

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 II
Course Code:	LED 7115
Course Leader:	George Xingseng 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 builds on LED 7110 by examining language and teaching at a more advanced theoretical level. It is the second stage of language teaching programme with a possible exit award of Postgraduate Diploma. The course consists of three key elements: firstly in-depth understanding of the schools of linguistics and applied linguistics, secondly their implications for the teaching and learning of languages in terms of curricula design, teaching materials and classroom practices and procedures and thirdly the development of teaching practice informed by theory. The course explores the interface between linguistic theory and language teaching and learning. Students develop their professional teaching skills in the target language in the context of a strong theoretical base, with the inter-cultural awareness and competence needed for language teaching in a multilingual world.

Prerequisites: LED 7110 (Chinese/English) Language and Teaching I

Aims and Objectives:

The course has two main aims. First, it aims to develop a systematic and critical understanding of the developments in the field of linguistics and their impact on the learning and teaching of languages. It also explores the role of intercultural awareness and competence as an integral part of language learning and teaching in

increasingly multilingual and multicultural contexts. Second, it develops the ability to apply relevant theories and research to educational contexts in a critical, flexible and creative way. Building on the practical component of LED 7110, it aims to consolidate and further develop students' professional teaching skills through onsite teaching practice using a combination of peer observation and actual classroom teaching practice.

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 deep and systematic understanding of key developments in linguistics and their impact on the learning and teaching of languages
- demonstrate deep and systematic understanding of current debates in linguistics and their impact on the learning and teaching of languages
- demonstrate deep and systematic understanding of language learning and teaching within the context of multilingualism and plurilingualism in the UK and Europe
- demonstrate the ability to teach language and intercultural competence effectively, while applying appropriate teaching techniques and methods to varying contexts
- demonstrate the ability to evaluate and reflect critically on teaching techniques and methods

Indicative Content:

- linguistic theories such as the structural approach, the functional approach, and the cognitive approach
- implications of different theoretical linguistic approaches on learning and teaching languages
- learning and teaching language in varying contexts, particularly in contemporary multilingual UK and Europe
- teaching language for specific purposes
- guided peer observation and supervised practical teaching practice

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, and discussions as well as group and pair work. It also includes peer observation and practical teaching practice involving feedback, discussions and critical 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):

Nunan, D. (ed.) 2003. *Practical English Language Teaching*. New York: McGraw-Hill

Zhai, Yan, Su, Yingxia. 2010. *Hanyu zuowei dier yuyan jineng jiaoxue* 《汉语作为第二语言技能教学》 (*Language skill teaching: Chinese as a second language*). Beijing: Peking University Press

Zhao, Jinming (ed.) 2006. *Hanyu keyi zheyang jiao: yuyan jinengpian* 《汉语可以这样教：语言技能篇》 (*Chinese taught this way: language skills*). Beijing: Commercial Press

Journals:

Web Sites:

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

Change Log for this CSD:

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