL366	Japanese 3 for finalists	30	6
Japanese	LL367	Japanese 4 for finalists	30	6
Korean	LL3C4	Korean beginners accelerated for finalists	30	6
Korean	LL3D1	Korean 2 for finalists	30	6
Korean	LL3C5	Korean 3 for finalists	30	6
Korean	LL3C6	Korean 4 for finalists	30	6
Portuguese	LL392	Portuguese beginners accelerated for finalists	30	6
Portuguese	LL399	Portuguese intermediate accelerated for finalists	30	6
Portuguese	LL306	Portuguese 5 for finalists	30	6

Russian	LL393	Russian beginners accelerated for finalists	30	6
Russian	LL349	Russian 2 for finalists	30	6
Russian	LL353	Russian 3 for finalists	30	6
Russian	LL356	Russian 4 for finalists	30	6
Spanish	LL364	Spanish beginners accelerated for finalists	30	6
Spanish	LL357	Spanish intermediate accelerated for finalists	30	6
Spanish	LL344	Spanish 2 for finalists	30	6
Spanish	LL346	Spanish 3 for finalists	30	6
Spanish	LL347	Spanish 4 for finalists	30	6
Spanish	LL348	Spanish 5 for finalists	30	6
Spanish	LL312	Spanish for Business 3	30	6
Spanish	LL360	Spanish 6 through Films (term 1)	0/12/15	6
Spanish	LL361	Spanish 6 through Translation (term 2)	0/12/15	6

Skills

Students at the Language Centre develop a wide range of skills, including:

1. Language proficiency

- **Reading:** Enhancing the ability to read and comprehend texts in the target language, as well as in English and their mother tongue.
- **Listening, speaking and writing:** Communicating clearly and effectively in both spoken and written forms.

2. Analytical skills

- **Analysis:** Developing the ability to critically analyse written and aural texts, and cultural contexts.
- **Comparison and contrast:** Learning to identify and understand differences and similarities between languages and cultural practices.

3. Critical thinking

- **Problem-solving:** Addressing linguistic challenges and finding solutions to communication barriers.
- **Evaluative skills:** Assessing the credibility and relevance of information from diverse sources.

4. Mediation skills

- **Facilitating communication:** Helping to bridge communication gaps between speakers of different languages through translation, interpretation and paraphrasing.
- **Conflict resolution:** Assisting in resolving misunderstandings or conflicts that arise due to language or cultural differences by mediating discussions and fostering mutual understanding.
- **Cultural brokerage:** Acting as a cultural intermediary to help individuals navigate and understand different cultural norms and practices.
- **Active listening:** Demonstrating strong listening skills to accurately understand and convey messages between parties.

5. Interpersonal skills

- **Collaboration:** Working effectively with peers in group activities and projects, such as dialogues, debates, virtual exchanges and collaborative writing assignments.
- **Empathy:** Understanding and empathising with people from different linguistic and cultural backgrounds by engaging in meaningful conversations, cultural exchanges, and immersive language activities.

6. Cultural understanding

- **Cultural practices:** Gaining insights into various cultural norms, traditions and practices.
- **Understanding differences:** Appreciating and respecting cultural diversity.

7. Sustainability awareness

We integrate concepts of sustainability into language learning, promoting environmental, political and socially responsible practices.

8. Technological proficiency

Our blended approach to teaching and learning (T&L) involves integrating a variety of digital tools and platforms to enhance language acquisition and communication, as well as collaborative learning. This includes Moodle, Teams, language learning apps and online tools.

We are currently exploring the integration of generative AI tools. To ensure their effective and responsible use amongst colleagues and students, we have established focus groups dedicated to teaching, learning and assessing with GenAI. These groups are working to produce a framework for the critical and ethical use of GenAI in language acquisition, ensuring that these technologies are leveraged to enhance learning and professional skills while maintaining academic integrity and ethical standards.

Students taking an academic language option at the LC can accrue points towards the Warwick Award.

Learning extends beyond the classroom with:

- **Virtual exchanges**

We have developed partnerships with various HE institutions around the world to allow our students to participate in virtual exchanges with speakers of the language they are learning, enhancing their communication skills and cultural understanding.

- **Discussion groups**

We engage students in discussion groups outside of their weekly classes to practise their language skills, share perspectives and build their confidence in using the language they are studying in various contexts.

- **Community engagement initiatives**

Our students actively apply their language skills in diverse community engagement projects, incl. volunteering at local cultural events, participating in support schemes for refugees and engaging in language exchange programmes with international students on campus. These experiences not only enhance their language proficiency but also foster a sense of social responsibility and cross-cultural understanding.

- **Cultural events and celebrations**

We organise and/or encourage participation in a wide range of cultural events throughout the academic year. These include national competitions, celebrations of important festivals from the countries where the languages we teach are spoken, international literary prizes... Students often take leading roles in planning and leading these events, providing them with valuable organisational skills while deepening their cultural knowledge.

Enrolment process for academic language modules

Enrolment opens during Welcome week via an online form on our web pages [Language Centre - Academic Enrolment \(warwick.ac.uk\)](#).

How we communicate with students:

- LC web pages: We provide up-to-date information and resources through our Language Centre's website. [The Language Centre - Faculty of Arts - University of Warwick](#)
- UG handbooks: We send info to all departments at the end of the summer term to allow them to update their handbooks and web pages.
- Department Module fairs: We contact all departments mid-Spring term in order to enquire about their module fairs and ensure our attendance.
- LC module fairs: We host our own module fairs at the end of Spring term and start of Summer term.
- Welcome Week, open days...: We deliver presentations and set up stands to engage with students during Welcome Week, induction sessions, open days, and other events.

How we enrol students:

- a. **Initial contact:** Once a student completes our online form, we guide them through the full enrolment process. The subject leader for the language emails all students to explain the next steps and invite them to book an online appointment with a tutor of the language they want to study.
- b. **Individual meeting:** We meet individually via Teams with all students interested in taking an academic language module. During this meeting, we assess their proficiency in the language they have chosen and discuss their motivations for learning it before enrolling them in a suitable module.
- c. **Assessing proficiency:** Assessing a student's proficiency involves reviewing prior learning (both formal and informal) and qualification(s) in the chosen language. Students may also be asked to take an online test (covering grammar, writing, etc.) without any tools and to take part in a conversation in the language to assess their oral skills.
- d. **Eligibility and advice:** We also check with students whether they are permitted to take a language module for credit and at what entry level. Language tutors will now check whether students are finalists and provide relevant advice. We also always advise students to consult with their departments about taking outside options and to update their module registration.
- e. **Module enrolment:** During the online appointment we enrol students on a suitable module, we advise them to inform their department and update evision accordingly.
- f. **Post-enrolment – first session:** Students receive a personalised email from their language tutor with comprehensive information about the module they are enrolled in, details about the first session and preparatory activities to start refreshing their language skills and ease into their new module and learning environment.