NOTTINGHAM TRENT UNIVERSITY

UNIVERSITY LANGUAGE PROGRAMME

STUDENT BOOKLET

2008/2009

Student's Name   ....

Language Tutor's Name   ....

Contents

Why learn a language?

Language learning is an interest and a pleasure for many people, and it is also an increasingly desirable asset. Now is the time to work on your language skills, whether you have a university placement in mind, plan to work with a multi-national company, wish to enhance your professional profile or simply increase your own cultural awareness.

Based in the School of Arts and Humanities, the Programme offers students across the University, whatever their main area of study, an opportunity to acquire and develop both general and professionally-relevant language skills at a number of levels, including beginners.

Languages currently available (subject to demand) include:
Arabic, Dutch, English as a foreign language, French, German, Japanese, Italian, Mandarin Chinese, Spanish.

Several other languages can be studied independently in the Language Resource Centres which provide a wide range of facilities such as books and magazines, audio-visual material, CD-ROMs, satellite equipment and Computer-Assisted Language Learning.

Languages can be a professional asset, providing you with relevant language skills and other transferable skills for real life. There has never been a better time to learn a language.

ESSENTIAL INFORMATION

City Campus
Djanogly International Centre (DICe)

Clifton campus
Language Resource Centre. George Eliot Building Room 091

CONTACT
Language Centre/ULP Reception   Tel   City: (848) 2285 or (848) 4823 or 6156
                                          Clifton: (848) 3285

University Language programme subject co-ordinators

Arabic	Jumana Ghannam
Dutch	Sjertsje Ebbers
English	Jill Morris
French	Peter Fysh
German	Christine Leahy
Italian	Gabriele Paleari
Japanese /	Takanori Funamoto
Mandarin	Lingling Mao
Russian	Anna Nirmalendran
Spanish	Gloria Gutierrez

Classwork and Directed Learning
In order to complete a Stage on the Language Programme, you will be required to attend two hours per week of class contact time over one full academic year as well as complete, on average, two to four hours per week of Directed / Independent Learning.

Classwork

Tuition in class is usually based on a specified course book for your particular language and stage (which you will need to buy, at around £15.00 - consult book list) and additional authentic and other audio-visual and textual materials supplied by your tutor.
Classes are taught by expert linguists, many of them native speakers. Teaching methods are active and progressive, designed to help you use the language with confidence in the shortest possible time. The focus is on speaking and understanding, but you will also be encouraged to read and write in the foreign language from the earliest stages. Classes may often be conducted in the target language (particularly at advanced stages) which may seem difficult at first if you are

not used to such teaching methods, but you are encouraged to do the best you can, and most importantly, to ask if you do not understand.

Learning a language is a cumulative process which is built up over a period of time. A committed and organised approach to your study is essential if you wish to succeed. It is important to build one layer of knowledge on top of another and it is **vital** that you attend classes regularly each week. You will fall behind very quickly if you miss lessons frequently. Because of the limited contact time, tutors will not be able to go over material already covered for your benefit alone. You therefore risk failing assessments if you do not attend regularly.

Directed Learning

In addition to your two hours class contact time per week, there is a structured programme of Directed/Independent learning designed to supplement your classwork. At the beginning of the year you will receive a grid for your particular language and stage which indicates clearly week-by-week what you should be doing in your Directed Learning time. Directed Learning will usually follow a particular text book/s (except at higher levels) which will be available with tapes in one of the Language Resource Centres or online via your NOW learning room. On average, it should take you approximately two hours per week to complete the core Directed Learning. However, you may initially find that it takes a little longer. You may also need to allocate some time per week for extension work e.g. grammar revision, which may be necessary to support your main classwork and Directed Learning. Most Directed Learning material is keyed so you can mark your own work and evaluate your own particular strengths and weaknesses. You will also have regular short Directed Learning Progress Checks in class time when your tutor will focus on a particular aspect of your Directed Learning during the previous few weeks in order to monitor your progress and provide feedback. ***Students should also note that all assessments in the Language Programme will be based on work covered both in class and through Directed Learning.*** Self-study is therefore an essential part of the language learning process and it is vital that you take responsibility for your own learning.

Attendance (assessments)

If you do not sit an assessment on the first official assessment date, you must provide an explanation in writing for your absence, usually supported by a doctor's note, which you hand to your Programme Leader or Programme Administrator. This is important for Special Situation Panels and Exam Boards. Your Programme Administrator should inform the ULP administrator when they have received this documentation from you.

For external students only: You need to request a "special situations" form from the ULP administrator Natasha Hopcroft and return the filled in form to her. You also need to submit supporting evidence, usually a doctor's note.

If you fail to do this, you will be penalised automatically and a mark of 40% maximum applied to any subsequent sitting of the assessment (late-sit). Self-certification cannot be used for absence from assessments.

Attendance (classes)

The university policy on illness and self-certification applies.

Books (class)

Available from Blackwells Bookshop at Clifton and in the Chaucer Building.

Books (Directed Learning)

Available for reference in Language Resource Centres. Some resources are also to be found in the main libraries in Clifton and the City or online in your NOW learning room.

Changing A Language Module During The Year

It is essential that you try to ensure you enter at an appropriate stage for your language level. Any decision to change a language module must be done in consultation with an academic member of staff. If you change stages within the Language Programme at any time during the year you **must** let both your own degree programme administrator and the Language Programme Administrator know. Failure to do so may mean that a module does not appear on your university transcript of modules. This may result in credit points which are missing from your degree calculation.
It is **your responsibility** to ensure that your tracking record is correct.

Notice-boards and NOW

Information relating to the University Language Programme may be put on the notice-board. Please note: because of the size of the programme, information will not be put up on all course notice-boards, but only be displayed in the DICe building language centre.

For further information, please check your module on NOW.

Registration Forms

Each student must complete a Language Programme registration form in the Language Centre during registration week. Any students who go directly to class without having filled in the form, will be asked to leave. If you do not register properly, you risk not being officially registered for the modules, whether in your degree or as a supplementary option.

Room Changes

When there is a sudden change of room, it is often very difficult to inform all students. If you cannot find your class, please check your module on NOW or contact the Language Resource Centre. Do not simply assume that your teacher is absent and leave!

STAGES AND ENTRY LEVELS

The Language Programme is currently taught in up to 7 stages, (depending on the language). Each stage is comprised of two consecutive, linked modules. Students should enter at the appropriate point as determined below. You are normally **not** permitted to enter a class at a stage below your competence (this may be checked with your university application) unless no class exists at the appropriate level. Please note that the availability of languages and levels may vary with demand, and that certain languages/stages (where demand is low) may have to be timetabled at a time which suits more than one school (which usually means evenings).

ULP entry levels 2008-9

	Languages usually available	Knowledge on entry
Stage 1 Beginners	Arabic, Dutch, French, German, Italian, Japanese, Mandarin, Russian, Spanish	No prior knowledge or virtually no prior knowledge (includes GCSE grades E/F)
Stage 2 Elementary	Arabic, French, German, Italian, Japanese, Mandarin, Spanish	GCSE B/C/D or equivalent) ULP stage 1
Stage 3 Pre-intermediate	Arabic, French, German, Italian, Japanese, Mandarin, Spanish	GCSE A*/A or equivalent ULP stage 2
Stage 4 Intermediate	French, German, Italian, Japanese, Mandarin, Spanish	GCSE AS level grade A/B/C or equivalent A level grade D/E or equivalent ULP stage 3
Stage 5 Upper Intermediate	French, German, Italian, Spanish, English	A level grade A/B/C or equivalent ULP stage 4
Stage 6 Advanced	French, German, Italian, Spanish, English	A level + at least 1 year of study or equivalent ULP stage 5
Stage 7 Proficiency	English	A level + at least 2 years of study or equivalent ULP stage 6

