



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# Languages for Employability Postgraduate Languages Programme

# HANDBOOK

2024



## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>A Note on This Handbook .....</b>	<b>3</b>
<b>Why should I learn a language?.....</b>	<b>3</b>
<b>Module Administration.....</b>	<b>4</b>
<b>Level Requirements.....</b>	<b>4</b>
<b>Duration .....</b>	<b>5</b>
<b>Attendance.....</b>	<b>5</b>
<b>Term dates and schedule (Michaelmas term 2024) .....</b>	<b>5</b>
<b>European Credit Transfer System (ECTS) .....</b>	<b>6</b>
<b>People.....</b>	<b>6</b>
<b>Programme Lead.....</b>	<b>6</b>
<b>Programme Administrator .....</b>	<b>6</b>
<b>Student Support Officer .....</b>	<b>6</b>
<b>Language for Employability Teaching Fellows .....</b>	<b>6</b>
Chinese .....	6
French .....	6
German .....	7
Japanese.....	7
Korean .....	7
Spanish .....	7
<b>Industry Partners .....</b>	<b>7</b>
<b>Working methods .....</b>	<b>8</b>
<b>Beginner (A1) Level Modules .....</b>	<b>8</b>
<b>Advanced (C1) Level Classes.....</b>	<b>8</b>
<b>Learning outcomes.....</b>	<b>8</b>
<b>What is expected of you? .....</b>	<b>10</b>
<b>How will I be assessed?.....</b>	<b>10</b>
<b>Support Provision for Students with Disabilities.....</b>	<b>11</b>
<b>Emergency Procedures .....</b>	<b>11</b>
<b>Academic Standards in Student Work.....</b>	<b>12</b>

## Introduction

The [Centre for Language and Communication Studies](#) at Trinity College Dublin provides the Human Capital Initiative (HCI) Languages for Employability Postgraduate Programme for all registered Trinity postgraduates. The Centre is located in the School of Linguistic, Speech and Communication Sciences.

The Human Capital Initiative, funded by the Government of Ireland, aims to increase capacity in higher education in skills-focused programmes designed to meet priority skills needs. It seeks to promote innovative and responsive models of programme delivery, and to enable the higher education system to respond rapidly to changes in both skills requirements and technology.

The key HCI objectives are to:

- Increase provision in areas of identified skills need
- Future proof graduates with industry relevant skills for emerging technologies
- Ensure that there is a greater focus across the whole spectrum of higher education course provision on promoting and embedding transversal skills
- Incentivise continued reform and innovation in higher education provision building on best practice available nationally and internationally.

## A Note on This Handbook

This handbook provides key information about the HCI Languages for Employability programme, including working methods and assessment procedures. It also provides you with a guide to what is expected of you and the academic/personal support available to you. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are notified to students via Blackboard/e-mail. Please note that in the event of any conflict or inconsistency between the general regulations published in the Calendar of the University of Dublin and the information contained in the course handbook, the provisions contained in the Calendar will prevail.

Trinity College Dublin has received substantial HCI funding to supporting its innovative skills-led teaching initiative, 'Next Generation Teaching and Learning for the changing needs of society and enterprise'. The Languages for Employability Programme is one component of this new teaching initiative.

## Why should I learn a language?

Less than a quarter of the world speaks English. Learning languages opens doors to the other three-quarters – and a world of hidden opportunities. Whatever goals you

have in life, personal and professional, being able to communicate in more than one language has many benefits. Developing language skills expands your understanding of other cultures, develops your critical thinking and memory skills, and transforms you into a global citizen who is comfortable and confident wherever you are. For these reasons, learning another language not only helps your university studies, but it also gives you transferable skills that are highly valued by employers.

This capacity-building language programme is targeted at Trinity postgraduates who wish to pursue language study on top of their own specialist fields. Language capabilities are key in a globalised world. Language learning also enhances intercultural knowledge, critical thinking and overall communication skills, further enhancing graduate attributes. Trinity encourages all postgraduates to enhance their existing language skills or to learn a new language through the Languages for Employability programme.

“Good language and communication skills are vital for both individuals and businesses to succeed. EU firms often forfeit business contracts because of poor language skills and a lack of knowledge about other cultures ... graduates with international experience fare much better in an increasingly international job market.”

*European Commission, Languages for Growth and Jobs*

“Language skills are critical for businesses with ambitions to increase international trade and exports. Language skills help students become more culturally aware and mobile.”

