1. **Title of the module**

LING5430 (LL543) – Learning and Teaching Languages

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Compare and critically evaluate first language (L1) and second language (L2) language acquisition theories;

8.2 Evaluate a range of L2 teaching methods, approaches, strategies and techniques;

8.3 Analyse the relationship between L2 learning theories and second language teaching and learning methods, approaches, strategies and techniques;

8.4 Examine the relationship between L2 teaching methods, approaches and strategies their educational, social and cultural contexts and individual learning styles;

8.5 Identify, evaluate and critically analyse issues in second language teaching and learning with reference to academic research and good pedagogical practice;

8.6. Select, as appropriate from the range of L2 teaching methods, approaches, strategies, techniques and materials and apply them to a specific language teaching and learning context.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Develop lines of argument and make sound judgments in accordance with basic theories and concepts;

9.2 Manage learning effectively, making use of a broad range of approaches;

9.3 Reflect on and discuss personal attitudes and beliefs;

9.4 Collect, analyse and present data;

9.5 Write in an appropriate format with its attendant conventions.

1. **A synopsis of the curriculum**

This module examines the principles on which contemporary second language teaching methods are founded. It will analyse first and second language acquisition theories in the light of current developments in language learning and teaching theories. Students will analyse a range of language teaching methods taking into account the ways in which they reflect acquisition theory. The module will give students the opportunity to compare L2 teaching methods from the perspective of: form, function and meaning and student and teacher roles. This will allow students to evaluate the effectiveness of specific language teaching methods. Students will have the opportunity to discuss the ways in which context directly influences the choice and implementation of L2 teaching methods, and will be able to follow personal interests by investigating language teaching methods in context.

Although the focus is primarily on learning and teaching English, the language acquisition theories and L2 teaching methods examined in this module may also apply to the teaching and learning of any language.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cattell, R. (2007) *Children’s Language*, London, Continuum

Brown, H.D. (2006) *Principles of Language Learning and Teaching*, New York, Longman

Ellis, R. (1997) *Second Language Acquisition*, Oxford, Oxford University Press

Larsen-Freeman, D. (2000) *Techniques and Principles in Language Teaching*, Oxford, Oxford University Press

Lightbown, P.M. and Spada, N. (2006), *How Languages are Learned*, Oxford, Oxford University Press

Mitchell R., Myles, F. and Marsden, E. (2013) *Second Language Learning Theories*, Abingdon, Routledge

1. **Learning and teaching methods**

Total contact Hours: 20

Private Study Hours: 130

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Report (1,500 words) – 40%
* Proposal (2,000 words) – 60%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Report | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  |  |  |
| Proposal |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module focuses on the theory and practice of foreign language learning and teaching in different contexts, including multicultural/multilingual environments.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |