COURSE SPECIFICATION DOCUMENT

Academic School/Department: School of General Education

Programme: MA in Applied Linguistics: Language Teaching
MA in Language Education Leadership and
        Management

***FHEQ* Level:**   **7**

Course Title: Language Learning and Language Teaching

Course Code: LED 7100

Course Leader: George Xinghseng Zhang

Student Engagement Hours: 200
Lectures and seminars: 39
Tutorials and workshops: 6
Independent / Guided Learning: 155

Semester: Fall/Spring

Credits: 20 UK CATS credits
10 ECTS credits
4 US credits

Course Description:
The course is designed to familiarise the students with developments in theories of language learning and language teaching, most notably the evolution of second language acquisition theories and of language teaching methodologies. The course also examines the main issues in language learning and teaching in the European and global contexts of multilingualism and plurilingualism, the roles of teachers and learners, Chinese and English as International languages and *lingua francas*, as well as awareness of how such developments can contribute to learning and teaching practices.

Prerequisites: N/A

Aims and Objectives:
This course aims to develop a sound understanding of both theoretical and practical developments in the field of language teaching and learning and to show how developing a critical and historical perspective on these issues better equips teachers to work more effectively in changing contexts. The course aims to develop a deep and systematic understanding of the evolution of language teaching methodologies and theories of language acquisition. It aims to widen perspectives on these by

examining the multilingual and plurilingual dimensions of language learning. While the course is historical in its perspective, its emphasis is on the more recent or current developments, including examination of the role of teachers and students in multilingual societies.

Programme Outcomes:
A1; A2
B1 B2; B3; B4; B8
C2; C4; C5
D1; D2; D4; D8

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: http://www.richmond.ac.uk/programme-and-course-specifications/

Learning Outcomes:
By the end of this course, successful students should be able to:
- demonstrate systematic understanding of the main schools of second language acquisition theory
- demonstrate systematic understanding of language teaching methodologies and their theoretical provenance
- demonstrate sound understanding of the role of language teachers in an age of multilingualism
- demonstrate sound understanding of motivation theory in language learning
- demonstrate an awareness of the importance of developing intercultural communication skills in both themselves and their learners, as expected and required in contemporary multilingual and global societies
- demonstrate a readiness to improve both theoretical knowledge and bilingual skills and a willingness to learn about the first language of learners

Indicative Content:
- The main theories of second language acquisition: behaviourism, the Natural Order hypothesis, social linguistic approaches, cognitive approaches
- Learners, learning styles and learning strategies
- Characteristics and development of major language teaching methodologies, their underlying theoretical principles and their impact on learners and learning
- The changing role of a professional language teacher and language teachers' professional development
- Cross-cultural and inter-cultural competencies in modern foreign language learning and teaching contexts
- A historical overview of Chinese and English as international languages

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board (formerly Learning & Teaching Policy Committee) and located at: http://www.richmond.ac.uk/admitted-students/

Teaching Methodology:

This course combines lectures and student presentation and seminars based upon extended reading as recommended for the course. Students are encouraged to critically reflect on the reading and to engage fully in group work and seminar discussions. Learning is supported by a range of additional information and materials with tasks both in and outside classroom. Student work is assessed through a variety of ways using both formative and summative approaches.

Bibliography:

See syllabus for complete reading list

Indicative Text(s):

Lightbown, L and Spada, N. 2013. *How Languages are Learned.* 4th ed. Oxford: Oxford University Press.

Richards J.C. and Rogers T.S. 2014. *Approaches and Methods in Language Teaching*. 3rd ed. Cambridge: Cambridge University Press.

Journals:

Web Sites:

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

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Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry