

COURSE SPECIFICATION DOCUMENT

Academic School/Department:	School of General Education
Programme:	MA in Applied Linguistics: Language Teaching (Chinese and English pathways)
FHEQ Level:	7
Course Title:	Research in Language Learning and Language Pedagogy
Course Code:	LED 7125
Course Leader:	George Xingseng Zhang
Student Engagement Hours:	200
Lectures and seminars:	36
Tutorials and workshops:	9
Independent / Guided Learning:	155
Semester:	Spring/Fall
Credits:	20 UK CATS credits 10 ECTS credits 4 US credits

Course Description:

The course is designed to develop a deep and systematic understanding of current theoretical and methodological approaches to research in language studies and language pedagogy and their impact on the interpretations of knowledge of the field. Students will critically apply advanced skills to conduct their own research in the field and understand the relationship between theoretical research and practical applications in language learning and teaching. They will develop the expertise to carry out problem based applied research in professional context.

Prerequisites: LED 7100 Language Learning and Language Teaching

Aims and Objectives:

The course has a three main aims and objectives. First, the course aims to foster advanced research skills in order to undertake substantial investigations into significant areas in the field. Second, it aims to foster critical understanding of the development of the main linguistic theories that have impacted on language learning and language pedagogy since the 1900s. Thirdly, the course aims to develop the ability to flexibly and creatively apply research skills and knowledge to professional

situations in order to generate transformative solutions. This is an integral part of the transferrable skills which are highly desirable in future language teaching professionals.

Programme Outcomes:

A1; A2; A5; A6; A7; A8
B1; B3; B4; B5; B6; B8
C6; C7
D2; D3; D5; D6; 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 a deep and systematic understanding of the types and processes of research and how these are realised in social sciences in general and in language study and language pedagogy in particular
- demonstrate the ability to present effectively both orally and in writing, original reflective and applied research concerning language learning and language pedagogy
- demonstrate systematic and critical understanding of the main theories of language study and their relevance in the context of language learning and language pedagogy
- demonstrate awareness of the significance of action and applied research in language pedagogy, and the readiness and willingness to engage in such research as professional teachers/researchers in flexible and creative ways
- demonstrate a deep and systematic understanding of the debates in language pedagogy concerning Chinese and English as a foreign language and for specific purposes

Indicative Content:

- Research methods and processes, types of research in social and humanity sciences in general and in language learning and language pedagogy in particular
- Action and applied research in language learning and pedagogy
- Linguistic theories in their historical and cultural contexts
- Implications of different theoretical linguistic approaches for language learning and pedagogy
- Critical approaches to research in language pedagogy focussing on English and Chinese as a foreign 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 and projects involving group and pair work. Students are encouraged to engage in critical discussion with their peers and professors and to reflect on the selected readings and on their practical action and applied research project within theoretical contexts. Learning is supported by a range of additional materials 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):

Nunan, D. ed. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press

Ellis, R. 2012. *Language Teaching Research and Language Pedagogy*. Oxford: Wiley-Blackwell

Loewen, S and Plonsky, L. 2016. *An A-Z of Applied Linguistics Research Methods* London: Palgrave Macmillan

Journals:

Language Teaching Research

Studies in Second Language Acquisition

English Language Teaching Journal

The Journal of the Chinese Language Teachers Association-US: Hanyu Jiaoxue Yanjiu (漢語教學研究)

Journal of English for Academic Purposes,

Language Teaching

International Journal of Applied Linguistics

Journal of Applied Linguistics

TESOL Quarterly

Language and Education

Language and Intercultural Communication

Website:

<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

Change Log for this CSD:

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