*Claire McGee, Senior Education and Innovation Policy Executive, IBEC*

## Module Administration

The Languages for Employability programme is administered through the [Centre for Language and Communication Studies](#), part of the [School of Linguistic, Speech and Communication Sciences](#). The programme is administered by Dr Chung Kam Kwok, Programme Administrator and supported by Nicola Smyth-Whelan. The programme leader is Professor Lorna Carson. Please contact the team at [pglanguages@tcd.ie](mailto:pglanguages@tcd.ie) or at 01 896 1560.

## Level Requirements

### **Beginners (A1)**

Beginner modules (A1 common European proficiency level) is suitable only for complete beginners without any prior linguistic knowledge.

### **Advanced (C1)**

Advanced modules (C1 common European proficiency level) are suitable for students who have passed their Leaving Certificate examination or equivalent and who have developed further language proficiency through travel/studies.

## Duration

The Languages for Employability are one term long. You may take these electives either in Michaelmas term or in Hilary term when the module timetable is repeated.

## Attendance

Attendance is compulsory in this programme for both credit and non-credit-bearing students; attendance records are kept weekly by the teaching team. Absences may be excused through presenting a medical certificate or other documentation to your instructor. If you know in advance that you will be absent, please inform your instructor.

**Note:** Due to a high volume of applications, non-credit bearing students who fail to attend the classes in the first two lecturers will be withdrawn from the programme. The place will be given to those on the waiting list.

## Term dates and schedule (Michaelmas term 2024)

The programme will begin in the week commencing 9th September 2024, and modules will run for 11 weeks in Michaelmas term. You will be informed by email by the programme's team if you have been allocated to Group A or Group B.

Michaelmas Term Group A			
Module code	Language	Day(s)	Time(s)
LIP12009	Chinese	Tuesdays	18:00 – 20:00
LIP12011	French	Tuesdays	14:00 – 16:00
LIP12013	German	Thursdays	18:00 – 20:00
LIP12015	Japanese	Tuesdays	13:00 – 15:00
LIP12017	Korean	Tuesday	11:00 – 13:00
LIP12019	Spanish	Tuesdays & Thursdays	13:00 – 14:00 (2 x 1-hour slots)

Michaelmas Term Group B			
Module code	Language	Day(s)	Time
LIP12009	Chinese	Wednesday	18:00 – 20:00
LIP12011	French	Thursday	18:00 – 20:00
LIP12013	German	Tuesday	18:00 – 20:00
LIP12015	Japanese	Wednesday	13:00 – 15:00
LIP12017	Korean	Thursday	18:00 – 20:00
LIP12019	Spanish	Tuesday	18:00 – 20:00

## European Credit Transfer System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of student input or workload for that module, based on factors such as the number of contact hours, the number and length of written or oral presentations, class preparation and private study time, laboratory classes, and so on. The HCI PG modules carry 5 credits. Each 5 ECTS module is defined as **100 hours of student input**, including class time, reading/studying, and preparation of assessments.

**Note:** Only PhD students and students of the M. Phil course in *International History* are eligible for the credit-bearing option.

## People

### Programme Lead

The HCI Languages for Employability Programme Lead is Professor Lorna Carson (she/her), Head of the School of Linguistic, Speech and Communication Sciences, [carsonle@tcd.ie](mailto:carsonle@tcd.ie)

### Programme Administrator

The Programme Administrator is Dr Ece Sevgi Sole [Sevgisoe@tcd.ie](mailto:Sevgisoe@tcd.ie)

### Student Support Officer

Mrs Nicola Smyth-Whelan (she/her) provides student support for the programme. General questions and problems to do with the course may be addressed to her at [pglanguages@tcd.ie](mailto:pglanguages@tcd.ie)

## Language for Employability Teaching Fellows

### Chinese

**Xueting Zhang** is an experienced and certified project manager (PMP)<sup>®</sup> in the language services field. She holds an M.A. in Interpreting Studies (North-eastern University, China) and an M.A in Education (UCD). She currently is a PhD candidate in the School of Linguistic, Speech and Communication Science. She specialises in *Chinese-English* interpreting and translation and has managed many language service projects for the past 5 years in Ireland. [zhangx12@tcd.ie](mailto:zhangx12@tcd.ie)

