

# **TEAM PROJECT**

## **TEACHING IN ADVANCED MULTINATIONAL ENVIRONMENTS**

**LANGUAGE**

**SYLLABUS**

**5 ECTS**



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## Language Module Syllabus

### **Content:**

30 hours:

1. Generic language
2. Places, customs, traditions
3. Language of popular culture

ad. 1: Generic language

- a. introductions and greetings (names, numbers, countries, nationalities, family)
- b. forms of address (degrees of formality)
- c. directions (place names, prepositions of place, orientation)

ad. 2: Academic, commercial and social/cultural contexts

- a. cultural context (shops, banks, using currency, using the transport system)
- b. academic context (using university library and student services, accessing health services)
- c. places, customs and traditions
- d. political and cultural matters

ad. 3: Language of popular culture

- a. media matters
- b. sports and leisure (personal, national and international)

### **Learning outcomes:**

- That the students are provided with what we believe would be the basic linguistic tools with which they can survive in and appreciate the culture in which they find themselves.
- That the students are made aware of key terms associated with a variety of contexts and their language requirements.
- That students should appreciate the value of self-directed and participative learning

**Methodology:**

*Rationale:*

- setting up simulated situations within the classroom to enable students to experience communication in action and in context
- the development of listening skills through exposure to a variety of social and cultural contexts

*Activities:*

- placing students in situations/places which require specific language skills/vocabulary/structure to perform particular tasks in places such as transport/restaurant/museum context etc.
- involvement of students in a variety of learning activities such as role play, debate, group work in groups composed of different nationalities

**Assessment:**

- having students do research into various social and cultural phenomena and presenting the results of this to the whole group as a base for assessment – 50% (or performing certain tasks in the context of real-life authentic/simulated settings – 50%)
- class participation and engagement – 50%

# Language Module

## *Framework for Individual Teaching Sessions*

### 1. Generic language

#### *a) Introductions and greetings (names, numbers, countries, nationalities, family)*

##### ***Specific learning outcomes:***

- That the students become familiar with the conventions of greetings.
- That the students will be able to recognise and use these conventions in various contexts.

##### ***Content:***

Vocabulary and phraseology related to a variety of forms of introductions and greetings.

##### ***Stages of development:***

1. Presentation of greetings and ways of exchanging information about themselves and others

##### ***Specific learning outcomes:***

- That the students become familiar with various forms of greeting and conventions for introducing themselves and each other.
- That the students become familiar with ways of exchanging more information and establishing common ground.

##### ***Suggested methodology:***



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1. Greeting the class. Getting a response. Commentary on responses if necessary.
2. Introductions: “my name is ...” and then “his name is ..., her name is ...”
3. Articulating identity: “I am from ..., I am ..., there are ... in my family, ...”

## 2. Guided practice

### ***Specific learning outcomes:***

- That the students will utilise the correct conventions for introducing themselves and each other.
- That the students exchange more information and establish common ground.

### ***Suggested methodology:***

1. Students work in pairs, groups of four, eight and then move around the classroom practicing the simple structure with others. Then the teacher asks students to give names of other students, who then will spell their names and the teacher puts the names on the blackboard).
2. Students work individually in the preparation of a short presentation in which they practice the conventions of language which have been introduced at the previous stage (how to talk about nationalities, families, hobbies, reasons for being here, comment on the situation, i.e. “here and now”).
3. Students work in small groups and engage in activities which revolve around the language introduced in the information exchange stage of the lesson (students trying to remember hobbies, interests of people they have talked to).

## 3. Further practice

### ***Specific learning outcome:***

- That the students will assimilate the conventions which they have learned and incorporate them into a variety of activities and formats.

### ***Suggested methodology:***

1. Listening exercise in which students have to recognise and write down names and any related information included in the audio material.
2. Presenting photographs of the host country’s celebrities to further practice “what is his/her name? who is he/she? what does he/she do?...”
3. “Who am I?” guessing game (a student writes a few pieces of information about him/herself and then the slips of paper with the information are swapped. Another student presents a person using information given on a

slip of paper, the rest of the group have to guess who the person is). This activity can take several rounds.

