1. **Title of the module**

LING8410 (LL841) – Language Awareness and Analysis for TESOL

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

Arts and Humanities (MLL, School of European Culture and Languages)

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

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

8.1 Demonstrate how the linguistic fields of phonology, phonetics, syntax, morphology, semantics, pragmatics and discourse analysis impact on TESOL;

8.2 Apply their knowledge of these fields of linguistics to enhance their understanding of language for TESOL;

8.3 Apply their skills of language analysis to all forms of text, both spoken and written, using appropriate tools and frameworks;

8.4 Demonstrate how language awareness can improve their personal understanding of language and that of learners;

8.5 Use language awareness activities in the classroom.

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

9.1 Work independently, and in pairs and groups;

9.2 Solve problems quickly and efficiently;

9.3 Explain complex concepts clearly and confidently;

9.4 Apply analytical frameworks;

9.5 Use IT as appropriate efficiently and confidently.

1. **A synopsis of the curriculum**

This module will introduce students to language awareness, give an overview of approaches to language analysis for TESOL in the linguistic fields of phonetics, syntax, morphology, semantics, pragmatics and discourse. It will present frameworks and approaches for the analysis of a wide range of text type in both spoken and written English with the aim of sensitising students to language and cultivating their skills for their personal linguistic development and for those they teach in the English language classroom.

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

Andrews, L. (2000). *Linguistics for L2 Teachers*, London: Routledge

Andrews, S. (2008). *Teacher Language Awareness*, Cambridge: Cambridge University Press

Littlemore, J. (2011). *Applying Cognitive Linguistics to Second Language Learning*, London: Palgrave Macmillan

McCarthy, M. (1991). *Discourse Analysis for Language Teachers*, Cambridge: Cambridge University Press

Parrott, M. (2010). *Grammar for English Language Teachers*, Cambridge: Cambridge University Press

Thornbury, S. (1998). *About Language: Tasks for teachers of English*, Cambridge: Cambridge University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Individual Language Analysis Slide Presentation (15 minutes) – 40%
* Essay (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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** |  |  | **x** | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Language Analysis Slide Presentation |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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 the areas of meaning, structure and sounds and how these apply to the teaching of English to speakers of other languages, so students discuss linguistic differences among diverse groups of learners and how these may impact their English language learning. This module also allows students to bring in examples from their own teaching experience of meaning, structure or sounds in multicultural/multilingual environments.

**DIVISIONAL 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 15/02/16 | Minor | September 2016 | 12-14 | No |
|  | Minor | 2021/22 | 13-14 | No |

|  |
| --- |
| Revised FSO Jan 2018 |