LANGUAGE PROGRAMME MODULE REFERENCE CODES

Module Code	Module Title	Credits
ULPA10101	Arabic Language Stage 1A	10
ULPA10201	Arabic Language Stage 1B	10
ULPA10301	Arabic Language Stage 2A	10
ULPA10401	Arabic Language Stage 2B	10
ULPA10503	Arabic Language Stage 3A	10
ULPA10601	Arabic Language Stage 3B	10
ULPD10103	Dutch Language Stage 1A	10
ULPD10201	Dutch Language Stage 1B	10
ULPE11901	English Language Stage 5A	10
ULPE12001	English Language Stage 5B	10
ULPE21901	English Language Stage 6A	10
ULPE22001	English Language Stage 6B	10
ULPE22101	Business English Language Stage 6A	10
ULPE22201	Business English Language Stage 6B	10
ULPE32101	English Language Stage 7A	10
ULPE32201	English Language Stage 7B	10
ULPF10103	French Language Stage 1A	10
ULPF10201	French Language Stage 1B	10
ULPF10303	French Language Stage 2A	10
ULPF10401	French Language Stage 2B	10
ULPF10503	French Language Stage 3A	10
ULPF10601	French Language Stage 3B	10
ULPF11701	French Language Stage 4A	10
ULPF11801	French Language Stage 4B	10

ULPF11901	French Language Stage 5A	10
ULPF12001	French Language Stage 5B	10
ULPF21901	French Language Stage 6A	10
ULPF22001	French Language Stage 6B	10
ULPG10103	German Language Stage 1A	10
ULPG10201	German Language Stage 1B	10
ULPG10303	German Language Stage 2A	10
ULPG10401	German Language Stage 2B	10
ULPG10503	German Language Stage 3A	10
ULPG10601	German Language Stage 3B	10
ULPG11701	German Language Stage 4A	10
ULPG11801	German Language Stage 4B	10
ULPG11901	German Language Stage 5A	10
ULPG12001	German Language Stage 5B	10
ULPG21901	German Language Stage 6A	10
ULPG22001	German Language Stage 6B	10
ULPI10103	Italian Language Stage 1A	10
ULPI10201	Italian Language Stage 1B	10
ULPI10303	Italian Language Stage 2A	10
ULPI10401	Italian Language Stage 2B	10
ULPI10503	Italian Language Stage 3A	10
ULPI10601	Italian Language Stage 3B	10
ULPI11701	Italian Language Stage 4A	10
ULPI11801	Italian Language Stage 4B	10
ULPI11901	Italian Language Stage 5A	10
ULPI12001	Italian Language Stage 5B	10
ULPJ10103	Japanese Language Stage 1A	10
ULPJ10201	Japanese Language Stage 1B	10
ULPJ10303	Japanese Language Stage 2A	10

ULPJ10401	Japanese Language Stage 2B	10
ULPJ10503	Japanese Language Stage 3A	10
ULPJ10601	Japanese Language Stage 3B	10
ULPM10103	Mandarin Language Stage 1A	10
ULPM10201	Mandarin Language Stage 1B	10
ULPM10303	Mandarin Language Stage 2A	10
ULPM10401	Mandarin Language Stage 2B	10
ULPM10501	Mandarin Language Stage 3A	10
ULPM10601	Mandarin Language Stage 3B	10
ULPM11701	Mandarin Language Stage 4A	10
ULPM11801	Mandarin Language Stage 4B	10
ULPR10101	Russian Language Stage 1A	10
ULPR10202	Russian Language Stage 1B	10
ULPS10103	Spanish Language Stage 1A	10
ULPS10201	Spanish Language Stage 1B	10
ULPS10303	Spanish Language Stage 2A	10
ULPS10401	Spanish Language Stage 2B	10
ULPS10503	Spanish Language Stage 3A	10
ULPS10601	Spanish Language Stage 3B	10
ULPS11701	Spanish Language Stage 4A	10
ULPS11801	Spanish Language Stage 4B	10
ULPS11901	Spanish Language Stage 5A	10
ULPS12001	Spanish Language Stage 5B	10
ULPS21901	Spanish Language Stage 6A	10
ULPS22001	Spanish Language Stage 6B	10

