

ET117-30 Foreign Language Learning

22/23

Department

Applied Linguistics

Level

Undergraduate Level 1

Module leader

Tony Liddicoat

Credit value

30

Module duration

20 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

What does it mean to 'know' a language, and to communicate in one? How do people learn a second language? What is the best way for you? And what are some of the global realities surrounding language use in the world today? These are the main issues to be addressed in this module. In this module, you will both engage in learning a major language and at the same time develop your ability to learn any language into the future. Which of these languages will you start with: Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish? All of them are on offer. While you're encouraged to begin a new language you can continue with one you already know if you prefer.

[Module web page](#)

Module aims

- To enable students to communicate effectively in Arabic, Chinese, French, German, Japanese, Russian or Spanish [these being the languages offered by the Language Centre as academic modules at Level 1 - i.e. beginners level; see Appendix], at a basic level in everyday situations for a work or study placement
- To provide information and promote reflection on the process of learning a foreign language, with a view to enhancing students' ability to learn any foreign language in the future.

The module will contribute primarily to the achievement of Course Aims #1, 2, 5 and 6.

1. provide a thorough grounding in theories and research findings related to intercultural interaction and linguistics;
2. give students an in-depth understanding and awareness of the nature of generic, discoursal and linguistic features relevant to different cultural and professional contexts;
3. develop students' ability to use language sensitively and effectively in intercultural contexts;
4. provide students with the experience of learning a foreign language and reflecting on the process, and the opportunity to develop proficiency in another language;

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Key topic areas:

1. The social context of multilingualism and linguistic diversity
Linguistic diversity as a global and social phenomenon, societal and individual multilingualism.
2. The theories and processes of foreign language learning
Understanding language and culture in foreign language learning, theories of learning and of language acquisition, language learning strategies, motivation.
3. The social context for foreign language learning and foreign language use
The concept of the native speaker, non-native speaker, intercultural speaker, language policy and language learning, translanguaging and the concept of repertoire.

Learning outcomes

By the end of the module, students should be able to:

- 1) Language Learning Language learning outcomes are as previously validated for the individual academic modules to be incorporated (see Appendix for a list of these. According to the Language Centre, by the end of a Level 1 course, learners should be able to communicate effectively at a basic level in everyday situations for a work or study placement. The language learning component of the module contributes specifically to the following key overall learning outcome of the programme:- demonstrate sensitivity and effectiveness in using language in intercultural contexts
- 2) Language Learning Development Subject knowledge and understanding - demonstrate knowledge and understanding of some key issues, theories and research findings relating to foreign language learning Cognitive skills- reflect self-critically on the process of learning a foreign language
- Subject-specific Skills/Professional Skills- plan, monitor and evaluate in ways appropriate to her/himself the learning of a new foreign language- apply linguistic concepts and tools acquired via the core Linguistics module (specifically, insights into phonetics, phonology, syntax and lexicogrammar) to the practical study of a new language

Indicative reading list

For Language Centre academic modules, language learning materials as previously validated

For Language Learning Development work in CAL, the following is the illustrative bibliography

Cohen, A. 1990. *Language Learning: Insights for Learners, Teachers, and Researchers*. Rowley, Mass.: Newbury House/HarperCollins.

Crystal, D. 1995/2003. *The Cambridge Encyclopedia of the English Language* (2nd edition). Cambridge: Cambridge University Press.

Crystal, D. 1997. *English as a Global Language*. Cambridge: Cambridge University Press.

Crystal, D. 1997. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.

Crystal, David. 2005. *The Stories of English*. London: Penguin.

Graddol, D. 1997. *The Future of English*. London: The British Council. Available online: <http://www.britishcouncil.org/learning-research-futureofenglish.htm> (18/9/08)

Graddol, D. 2006. *English Next*. London: The British Council. Available online: <http://www.britishcouncil.org/learning-research-englishnext.htm> (18/9/08)

Jenkins, J. *World Englishes* London: Routledge.

Hurd, S. and Murphy, L. (eds). 2005. *Success with Languages*. London: Routledge in association with the Open University

Lightbown, P.M. and Spada, N. 2006. *How Languages are Learned*, 3rd edition. Oxford: Oxford University Press

Paige, R. M., Cohen, A. D., Lassegard, J., Chi, J. C., & Kappler, B. J. 2002. *Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use*. Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota.

Stevick, E.W. 1989. *Success with Foreign Languages: Seven who achieved it and what worked for them*. New York: Prentice-Hall.

Sweet, H. 1899. *The Practical Study of Languages*. London: Dent

Thompson, I. and Rubin, J. 1994. *How to Be a More Successful Language Learner*, 2nd ed. Boston: Heinle & Heinle.

[View reading list on Talis Aspire](#)

Research element

The assessment for the applied linguistics component of this model adopts autoethnography as a research method and develops students' abilities to research their own experiences of language learning

and use.

Interdisciplinary

This module aims to integrate learning across two broad disciplinary perspectives, modern languages learning and applied linguistics, by integrating these components into a single module. Students in the module will have the opportunity to combine the study of a language and its culture with the study of topics from sociolinguistics, second language acquisition and education studies to develop a transdisciplinary perspective of the nature and processes of language learning.

International

This module has a specifically international focus involving the development of communicative abilities in another language and intercultural understanding. It also examines the nature of personal multilingualism and ethical and social issues involved in communicating in and across languages.

Subject specific skills

Subject-specific Skills/Professional Skills

- plan, monitor and evaluate in ways appropriate to her/himself the learning of a new foreign language
- apply linguistic concepts and tools acquired via the core Linguistics module (specifically, insights into phonetics, phonology, syntax and lexicogrammar) to the practical study of a new language.

Transferable skills

Work collaboratively in teams

Communicate clearly (with regard to language learning experiences) and contribute effectively in discussions

Consider written and internet resources critically and selectively with regard to own language learning concerns

Communicate ideas effectively in writing, using appropriate wording and structure.

Study

Study time

Type	Required
Lectures	9 sessions of 2 hours (6%)
Seminars	9 sessions of 1 hour (3%)
Total	300 hours

Type	Required
Private study	273 hours (91%)
Total	300 hours

Private study description

Reading subject materials, homework tasks, assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
2000 word project A description and evaluation of the student's development as a language learner- based on written journal entries and reading about language learning.	50%	
Language Proficiency Tests (held by Language Centre)	50%	
1. Language proficiency (assessment administered by the Language Centre for already validated academic modules) - 50% of overall total, comprising (standard assessment breakdown for Language Centre modules at Level 1):		
Interim Tests (e.g. use of language, reading, writing), Terms 1 and 2 - 20% of proficiency total (= 10% of overall total)		
Listening Examination, Term 2 (up to 30 minutes)		
<ul style="list-style-type: none"> • 15% of proficiency total (= 7.5% of overall total) 		
Oral Examination, Term 3 (5-15 minutes)		
<ul style="list-style-type: none"> • 20% of proficiency total (= 10% of overall total) 		
Final Examination (reading, writing), Term 3 (up to 2 hours)		
<ul style="list-style-type: none"> • 45% of proficiency total (= 22.5% of overall total) 		

Feedback on assessment

Written feedback on the assignment will be provided on the Centre's standard feedback sheets, which conform to Faculty regulations. This will include both summary and detailed feedback. Where appropriate, additional feedback may be provided via personal meetings with the tutor.

Availability

Courses

This module is Core for:

- Year 1 of UETA-X3Q5 Undergraduate Language, Culture and Communication
- Year 1 of UETA-X3Q8 Undergraduate Language, Culture and Communication (with Intercalated Year)