**b) Forms of address (degrees of formality)****Specific learning outcomes:**

- That the students become aware of the relationship between social stratification in the host country's society and corresponding linguistic forms.
- That the students will be able to recognise and use different forms of addressing people.

**Content:**

Vocabulary and phraseology related to forms of address.

**Stages of development:**

1. Introduction to the host country's forms of address

**Specific learning outcomes:**

- That the students become familiar with various forms of addressing people.
- That the students recognise the particular requirements of a country's given language.

**Suggested methodology:**

1. Listening exercise in which students have to recognise different ways of addressing people.
2. Students work in pairs, trying to put pieces of paper in the right order, so as to rebuild the dialogues they have just listened to.
3. Reading the written support of the previous exercise in order to recognise written forms (personal pronouns, verbal inflection, ...) and test hypotheses on word and sentence structures.

2. Practice

**Specific learning outcome:**

- That the students will use the most appropriate forms of addressing people in various circumstances.

***Suggested methodology:***

Students work in pairs. They will be given cards with different people's identification and social status (student, teacher, bar tender, waiter, client, doctor, police officer, child, elder person, ...) and will be asked to build small dialogues in which those people shall address each other in an appropriate manner. These dialogues are to be performed in front of the whole group and can take 2 or 3 rounds, depending on the number of students.

***Evaluation:***

Students' oral productions and participation.

**c) Directions (place names, prepositions of place, orientation)****Specific learning outcomes:**

- That the students will be able to name places commonly used as orientation reference points and describe their location in reference to each other.
- That the students will be able to give and receive directions to different destinations.

**Content:**

Vocabulary and phraseology related to talking about spatial location of various places and ways of getting to these.

**Stages of development:**

1. Presentation of names of various locations, such as “a bank, a park, a church, a school, a cinema, etc”, as well as prepositions of place, such as “in front of, behind, next to, near, etc.”, followed by a presentation of phrases related to directing, such as “you go straight ahead, take the first/second on the left/right etc.”

**Specific learning outcomes:**

- That the students are able to name various buildings.
- That the students are able to talk about the location of buildings in relation to one another.
- That the students are able to exchange information about locations of different places and give directions to these.

**Suggested methodology:**

The teacher presents a map of the host city centre and talks about the names of buildings students can see on the map. Then the teacher describes the location of the buildings using prepositions of place and introduces prepositions describing directions of movement. Then the teacher lists useful phrases which could be utilised when explaining how to get to different locations on the map. Audio-material listening exercise follows in which they have to recognize the phrases introduced previously and follow the directions given in the audio-material in order to locate the required destination.

## 2. Guided practice

### ***Specific learning outcomes:***

- That the students will be able to use suitable vocabulary to name various landmarks which would be typically referred to when giving directions.
- That the students will know how to effectively describe the location of various landmarks in relation to one another.
- That the students will be able to direct others to various locations and to receive directions to various locations.

### ***Suggested methodology:***

Students work in pairs and give each other directions to different locations using the map of the centre of the host city. They put the name of the place whose location is given them by the teacher on the city centre map.

## 3. Further practice

### ***Specific learning outcome:***

- That the students gain confidence in directing one another to different locations and receiving directions themselves.

### ***Suggested methodology:***

1. Games which provide general directions and which prompt the students to discover precise landmarks e.g. "I am in front of the town hall but behind the library. Where am I?"
2. Creation of a "Monopoly" type of game based on the location around the university or in the centre of the town, in which the students have to find and match particular places.

### ***Evaluation:***

- Classroom based orientation activities.
- A research task which requires the students to describe and locate particular places in the local town and present these to the rest of the class.

## **2. Academic, commercial and social/cultural contexts**

- a) Cultural context (shops, banks, using currency, using the transport system)**
- b) Academic context (using university library and student services, accessing health services)**

### ***Specific learning outcomes:***

- That the students will be able to function in all necessary commercial transactions.
- That the students will become familiar with and able to utilise all elements within the academic context.

### ***Content:***

Vocabulary and phraseology related to both commercial and academic contexts.

### ***Stages of development:***

1. Introduction: Presentation of language and information required for everyday commercial transactions and standard academic activities

#### ***Specific learning outcomes:***

- That the students will become competent in the use of the services which they require in both the commercial and academic fields.
- That the students will develop the necessary language skills to be effective at both formal and informal levels.

#### ***Suggested methodology:***

The creation of diaries in which the core daily needs of students are articulated focusing on the integration of grammar and vocabulary needed.

## 2. Practice

### ***Specific learning outcomes:***

- That the students will be able to actively engage in tasks and activities related to their academic and commercial needs.
- That they will gain confidence in these contexts.

### ***Suggested methodology:***

1. Engagement in role play which focuses on a range of real life situations, in which particular language is needed.
2. Division of the class into groups/each group will be assigned a particular task connected to the given contexts (e.g. buy a postcard and stamps, join the university library, get a telephone number of the most beautiful girl/boy in the pub, etc).

## 3. Further practice

### ***Specific learning outcomes:***

- That the students will be afforded with reinforcement opportunities which will consolidate previous learning.

### ***Suggested methodology:***

1. The creation of personal student guides which will help future students to access and use effectively all the services required.
2. The creation of a video diary (e.g. on a mobile phone) which will document a range of different situations and activities which demand particular language.

### ***Evaluation:***

Presentation and examination of the video diaries and information leaflets (guides produced earlier in the lesson).

### ***c) Places, customs and traditions***

#### ***Specific learning outcomes:***

- That the students become familiar with the country in general, some important geographical landmarks of the country, and especially of the region the university is placed in.
- That the students will be able to understand local traditions related to special feasts and holidays, and recognize and use the vocabulary related to these.
- That the students will be able to recognize and use different forms of behaviour, and the suitable vocabulary related to customs on various occasions (when visiting people, at birthdays, anniversaries, etc.).

#### ***Content:***

Vocabulary and phrases used when referring to geographical places, to traditions and customs.

#### ***Stages of development:***

1. Presentation of the most important places which are of geographical importance in the country and in the region; presentation of various traditional feasts and holidays as well as customs when interacting with people on special occasions.

#### ***Specific learning outcomes:***

- That the students become familiar with the most important geographical places in the country, and in the county, so that they may recognize their names orally and in written forms, as well as use them in various contexts.
- That the students get to know the most important traditional feasts and holidays, especially those connected with the various seasons, as well as with religious events, so that they may recognize the specific vocabulary connected to them, and use it in various contexts.
- That the students recognize and use vocabulary appropriate to customs related to human interaction on special occasions (when visiting friends, on birthdays, anniversaries, etc.).

#### ***Suggested methodology:***

1. Presenting maps of the country, of the county, of the city, even, and charts with names of places, which will be practiced and written.

2. Traditional holidays and feasts: presentation of the calendar, and images related to holidays and feasts; traditional costumes accompanied by the right vocabulary related to special greetings, foods, costumes, games, etc.
3. Showing forms of interaction on special occasions, and introducing the right vocabulary on each such occasion; giving a few “tips” as to good behaviour and proper dress, presents, and attitude.

## 2. Guided practice

### ***Specific learning outcomes:***

- That the students will use the right vocabulary when referring to places in the area and in the country orally and in a written form.
- That the students are able to participate in traditional activities, feeling assured that they understand and use the vocabulary and phrases specific for such events.
- That the students interact appropriately in set situations, which require knowledge of certain codes in terms of behaviour and language.