### French

**Megane Mazé** comes from Brittany, France and is a doctoral research student in the University of Orléans. Her research focuses on the work of Samuel Beckett,

epistolarity, genetic criticism and medical humanities. She holds a master's degree in Anglophone Literature and Civilisation and another in Publishing Market. She is currently a teaching assistant in the French Department in Trinity College Dublin and has many years of experience teaching French as a foreign language in the French department at University College Dublin and secondary schools in the United Kingdom. [mazm@tcd.ie](mailto:mazm@tcd.ie)

#### German

**Helen O'Sullivan** holds an M.A. in Modern and Medieval Languages from Selwyn College, Cambridge, an M.Phil in German Literature and Language Pedagogy from Trinity College Dublin and a PhD in German. Her doctoral research examined narratives of language learning in literature and she was also course materials developer for the SpEakWise intercultural communication project awarded a European Language Label in 2010. Helen previously taught a variety of language and literature modules in the Germanic Studies department (2004-2018). [hosulliv@tcd.ie](mailto:hosulliv@tcd.ie)

#### Japanese

**Keiko Inoue** is originally from Tokyo and is an active member of the Japanese Language Teachers of Ireland (JLTI). She is responsible for the Japanese programmes offered by the Trinity Centre for Asian Studies and the Centre for Language and Communication Studies and has been teaching Japanese for professional purposes in the Irish context for a number of years. She holds a PhD in Modern Irish History. [inouek@tcd.ie](mailto:inouek@tcd.ie)

#### Korean

**Eun Jee Do** teaches Korean modules at TCD. She is responsible for the Korean programmes offered by the Trinity Centre for Asian Studies and the Centre for Language and Communication Studies. She previously worked as an intern for the Embassy of the Republic of Korea, developing TCD's Korean language programme. She was appointed as a visiting academic to TCD in 2010. [doeu@tcd.ie](mailto:doeu@tcd.ie)

#### Spanish

**Katty Garcia**, originally from Ecuador, holds an M. Phil degree in English Language Teaching from Trinity College Dublin as well as CELTA and TEFL certifications for teaching English as a second language. She also holds a B. A. in History of Art and Architecture and French, and has received a European Excellence Award. She was an assistant of the Spanish Trinity Electives (previously the Spanish Language Modules) until 2019, and has experience teaching Spanish and English at all levels of the Common European Framework of Reference for languages (CEFR). [garciaka@tcd.ie](mailto:garciaka@tcd.ie)

#### Industry Partners

A number of industry contacts have partnered with Trinity College Dublin to help deliver this programme. They have informed the course design and will be delivering some live and recorded in-class talks during the academic year.

## Working methods

**All classes will take place face to face.** Any changes to your classes will be communicated to you via Blackboard or in the classroom.

Each session usually begins with a whole-class discussion to present the topic of the class, address language-related issues that have arisen since the last class, discuss organizational matters, etc. The teacher may then arrange for students to meet in groups or pairs in break-out groups during the class to facilitate collaborative activities.

At all times, the teacher will be on hand to offer advice, review work-in-progress, and discuss any problems or queries you may have about language issues, materials, cultural matters, etc.

The A1 classes will be taught through the medium of English, with as much target language (Chinese, Korean, Japanese) as possible. The C1 classes will be taught through French, German and Spanish. Of course, in these classes, it is up to you personally to make the effort to use the target language as the medium of communication and learning during the two-hour session. To begin with, you will find it difficult and quite exhausting but if you persevere, you will soon reap the rewards and develop self-confidence in your communication skills. Remember, for both beginners and advanced students: communication does not mean perfection. Don't worry if you make mistakes.

### Beginner (A1) Level Modules

The A1 level modules are designed to develop your practical communication skills as well as provide an introduction to writing systems and numbers. It will offer you a key opportunity to learn the key fundamentals of the language. The emphasis in the early stages will be on developing a simple communicative repertoire and a basic grasp of grammatical structures through work with online materials uploaded to your module in Blackboard and links/materials recommended by your teacher. You will also explore topics related to business, industry and professions in the context of the language you are studying.

### Advanced (C1) Level Classes

The B2 level modules will provide learners who have already completed Leaving Certificate French (or equivalent) and further study/travel to bring their language skills to a near-native speaker level by improving your written and spoken proficiency. You will explore issues related to business, industry and professional roles in the context of the language you are studying.

## Learning outcomes

On successful completion of the course, students should be able to demonstrate linguistic and intercultural skills within the A1 common European proficiency level.



and the start of the C1 common European proficiency level.

**On successful completion of the A1 modules in Japanese, Korean and Chinese, students should be able to:**

1. Communicate appropriately in the target language with other learners as well as native or competent speakers of the language, to a level approximately equivalent to CEFR level A1 for complete beginners.
2. Demonstrate a knowledge and a critical understanding of the societies of countries in which the target language is spoken, specifically in relation to employment culture.
3. Demonstrate a knowledge and understanding of the linguistic structures, styles, registers that are relevant to an employment context, and, as appropriate, varieties of the target language, and identify how these differ from a student's first language.
4. Collaborate with other learners to produce an industry-focused group project, involving interaction in the target language and based on a range of materials and stimuli.
5. Exploit, for a variety of purposes online and in class, a range of authentic materials, industry scenarios and other stimuli relevant to the A1 proficiency level.

**On successful completion of C1 modules in Spanish, German and French, students should be able to:**

1. Communicate appropriately in the target language with other learners as well as native or competent speakers of the language, to a level approximately equivalent to the start of the CEFR level C1.
2. Demonstrate a knowledge and a critical understanding of the societies of countries in which the target language is spoken, specifically in relation to employment culture.
3. Demonstrate a knowledge and understanding of the linguistic structures, styles, registers that are relevant to an employment context, and, as appropriate, varieties of the target language, and identify how these differ from a student's first language.
4. Collaborate with other learners to produce an industry-focused group project, involving interaction in the target language and based on a range of materials and stimuli.

5. Exploit, for a variety of purposes online and in class, a range of authentic materials, industry scenarios and other stimuli relevant to the C1 proficiency level.

## What is expected of you?

In this programme, you will:

- Attend 11 in-person language classes of 2 hours where you will engage in tasks to develop your linguistic proficiency in speaking, listening, reading and writing
- Engage with self-directed learning outside the class to consolidate your progress such as online quizzes, language practice, homework preparation
- Work in teams to complete collaborative, interactive tasks in class
- Prepare individual pieces of work for assessment

## How will I be assessed?

Each class will use a range of innovative assessment methods to capture your progress and language proficiency. These language modules will assess you using both continuous (during the term) and summative assessments (at the end of the term), in class and online, to support the achievement of the learning outcomes. Assessment activities vary by class and language level, but may involve:

- Short quizzes tailor-made to your language class and proficiency level through Blackboard.
- A 'Pecha Kucha' style oral presentation to Blackboard, related to the employment contexts addressed in your module. NB In Beginner modules, this presentation will be delivered in English. In Advanced modules, this text will be delivered in the language you are learning.
- Short pre-recorded video presentation on a selected topic (individual, pair or group task)
- Development of an appropriate Curriculum Vitae in the target language and accompanying materials (cover letter etc.)
- Live, in-class presentation/dialogue/interview/short skit/pitch
- Preparation of a poster or short brochure on a selected topic
- Preparation of a website, wiki or blog

The module assessment schedule is outlined below. Specific assessments vary by language and level, and will be confirmed by your instructor in class. Submission of assessed work will be via Blackboard. Any requests for extensions must be made by

email to the module instructor and should be supported by relevant information and documentation.

	Week 1	Orientation and introduction to working methods.
Project cycle 1	Week 2	
	Week 3	
	Week 4	Submit 1 <sup>st</sup> piece of work (25%)
Project cycle 2	Week 5	
	Week 6	
	Week 8	Submit 2 <sup>nd</sup> piece of work (25%)
Project cycle 3	Week 9	
	Week 10	
	Week 11	
	Week 12	Submit 3 <sup>rd</sup> piece of work (50%)

## Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Students seeking reasonable accommodation whilst studying in Trinity must [apply for reasonable accommodations](#) with the Disability Service in their student portal my.tcd.ie. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

## Emergency Procedures

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

The most up-to-date information regarding the university's response to the Covid-19 pandemic and the return to campus are available here:

<https://www.tcd.ie/about/coronavirus/>

## Academic Standards in Student Work

In your work for this module, all quotations from published and unpublished sources must begin and end with quotation marks and be accompanied by a full reference (see below). ***The following practices are unacceptable and will be treated as plagiarism:***

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- a close summary of another's work without acknowledgement

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

**Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook. Please note that all instances of Plagiarism will be recorded as part of your Student Academic History.**

*Handbook version date 16/08/24*