



WARWICK

Applied Linguistics

## **MA ELT Programme**

Core modules overview

### **ELT Methodology (*for students with little or no teaching experience*)**

This module aims to give you a basic theoretical and practical introduction to ELT (English language teaching) methodology. Emphasis will be placed on the value of reflection on your own learning (and, possibly, teaching) experience, as well as on the need to adapt recent developments and research findings to lesson planning for your own (future) teaching context. The module also aims, then, to enhance: (i) your capacity to critically reflect on and evaluate key concepts in ELT in the light of your own needs and experience, and (ii) your ability to develop appropriate skills, knowledge and attitudes for yourself as a teacher, in cooperation with others.

### **Issues and Research in ELT (*for students with substantial teaching experience*)**

This module will enable participants to gain understanding of a range of issues and research perspectives in ELT in order to explore their contexts of learning and teaching and to bring about change in their pedagogic practice. By the end of the module, participants will be able to demonstrate the following: knowledge and understanding of the practices of language teaching and learning in relation to ELT research and applied linguistics; knowledge and understanding of the practices of language teaching and learning in relation to their own cultural and classroom contexts; knowledge of and ability to critically assess received approaches and innovations in ELT methodology; an awareness of recent developments in ELT methodology; an ability to plan research into their own language classrooms in order to enable appropriate change to take place.

### **SLA and Classroom Language Learning**

This module aims to develop and extend students' understanding of key theoretical approaches to Second Language Acquisition (SLA) with a particular focus on instructional contexts; learner characteristics and psychological processes affecting language learning; theories of learning underpinning instructional practices; and the classroom as a social environment. The module will use this theoretical knowledge base to analyse and critically evaluate current professional practice in second language learning and teaching contexts, and foster students' skills in enabling their learners to learn efficiently and effectively. Students will be able to explore in depth an issue within the area of second language learning with particular relevance to their own professional context.

## **Spoken Interaction**

The module aims to help you understand a range of organisational principles underlying spoken interaction, as well as how interactional data can be analysed and evaluated. For this purpose, the module draws on a variety of approaches, including discourse analysis, conversational analysis, pragmatics, and corpus analysis. This combination of approaches will allow for awareness of the reflexive relationship between spoken interaction and social setting, amongst other contextual variables. The module aims to help you link new knowledge and skills in data analysis to critical analysis of language teaching materials and the teaching of spoken interaction in the English language classroom.

## **Approaches to Written Discourse**

This module aims to teach students to understand, critically evaluate, and use a wide range of contemporary approaches suitable for the analysis of written discourse (in the broad sense) as linked to social setting, and to understand the pedagogic implications of such analyses. Its content will include areas such as social theories of language in context, sociolinguistic principles relevant to the work of language teachers, and language analysis as a pedagogic tool.

## **Research Methodology ( *Terms 1 and 2* )**

This module will extend throughout the winter and spring terms. It is intended to support students in their reading of research articles and to give them a broad overview of a range of methodologies appropriate to different types of applied linguistic research. It will also provide a basis for working on dissertations in the final phase of the course.

## **Further Information and Contact**

Centre for Applied Linguistics

University of Warwick

Coventry

CV4 7AL, UK

Tel: +44 (0)24 7652 3200

Email: [appling@warwick.ac.uk](mailto:appling@warwick.ac.uk)

Web: <http://www.warwick.ac.uk/al>