ACCREDITATION

For NTU accredited Students

Each stage of the Language Programme is divided into two modules (A and B). Students normally take two modules (over the academic year). For accredited students i.e. those taking the ULP as one or two modules / options within their main degree course, the following accreditation applies upon satisfactory completion of the appropriate assessments:

Each module (module A or B) = 10 credit points
One ULP Stage (modules A + B) = 20 credit points

For supplementary students on the ULP

Supplementary students on the ULP are those registered as external students, members of staff or NTU students who do the ULP as a supplementary course (i.e. not for credit points but over and above their main course of study).
On successful completion of one ULP stage, supplementary students are entitled to the Nottingham Trent University Language Programme Certificate of Achievement.

Notification of results will be sent to successful students. Certificates become available some months later and are sent on request to the students last known address. Students must therefore ensure that their home address is held by their School's office when they leave.

Assessment marks

Coursework and tests are marked as a percentage. In order to ensure consistency of marking, scripts and tapes are moderated or double-marked. Inevitably with such a large programme this means some delay in availability of marks to students, but it is in the students' interest that this process is completed thoroughly.

Cheating and plagiarism

Do not be deceived into thinking that electives are any more lenient than main subjects as regards academic irregularities. In the past, a degree programme examination board decided to alter a student's degree classification as a result of cheating in a University Language Programme writing test.
You can access all relevant university regulations on academic misconduct at
http://www.ntu.ac.uk/studenthandbook/rights/rules/24367gp.html

Resits of Assessments (referrals)

Please Note: Students who do not sit an assessment on the first official assessment date and arrive on the referral date for a first sitting must provide written evidence (e.g. submitted special situations form and medical note) for their original absence.

THE LANGUAGE PROGRAMME BOARD OF EXAMINERS

Language Programme marks and sample scripts are scrutinised by an external examiner to ensure fair treatment. All marks are provisional until the final examination board. The Language Programme Board of Examiners usually meets in June to consider results for the Language Programme and to make recommendations to courses across the University.

For accredited students, results from assessments taken with the ULP are fed back to your own course via the University Tracking system. The ULP can only make recommendations based on the University Assessment Regulations, for example in the case of those students who are referred. Accredited students' assessment results are ratified and final decisions taken (e.g. compensation) at the student's own *programme* examination boards where the student's overall profile in all modules may be taken into account. Although each course may decide to accept the recommendations of the ULP board when considering compensation for individual modules, this does not necessarily happen. The student's own course will make decisions in the light of the student's overall profile, and may well arrive at decisions about individual modules which seem harsher or more lenient than those taken at the ULP board.

For supplementary students, the University Language Programme Examination Board will make decisions for the award of the University Certificate of Achievement in Language Study. This usually takes place in June. There is also an Examination Board in September to consider referred results for the ULP certificate.

Some supplementary students may only wish to attend language classes and not take the assessment. At the end of the year they could gain a Certificate of Attendance. Any student interested in this option, should let the tutor know at the beginning of module A. Students should have attended a minimum of 80% in each module to qualify for a Certificate of Attendance.

Regulations

Assessed work must be submitted by the dates indicated on the assessment plan.

Requests for an extension of the submission deadline should be made in writing at least 5 days before the deadline, and must be supported by documentary evidence. Extensions will normally be for one week only.
Assessed work submitted up to 5 working days late without a formally agreed extension will receive a maximum mark of 40%.
Assessed work submitted more than 5 working days late will receive a mark of 0%.
The minimum aggregate pass mark for each module is 40%.
Candidates must achieve a mark of 35% or above in individual elements of a module.
The number of attempts at a module allowed by the University is normally two, i.e. first attempt and referral. Exceptionally a Board of Examiners may authorise a third attempt, i.e. a repeat module attempt.

LANGUAGE RESOURCE CENTRES

There are two Language Resource Centres for use by all students and staff in the University. Both centres hold all the materials relating to classwork as well as Directed Learning. These may be used inside the centres only and are not to be taken away. Since materials are available for a large number of users, it is respectfully asked that users do not write on or deface the material in any way.

Also available in both centres are additional textbooks, dictionaries, videos, magazines, satellite TV and CALL (Computer Assisted Language Learning) facilities. Ask for more details of the range of CD ROMs available for use within the Centre. The centres are equipped with audio cassette machines, satellite television and video positions and computer facilities. For further details and information about resources including listings of useful internet sites for language learning, following the link in the learning room of your VLP: ACC subject resources.

Getting to know the LANGUAGE RESOURCE CENTRES
Language Centre staff will be only too pleased to advise you on specific resources or how to use any of the equipment.

Both Resource Centres are open Mondays to Fridays.

The opening times are announced on the Language Resource Centres' doors.

IT Resources for Language Learning

Wider access to computers has meant there is an ever-increasing range of exciting resources available both within and outside the school to support your language learning. The information provided here is just a taster to lead you into some of these materials.

On-line software packages and CD ROMs for language learning
There are several packages installed on the machines in the Learning Resource Centres. In particular, there are very useful grammar packages, which you can use at your own pace to revise key points. We also have an ever-increasing number of CD ROMs for all levels of language learner as well as CD ROM dictionaries.

The Internet
A very exciting place for language learners to spend some time, the Internet, offers a huge variety of possibilities. There are on-line computer-assisted language learning (CALL) resources, a vast amount of general geographical, cultural and social information on various countries, on-line dictionaries, virtual libraries, newspapers and magazines, on-line writing support centres and much more. In your learning room on the VLP, follow the link to subject resources. There you will find further links to and suggestions for learning activities.

STUDENTS IN TANDEM

Students in Tandem is a pairing scheme which focuses primarily on providing partners with the opportunity to develop their fluency and cultural awareness in a target language.

The scheme is based on a simple idea:
2 people (1 international and 1 UK) meet regularly (normally once a week for one hour) to learn one another's language and to learn more about one another's culture. It is important that the tandem should be mutually beneficial, and it is up to each partner to set their own objectives in negotiation with their partner. It is a very exciting way to improve your knowledge of a language, since you and your partner determine what and how you learn, sharing joint control of the learning process!

Each participant has the privilege of learning from a native speaker, which can bring language learning to life in a way which more formal language teaching methods cannot always achieve.
The scheme enhances not only the language learning experience, but also personal development. Furthermore it allows reflection by the student on their own language and facilitates contacts in the country concerned. Friendship may develop, but it is not the main emphasis.

The partnership is normally offered in **French, Spanish, Italian and German.**

For details of this scheme get in touch with Anna Nirmalendran.

Email Anna at anna.nirmalendran@ntu.ac.uk or phone her: 0115 - 848 3285.

Once registered, **check your email*** daily to find out if we have found a partner for you.

For personal safety reasons we would advise you to meet your partner in a public place until you are sure that you would be happy meeting this person alone.

Email Tandem Learning

Another great way to improve your language skills is to pair up with an email tandem partner and help each other with your language learning. Email tandem partnerships can complement face-to-face learning, by developing reading and writing skills.
Email partners may choose to write bilingual messages or to alternate between the use of their own and their partner's language, from one message to the next.
Partners are free to negotiate what they wish to write about as well as how and what they want to be corrected.

Advantages of Email-Tandem Learning:
  - o Email enables you to make contact with a native speaker living in the country where the language is spoken.
  - o Up-to-date cultural and linguistic information can be exchanged as well as friendships formed.
  - o It provides a safe environment where you are able to express opinions and ideas in the target language at your own pace.

o   Messages are available to be stored if you wish to review them at a later stage.

There are now several European projects on-line, which help language learners locate a partner in the language of their choice. A good place to start is the International Email Tandem Network at:

http://www.slf.ruhr-uni-bochum.de/email/infen.html

You will find all the information you need to subscribe on this web site. The service is completely free and there are many sub-networks of language partners available as well as a variety of on-line chats on a range of topics.

EFFECTIVE LANGUAGE LEARNING

Language Learning Skills

Speaking activities may take the form of questions from your tutor and interaction with fellow students through group work or role plays. It is important that you participate fully in these activities in order to progress. Don't be shy or embarrassed about speaking. This is an essential part of a language and your class time should be the time when you practise speaking the language as much as possible. It takes a lot of effort to speak a language, particularly if you are a beginner. You are learning a language to be able to communicate, and remember, nobody is perfect! Making mistakes in the language is part of the learning process.
If possible, try to make contact with native speakers of the language e.g. through a *tandem partner* and practise your skills on them! Another alternative is to arrange a regular time with a fellow student each week when you could speak informally in the target language. Even at beginners level, you could practise short dialogues or work on simple questions about yourself and your interests. At advanced levels you could discuss a current issue or a film you have seen and exchange opinions with your partner. At whatever level, it is essential that you practise speaking as often as possible, since it is this skill in particular which forms the most fundamental part of the language learning process.

Listening in the target language will be introduced from day one of your language learning experience, your tutor will mostly speak to you in the target language. As a beginner, you may be introduced to simple dialogues on a tape and your tutor will start helping you to imitate sounds in order to speak the language for yourself. At higher stages you may be required to extract details from the material you are listening to or even interpret and discuss more complicated information e.g., from television news. Listening practice is also written into Directed Learning with dialogues and passages on tapes from your particular source book. You can, however, use other material available if you wish, for example, to practise pronunciation, or for more detailed listening practice with videos and satellite TV. The most important rule with listening is not to panic when you first hear something. Sometimes the words will seem to blur into one but you will usually hear most things in class more than once and if you really do not understand, it is essential that you ask your tutor to repeat what they have said or play the dialogue again.   The more you listen, the easier it gets! A little and often is the best strategy to improve your listening skills. Try to listen regularly to texts on the Internet.

Reading activities will be included in class contact time at all levels although the emphasis in class will primarily be on communication, i.e. speaking and listening. As a beginner you may start by reading short dialogues and texts. Students at higher stages will be expected to deal with a wider variety of texts such as longer passages from authentic sources, e.g. newspapers or novels or factual information such as graphs and tables. Reading is an activity which should be practised more extensively in your independent study time. There are a variety of different materials available in the Open Access centres. Try to read as widely as possible even if it is only a very short text since this is the best way to increase your vocabulary range. You'll find reading suggestions under the subject resources, follow the link in your learning room.

It is important to remember that you do not always need to know every word in a text in order to understand it. You may need to read a passage several times in order to extract some sort of overall meaning and then spend some time with a good dictionary (a pocket dictionary is not always sufficient) trying to clarify details. Get into the habit of noting down any new vocabulary and learning it week-by-week (you could ask a friend to test you!) Again, reading a little and often is the best way to improve this skill. Try to read texts regularly on the Internet.

Writing is probably the activity which will be practised least regularly during class contact time. This does not mean that good writing skills are less important however. It is a time-consuming skill which is best practised by you during your own study time and Directed Learning at all stages includes some writing practice. Your tutor will also ask you to produce written work to be handed in at regular intervals during the year, enabling them to monitor your progress and give you some feedback. You may also have regular short grammar tests to help you direct your study.

Familiarising yourself with the different structures of a language system forms an integral part of language learning and accuracy is particularly important when learning to write a foreign language. It is therefore essential that you consult either the Grammar section in your text book or a good reference Grammar book (see book list) for your language and stage. If there is a point which you do not understand, try to do some supplementary exercises and ask your tutor to quickly explain it to you. When writing in another language, it is always best to write directly in that language rather than trying to translate word for word from your own language. This helps you to keep things simple which will enable you to communicate your message in a clear and concise way.   Don't be over-ambitious. Write down only what you are sure is reasonably correct but try to be accurate by checking and double-checking spellings, verb endings, adjectives and accents. As with all the other language skills, practice makes perfect! If you don't already, why not start corresponding with a native speaker in the country of your language or find an email tandem partner. Who knows where it could lead you….!

Self-Assessment And Record Keeping

An important part of effective language learning is the ability to evaluate your linguistic development during the course of study. Self-assessment heightens your awareness of the skills and knowledge you are acquiring and gives you the opportunity to focus and more clearly define your own learning by helping you to:

- outline the skills and the knowledge which you have already attained
- identify your strengths and weaknesses
- make informed choices about how to further your progress
- outline the skills, knowledge and understanding which you still need to acquire
- record and recognise personal achievements

You may find it helpful to use some of the documents included in the appendix of this booklet to help you monitor and record your language learning experience. For example, it would be useful to complete the Self-Evaluation forms at the beginning of the course and at regular intervals throughout the year in order to monitor and assess your own progress. If you find you are having difficulty with a particular skill or activity, your tutor will be happy to help you find ways of working more closely on

this particular area. These documents may serve as a useful starting point for any discussion with them.

Effective language learning requires consistent, organised study over a long period of time and it is important that you work systematically for example, setting yourself a weekly programme of study with a reasonable allocation of study time. A policy of "little and often" works best for most language learners so a beginner would learn more effectively by spending **20-30 minutes per day** working on different activities or skills including grammar revision. A more advanced learner may find they need longer sessions of perhaps between 40 minutes - 1 hour on one skill e.g. analysing a news bulletin, in order to concentrate fully on the material they are covering.

If you try to cover all your material in one marathon session every few weeks, you will find that you do not learn effectively and Directed Learning will be a chore rather than another learning tool to help you progress in the language. Time management is vital. We would strongly advise you to set aside certain times during the week for language study, in conjunction with your other commitments and stick to them on a regular basis. Not only will you find that you progress much more quickly if you work regularly and systematically, but also you will be able to benefit much more from class time by not falling behind in the material studied.

In order to monitor and assess your own progress, it is also useful to keep an organised record of all your work both in class and also Directed Learning. Included in the appendix of this booklet is a Directed Learning Record of Work log where you can write down exactly what you do each week, how long you spent on it and any comments / difficulties you may have had.
This information can serve as an aid to discussion should you need any advice about strategies for developing your language learning skills. Moreover, it will provide a detailed record of your language learning experience. Taking responsibility for your own learning is the key to success and in order to do this the good language learner needs to be:

•**self-aware:** They are aware of and understand the reasons for their attitudes towards language learning and themselves as language learners.
•**inquisitive and tolerant:** They are interested in finding out how the language works and prepared to accept differences and ambiguity between their mother tongue and the target language.
•**self critical:** They assess themselves and monitor their progress regularly.
•**realistic:** They realise it takes a lot of hard work to learn a language and set themselves reasonable short-term aims to manage their own progress.
•**organised:** They organise their time and materials in ways which suit them personally to enable them to benefit fully from the language learning resources available to them both inside and outside the classroom.

PERSONAL LANGUAGE LEARNING BIOGRAPHY

Use this page to document your previous language learning experience

Year / date	Schools, courses attended. Course (length, number of hours per week, qualifications attained)
	Practical language use in particular situations e.g. visits, stays in the country, pen-friends, work etc.

Why do you want to learn a language / continue your language study?