1. **Title of the module**

LING8340 (LL834) – Second Language Acquisition

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

Division of Arts & Humanities

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

Level 7

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 course(s) of study to which the module contributes**

Compulsory for MA Applied Linguistics for TESOL.

Optional for MA Linguistics.

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

8.1 Demonstrate comprehensive understanding of the theories of second language acquisition;

8.2 Review the history and most recent development of the theories of second language acquisition;

8.3 Indicate the similarities and differences between theories of second language acquisition;

8.4 Evaluate current research into Second Language Acquisition Theory;

8.5 Assess the impact of Second Language Acquisition theory on classrooms, teachers and/or Learners;

8.6 Show how a range of factors affect the efficacy of language instruction and/or learning.

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

9.1 Communicate complex ideas clearly and effectively;

9.2 Evaluate and critique complex ideas;

9.3 Identify problems and possible solutions;

9.4 Carry out study and research independently.

1. **A synopsis of the curriculum**

This module will review and critique past and current theories of Second Language Acquisition from a range of theoretical perspectives: linguistic, cognitive, psychological and social. It will also examine the wide range of factors that affect the second language learner and how these might be mitigated. It will then continue by indicating the implications for teaching and learning, and how different areas of the language are acquired.

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

Cook, V. (2008). *Second Language Learning and Language Teaching*, London, Routledge.

Gass, S.M. and Mackey, A. (2012). *The Routledge Handbook of Second Language Acquisition*, London: Routledge.

Lightbown, P.M. and Spada, N. (2013). *How Languages are Learned*, Oxford: Oxford University Press.

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

Ortega, L. (2009). *Understanding Second Language Acquisition*, London: Hodder.

Saville-Troike, M. (2012). *Introducing Second Language Acquisition*, Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Presentation (20 minutes) – 20%
* Research Essay (2,000 words) – 80%

13.2 Reassessment methods

* 100% Coursework (2,500 words)
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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  |  |
| Workshop |  |  |  |  | **x** | **x** |  |  | **x** |  |
| Tutorial | **x** | **x** |  |  |  |  |  |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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 second language acquisition generally so it covers and discusses research on many different languages and on the acquisition of languages in multicultural/multilingual environments.

**DIVISION USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/2021 | Minor | 2021/22 | 8-9,13-14 | No |
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| Revised FSO Jan 2018 |