### ***Suggested methodology:***

1. Students are given specific exercises, maps, fill-ins, multiple choice, in pairs, or in groups to make sure they can read and write the place names correctly. They are given short text in which they should find the specific names of places, and then put them down according to types and forms (cities, mountains, lakes, etc.). In pairs, students will practice pronouncing names of places, and then using them in given contexts.
2. Several dates are given, and students have to match these dates with the corresponding holidays and feasts. They are also shown images of costumes, foods, and they have to place them within the right context. Then, they will have to have a short presentation, in pairs, as to the specific traditions, with everything connected to them in a short, guided piece of writing.
3. In class, students will simulate having people over on special occasions, some will be the hosts, some the guests, and they will have to use the right codes of behaviour, as well as the right vocabulary and phraseology.

## 3. Further practice

### ***Specific learning outcomes:***

- That the students will integrate the information on places, traditions, and customs and use the appropriate language related to these aspects in various contexts independently.

- That the students produce their own texts on these topics, by using further reading and visual material.

***Suggested methodology:***

1. Listening to tapes/videos on traditions and customs, and then writing short free compositions.
2. Role-playing (when visiting people on various occasions); serving as guides for friends coming to visit and trying to explain the realities of the country.
3. Writing a letter to a colleague to thank them for their hospitality on a certain occasion, thanking them, and reminiscing on the most relevant details.

***Evaluation:***

Reading exercise using tourist leaflets, guides and albums, where they will have to find further information and use it in separate contexts.

**d) Political and cultural matters****Specific learning outcomes:**

- That the students become familiar with vocabulary and grammatical structures related to the cultural life of a given country or region.
- That the students will be able to use a cultural agenda and an events calendar.

**Content:**

Vocabulary and phraseology related to political and cultural matters.

**Stages of development:**

1. Introduction: Analysing and extracting information from cultural programmes

**Specific learning outcomes:**

- That the students become familiar with the structure of different cultural programmes in a country's given language.
- That the students become familiar with ways of presenting information on cultural events.

**Suggested methodology:**

1. Reading exercise in which students have to skim through different documents in order to identify their structures.
  2. Students work in pairs, filling up a form with missing data concerning given events (time, place, price).
  3. Each student will randomly pick a colleague whom he/she will orally question about a chosen event (i.e. role playing about an information desk or ticket line situation).
  4. The teacher will lead the class in the systematisation of related issues on vocabulary and grammar.
2. Practice: Holidays and celebrations

**Specific learning outcomes:**

- That the students become aware of the nature of national and local holidays.

- That the students can express themselves on local traditions.

***Suggested methodology:***

1. Game: one calendar with national and local holidays and several cards with pieces of information on each holiday (historical reasons, ways of celebrating the event, etc.). Students work in pairs or small groups. One group at a time will pick up a card and read it out loud. The other groups will have to guess which holiday it is about. The winner will be the group with the largest number of quickest right answers.
2. Each student will be assigned (or will choose) a holiday and will write a small essay on it. Options: (i) class work using the data on the game cards and other documents provided by the teacher; (ii) small research project to be done outside the class.

## 3. Further practice: proverbs

***Specific learning outcomes:***

- That the students become familiar with popular linguistic expressions.
- That the students can discuss cultural subjects.

***Suggested methodology:***

1. The students will be provided with cards containing proverbs in the local language. They will use dictionaries in order to get a closer meaning. They will try to guess the real meaning of the expressions. This exercise may be done in pairs.
2. The students and the teacher will discuss the significance of the proverbs and will try to find the equivalents in each one's own language and culture.
3. The students would research some stories from the host country's culture in which a proverb or a moral message is included.

***Evaluation:***

Students oral and written productions and reading skills.

### 3. Language of popular culture

#### a) *Media matters*

##### ***Specific learning outcomes:***

- That the students will become familiar with some of the major media of the host country, including printed media (national and local), TV and radio stations and programmes (national and local) with special emphasis on opinion formers of the country.
- That the students will be afforded opportunities to understand and use language associated with the country's media.

##### ***Content:***

Language and phraseology associated with the media of the country.

##### ***Stages of development:***

1. Introduction: Presentation of a variety of media accessible in the host country (magazines, dailies, TV stations, radio stations, cultural information leaflets, most important internet portals and websites)

##### ***Specific learning outcomes:***

- That the students recognize the most important names of media of the host country.
- That the students will listen, read and access appropriate material suitable to their needs (with emphasis on different terms and language used in various sections of the media outlets).

##### ***Suggested methodology:***

1. Presentation of various types of media focusing on differences between them and language used in each.
2. Examining the contrasts and comparisons between the media of their own country and that of the host country.
3. Exploring the relationship between political/social powers of the country and their use of the media.

## 2. Practice

### ***Specific learning outcomes:***

- That the students will become competent in using the media for their needs and requirements.
- That the students will be able to discover what the main story of the month/week/day is and analyse its main angles and cultural impact.

### ***Suggested methodology:***

1. Examination of a range of media in order to learn about the main issues of the month/week/day of the host country.
2. Exploration of various media outlets in order to find information about specific cultural/social/political events.
3. Matching stories in media with people/groups/celebrities/attitudes/political options that they might feature.

## 3. Further practice

### ***Specific learning outcomes:***

- That the students will gain confidence in using language related to the media.
- That the students will recognize and use some of the language in discussion about the main events.

### ***Suggested methodology:***

1. Games, quizzes, cartoons, video material as a basis for reinforcing the language learning process.
2. Giving students an opportunity to explore a cultural aspect of the host country (their choice) and to present the findings to the other students in the group.

## ***Evaluation***

A selection of printed media to explore and discuss in relation to the issues which have been discussed.

**b) Sports and leisure (personal, national and international)****Specific learning outcomes:**

- That the students will acquire knowledge of a country's principal sporting pursuits/opportunities.
- That the students will become familiar with and be capable of participating in and discussing these.
- That the students will be afforded opportunities to speak about their sports and leisure pursuits.

**Content:**

Vocabulary and phraseology related to the variety of sports and leisure activities in which a country engages.

**Stages of development:**

1. Introduction: Presentation of information about a variety of sports and their basic rules, requirements and cultural contexts

**Specific learning outcomes:**

- That the students will recognise sporting terms, venues, rules, requirements etc.
- That the students will be given opportunities to speak about their own involvement in sport and leisure activities.
- That the students will become familiar with a country's major sporting interests/tournaments etc.

**Suggested methodology:**

- Presentation of a images of a wide variety of sporting activities – naming all key elements.
- Articulating personal preference relating to sport using the correct terminology for each: e.g. "I play..., I do..., I go ..."
- Matching labels to particular sporting images – e.g. equipment, venue, parts of the pitch, personnel etc.
- Talking about each others' sporting interests.

## 2. Practice

### ***Specific learning outcomes:***

- That the students will speak with growing confidence about their own and others' sporting interests.
- That the students will consider a range of sports personalities and be able to speak about their sporting achievements.

### ***Suggested methodology:***

1. Examining photographs of famous sporting figures.
2. Guessing the identity of famous sportspeople from information given about their involvement/achievements.
3. Talking to each other (pairs/groups) about their involvement in sport and their favourite sporting personality (Charades game).
4. Images of sporting venues/sports equipment to provoke discussion.
5. Listening to recordings of sports events/looking at video clips and using these to provoke discussion on the theme.

## 3. Further practice

### ***Specific learning outcomes:***

- That the students will have their previous learning reinforced.
- That the students will be able to learn about/converse about a country's principal sporting pursuits.

### ***Suggested methodology:***

- Examination of images/articles from the sports pages of a local newspaper and talking about these in pairs/to small groups/to larger group.
- What sport do you think of when you see ... (images)? game.
- Choosing one sport and researching/reporting on its main rules – presenting this information to the class (indiv. or groups).

### ***Conclusion and evaluation:***

Quiz about all or some of the material.