MA DEGREE "LINGUISITCS AND LANGUAGE EDUCATION", VOLGOGRAD STATE UNIVERSITY

INSTITUTE OF PHILOLOGY AND INTERCULTURAL COMMUNICATION

English for Academic Purposes

The aim of this module is to support the development of students' academic reading, writing, and presentation skills, through a structured programme of seminars, poster presentations, and writing retreats.

Theoretical and Applied Linguistics

The module will run over one term as follows: sixteen, two academic hours long, combined lecture and seminar sessions on various aspects of linguistics and research methods in linguistics.

The module consists of three distinct parts: (1) a history of modern linguistics (2) major linguistic theories (3) research methods (qualitative, quantitative),

Second Language Acquisition

The course aims to introduce you to second language acquisition research and its relevance to language education. You will be introduced to contemporary theory, methodology, and empirical research in the field of second language acquisition.

Topics include:

- Foundations of second language acquisition
- The nature of language
- SLA and related disciplines
- The psychology of second language acquisition
- Data analysis and data interpretation in the field of SLA
- The role of the native language in second language acquisition
- Formal approaches to SLA
- Typological and functional approaches to SLA
- Interlanguage processing
- Interlanguage in context
- Instructed language learning

Methodology and Approaches to Foreign Language Teaching

The central aim of this course is to introduce students to theories and modern techniques of teaching a non-primary language. This module aims to: (1) raise your awareness of different options in language teaching, increase familiarity with resources to support your teaching development; and (2) to equip you with a foundational experience and theoretical background for teaching. It also intends to develop the knowledge and skills needed today for professional careers in teaching a second/foreign language with the use of modern approaches, methodologies and technologies.

Objectives:

- introduce students to modern approaches and methods of teaching a second language, understand characteristics of effective teaching, and how these characteristics support language learning;
- select, evaluate and modify teaching resources as appropriate to purpose and context, analyze the nature of learner difficulties, design and evaluate assessment materials.
- develop or adapt tasks that promote language development for a specific context, provide students with techniques how to critically compare different approaches to teaching and choose the appropriate one(s), reflect on your own teaching practice, apply analytical procedures to English language data, use principles for language explanation and teaching activities,.

The module also equips you with a repertoire of practical teaching techniques for the classroom. The module usually involves a combination of readings, lectures, discussion, and group work, and includes micro-teaching activities and teaching observation.

Teaching and Learning:

Type	Hours
Lecture	46
Independent Study	286
Workshops	64
Total	468
Credits	13

Topics in the course:
- Methods for Teaching English As a Foreign Language
- Classroom management
- The Acquisition of English As a Foreign Language in Bilingual and Multilingual Contexts
- Types of Learners and Cognitive Factors in Learning Foreign Languages
- Cultural Aspects of Learning and Teaching English As a Foreign Language
- Teaching receptive skills
- Teaching productive skills
- English Pronunciation: Practice and Teaching
- Teaching grammar, vocabulary
- Planning lessons and courses
- Modern English Lessons
- Learning Teaching
- Research Methods in Education and Academic Abilities in English
- Testing in Teaching English
- Principles of Teaching Online

Corpus linguistics

Corpus linguistics is a methodology whereby large collections of electronically transcribed texts are used in conjunction with computer tools to investigate language. This course aims to provide a general introduction to corpus based language study. It centres around two main parts – corpus methods for exploring linguistic variation and the applications of corpus linguistics such as language teaching, Students will learn how to use corpus analysis packages such as CQpWeb, Lancsbox and Antconc. This module is also designed to provide students with the knowledge that will enable them to bring corpora

and corpus resources into their language classrooms. First, it provides the necessary theoretical understanding of the principles of corpus linguistics that underlie the correct use of corpus linguistic techniques. Next, the module will introduce students to a range of available corpus resources such as different types of corpora and tools available for analysing them. In the module, students will be given the opportunity to explore these resources and evaluate their usefulness for different teaching contexts and for different learner needs.

Discourse Studies

The term "discourse" is regarded as language use as social practice that is influenced by, and influences, discourse practice and the wider social context. The module aims to familiarise students with the range of theories in Discourse Studies. It also seeks to provide practical analytical skills and methods for analysing spoken, written and multimodal texts of different genres. Acquiring sufficient technical knowledge of linguistic description is regarded as an important goal. Hands-on practical work with texts will therefore be an important element of the course.

Computer-Assisted Language Teaching

The course is about the use of digital technology and media for teaching, instruction, and learning in language subjects. The focus is on the development of the teacher's professional digital competence (PDC), and the challenges of using digital media in the student's language learning process, communication, and production. Developing CALT/CALL curriculums and online courses are also covered.

The course aims to strengthen the students' ability to act as critical digital consumers and to lead work related to creative digital productions. Computer-assisted language learning is also linked to online presence, privacy, and source criticism, as well as learning design and assessment.

Cognitive Linguistics

This module introduces key concepts and foundational theories in Cognitive Linguistics as well as recent extensions, developments and applications. The course explores both universals and variation in language and experience, addressing such fundamental questions as: the world categorisation in different languages, the embodied basis of linguistic meaning, cognitive metaphors.

Language Test Construction and Evaluation

The aim of the course is to: (1) familiarise students with the ways in which tests are constructed and validated (2) enable students to construct and validate their own tests (3) enable students to critically evaluate test items

Topics include:

- basic concepts in language testing
- the test design process
- establishing test reliability
- test validation procedures
- analysing test performance qualitatively and quantitatively
- the testing of reading, writing, listening and speaking
- computer aided testing systems and digital tests development

Curriculum Design in Language Education

This course introduces key principles and procedures of language curriculum design to students with limited or no prior knowledge of the subject. It specifically focuses on an examination of factors that constitute a course construction, an analysis of models of curriculum design and types of language syllabi, an exploration of methods of curriculum evaluation, and an examination of procedures involved in adaptation and design of language teaching materials. Additionally, the course considers ways in which grammar instruction can be integrated into language curricula informed by various language teaching methods.

Pragmatics

This course considers how meanings are constructed in communication. It aims (1) to cover the major areas in pragmatic theory, (2) to introduce the latest developments in those areas, and (3) to apply the theory to real data.

Course Content

Broadly speaking, the bulk of the course is organised so that it focuses in turn on various components that are central to communication. First, we focus on topics, such as referring expression and presuppositions, that more clearly overlap with the formal language system, falling on the border between semantics/grammar and pragmatics; topics that involve hearer inferencing and comprehension. Next, we focus on speaker intentions and frameworks for describing speech acts or pragmatic acts discuss context, and consider various ways of describing it. We then focus on the interpersonal dynamics of interaction, and consider politeness and impoliteness theories. The final week concerns the application of pragmatics to cross-cultural situations.

The emphasis of the course is on the application of pragmatic theory to 'real' data, and how that application affords insights into both the data and the theory.

Experimental phonetics

This course will introduce students to issues in experimental phonetics, as well as the practical skills necessary to undertake a research project in this area. Students will learn how to use acoustic analysis software, such as Praat. This course is designed for students who have already some undergraduate background in phonetics (we assume knowledge of the International Phonetic Alphabet, articulatory descriptions, basic acoustic phonetics).

Information contained on the website with respect to modules is correct at the time of publication, but changes may be necessary, for example as a result of student feedback, Federal State Education Standards (FSES) requirements, staff changes, and new research. Not all optional modules are available every year.