COURSE SPECIFICATION DOCUMENT

Academic School/Department: School of General Education

Programme: MA in Applied Linguistics: Language Teaching

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

Course Title: (Chinese/English) Language and Teaching I

Course Code: LED 7110

Course Leader: George Xinghseng Zhang

Student Engagement Hours: 200
Lectures and seminars: 18
Observation and peer teaching 18
Tutorials and workshops: 9
Independent / Guided Learning: 155

Semester: Fall/Spring

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

Course Description:
The course forms a first stage of language teaching programme with a possible exit award of Postgraduate Certificate. The course content consists of three key elements: linguistic concepts and strata of analysis, analysis of the target language in the learning context, and teaching observation and peer teaching practice with an emphasis on the delivery of specific aspects of language in typical learning environments. These are examined in the context of different languages. The focus of the course is on the development of knowledge and skills in the analysis of language and competence in the delivery of planned and prepared teaching.

Prerequisites: N/A

Aims and Objectives:
The course has two main aims and objectives. Firstly, the course aims to develop a sound and systematic knowledge of concepts used in the analysis of language with regard to how such aspects can be best learned and taught in the classroom situations. It will also examine in the light of linguistic analysis how such aspects are different or similar to the students' own language, where possible, and the implications for learning and teaching. Secondly, it aims to develop initial practical and professional teaching competence in teaching and facilitating the learning of

aspects of language through a combination of classroom observation, peer teaching practice, and reflective thinking and writing.

Programme Outcomes:
A1; A2; A5; A6; A8
B1; B2; B5; B6; B7; B8
C1; C2; C3; C4; C5; C6; C7; C8
D2; D3; D5; D6' D7; 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 familiarity with key concepts of linguistic analysis and a good understanding of how these can be deployed in the learning and teaching context
- demonstrate ability to understand key issues around aspects of language and relate them to learning and teaching
- demonstrate awareness of main issues in language learning and teaching in the context of multilingualism and plurilingualism in the UK and Europe and their implications for language teaching and learning
- demonstrate ability to teach aspects of language effectively with applications of teaching techniques appropriate to different learners
- demonstrate ability to critically evaluate and reflect on teaching techniques and their application in the teaching of aspects of language, both orally and in writing

Indicative Content:
- concepts in analysing language: phonetics, phonology, lexicon, syntax, discourse analysis, pragmatics, semantics
- aspects of language in the context of language learning and teaching, and use of contrastive analysis where possible
- techniques for teaching specific aspects of language
- guided observation of language teaching in different situations
- supervised peer teaching practice of aspects of language

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, seminars, discussions and pair and group work. It includes teaching observation and peer teaching practice which involves critical observation and reflection. Learning and peer teaching are supported by a range of additional guidance and readings with tasks both in and outside the classroom, involving group work and tutorials. 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):

Liu, Yuehua. 2001. *Practical Grammar of Modern Chinese* (updated version). (Shiyong Xiandai Hanyu Yufa 《实用现代汉语语法》). Commercial Press

Mullany, L .and Stockwell, P. 2010. *Introducing English Language: a resource book for students* (2nd ed.). London: Routledge

Shei, C. 2015. *Understanding the Chinese Language*. London; Routledge

Zhao, Xiujun, Wu, Chunxian; Cui, Xiliang. 2014. *Guoji Hanyu Jiaoxue: zongheke jiaoxue fangfa yu jiqiao* 《国际汉语教学：综合课教学方法与技巧》 *(Chinese Language Teaching: methods and techniques).* Beijing: Beijing Language & Culture University Press

Journals:

Web Sites:
http://www.teachingenglish.org.uk/article/vocabulary-activities

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