

Westwood Dynamic Limited

Course Syllabus/Content

**WD-UK Level 6 (UK Qualifications Framework – English Language)
(Credits 120)**

| Revised Modules | Contact hours (Full-Time) | Contact hours (Part-Time) | Assessment | Teaching Methods | Passing Mark |
|------------------------------------|--------------------------------------|--|-------------------|-----------------------------------|-------------------------|
| Advanced Linguistic Theory | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| Psycholinguistics | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| English Language Acquisition | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| Language Policy and Planning | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| Digital Communication and Language | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |

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info@wdynamic.co.uk

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| Corpus Linguistics | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| Language and Power | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| Teaching English as a Second Language (TESL) | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| English in the Global Context | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |
| Language and Identity | 50 | 50 | Assignment Based | Classroom Lectures & Online | 50% |

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|----------------------------------|--|-----------|----------|---------------------|----------|----------------|----------|---------------|------------------|
| Subject | Advanced Linguistic Theory | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to deepen students' understanding of advanced concepts, theories, and methodologies in linguistics, providing them with a comprehensive overview of current trends and debates in the field.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with advanced theories and frameworks in various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics. 2. To encourage critical engagement with foundational and contemporary linguistic theories, including structuralism, generative grammar, cognitive linguistics, functional linguistics, and usage-based approaches. 3. To provide students with opportunities to apply theoretical knowledge to analyze and interpret linguistic data from diverse languages and linguistic contexts. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Demonstrate advanced knowledge of key concepts, theories, and methodologies in various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics. 2. Critically evaluate foundational and contemporary linguistic theories, including their assumptions, principles, and empirical support, and their implications for understanding language structure, use, and acquisition. 3. Apply theoretical frameworks and analytical tools to analyze linguistic data from diverse languages and linguistic contexts, including spoken and written language, formal and informal registers, and language variation. 4. Synthesize insights from different linguistic theories and approaches to address complex questions and challenges in language research, such as language universals, language change, bilingualism, and language processing. | | | | | | | | |
| Credit Points: | 12 credit points | | | | | | | | |
| Assessment | <ul style="list-style-type: none"> ▪ Assignment based | | | | | | | | |
| Teaching Mode (Full-Time) | <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Lectures:</td> <td>60 hours</td> </tr> <tr> <td>Tutorials/workshop:</td> <td>30 hours</td> </tr> <tr> <td>Private Study:</td> <td>30 hours</td> </tr> <tr> <td>Total:</td> <td>120 hours</td> </tr> </table> | Lectures: | 60 hours | Tutorials/workshop: | 30 hours | Private Study: | 30 hours | Total: | 120 hours |
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| Private Study: | 30 hours | | | | | | | | |
| Total: | 120 hours | | | | | | | | |

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| Subject | Psycholinguistics | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to explore the psychological processes involved in language acquisition, comprehension, production, and use, providing students with a foundation in the cognitive mechanisms underlying human language processing.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and methodologies in psycholinguistics. 2. To examine how language is processed and represented in the human mind, including phonological, lexical, syntactic, and semantic processing. 3. To provide students with insights into the cognitive mechanisms involved in language acquisition, bilingualism, language disorders, and language use in real-world contexts. 4. To foster critical thinking and reflection on the relationship between language and cognition, including the influence of individual differences, experience, and context on language processing. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology in psycholinguistics, including language processing, language acquisition, language disorders, and bilingualism. 2. Describe the cognitive processes involved in language perception, including speech perception, word recognition, and sentence processing. 3. Understand the mechanisms of language production, including lexical access, syntactic processing, and discourse planning. 4. Analyze and interpret empirical research findings in psycholinguistics, including experimental studies, behavioral measures, and neuroimaging data. 5. Explore the role of individual differences, experience, and context in language processing, including factors such as age, proficiency, working memory, and linguistic input. | | | | | | | | |
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| Subject | English Language Acquisition | | | | | | | | |
| Aims and Objectives | <p>Aim:This course aims to examine the processes and theories involved in the acquisition of English as a second or foreign language, providing students with an understanding of the factors influencing language learning and development.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and methodologies in the study of English language acquisition. 2. To explore the stages and processes involved in second language acquisition, including phonological, lexical, grammatical, and pragmatic development. 3. To provide students with insights into individual differences, learner strategies, and factors affecting English language learning outcomes. 4. To foster critical thinking and reflection on effective approaches and methodologies for teaching and learning English as a second language. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to English language acquisition, including input, interaction, interlanguage, fossilization, and language transfer. 2. Describe the stages and processes of second language acquisition, including phonological development, vocabulary acquisition, grammatical development, and pragmatic competence. 3. Understand the role of individual differences, such as age, aptitude, motivation, and language learning strategies, in English language learning outcomes. 4. Analyze and interpret empirical research findings in the field of English language acquisition, including longitudinal studies, experimental research, and classroom-based research. 5. Evaluate different theoretical perspectives on second language acquisition, including behaviorist, nativist, cognitive, and sociocultural theories. | | | | | | | | |
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| Subject | Language Policy and Planning | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to examine the principles, processes, and challenges involved in language policy and planning, providing students with a foundation in understanding the role of language in society and the implications of language policies for education, governance, and social inclusion.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and frameworks in language policy and planning. 2. To explore the factors influencing language policy decisions, including political, social, economic, and cultural considerations. 3. To provide students with insights into the impact of language policies on language maintenance, shift, revitalization, and endangerment. 4. To foster critical thinking and reflection on language rights, linguistic diversity, and social justice issues in language policy. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to language policy and planning, including language rights, language ideologies, language maintenance, language shift, and language endangerment. 2. Describe the principles and processes of language policy formation and implementation at local, national, and international levels, including the roles of governments, educational institutions, and community organizations. 3. Analyze the factors influencing language policy decisions, including political ideologies, social movements, economic considerations, and linguistic demographics. 4. Understand the impact of language policies on language use, attitudes, and identities, including effects on linguistic diversity, language vitality, and social cohesion. | | | | | | | | |
| Credit Points: | 12 credit points | | | | | | | | |
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| Subject | Digital Communication and Language | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to explore the intersection of digital communication technologies and language use, providing students with an understanding of how digital media shape linguistic practices, communication patterns, and social interactions.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and methodologies in the study of digital communication and language. 2. To examine the impact of digital technologies on language use in various online and digital contexts, including social media, online communities, messaging apps, and digital gaming. 3. To provide students with insights into the linguistic features, styles, and norms characteristic of digital communication, including emoji, hashtags, memes, and internet slang. 4. To foster critical thinking and reflection on the social, cultural, and ethical implications of digital communication technologies for language diversity, identity construction, and online interaction. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to digital communication and language, including computer-mediated communication, online discourse, and internet linguistics. 2. Analyze the impact of digital technologies on language use, including changes in communication styles, norms, and genres in online environments. 3. Identify and describe linguistic features and conventions characteristic of digital communication, including abbreviations, acronyms, emoticons, emoji's, and internet memes. 4. Understand the sociocultural and contextual factors influencing digital communication practices, including differences in language use across online communities, platforms, and cultural contexts. 5. Critically evaluate the role of digital communication technologies in shaping language diversity, language change, and language evolution in the digital age. | | | | | | | | |
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| Subject | Corpus Linguistics | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to introduce students to the principles, methods, and applications of corpus linguistics, providing them with the skills and knowledge necessary to analyze language data systematically and empirically.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with the concept of corpora and their role in linguistic research and analysis. 2. To introduce students to key techniques and methodologies used in corpus linguistics, including corpus design, annotation, and analysis. 3. To provide students with practical skills for collecting, processing, and analyzing corpus data using software tools and techniques. 4. To foster critical thinking and reflection on the strengths, limitations, and ethical considerations of corpus linguistics research. 5. To empower students to conduct independent research projects using corpus linguistics methods and tools. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to corpus linguistics, including corpora, concordancing, frequency analysis, and collocation. 2. Describe the characteristics and types of corpora used in linguistic research, including annotated corpora, specialized corpora, and learner corpora. 3. Understand the principles of corpus design, sampling, and compilation, including issues of representativeness, size, and balance. 4. Use corpus analysis software tools to search, retrieve, and analyze linguistic patterns and phenomena in corpus data, including concordances, frequency lists, and collocation tools. 5. Analyze and interpret linguistic phenomena using corpus-based methods, including quantifying lexical frequencies, identifying collocational patterns, and investigating grammatical constructions. | | | | | | | | |
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| Subject | Language and Power | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to examine the complex relationship between language and power, exploring how language is used to construct, negotiate, and maintain social hierarchies, identities, and relationships of power.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and frameworks in the study of language and power. 2. To analyze how language is used to exercise power and authority in various contexts, including politics, media, education, and everyday interactions. 3. To provide students with insights into the ways in which language reinforces and challenges social inequalities, discrimination, and oppression. 4. To foster critical thinking and reflection on the ethical implications of language and power dynamics in society. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to language and power, including discourse, ideology, hegemony, and linguistic discrimination. 2. Analyze how language is used to construct and reinforce social hierarchies, including relations of gender, race, class, ethnicity, and nationality. 3. Understand the role of language in shaping identities, including the construction of social categories, stereotypes, and stigmatized identities. 4. Critically examine how language is used in political discourse, media representation, and institutional settings to exercise power and control over individuals and groups. 5. Evaluate the impact of language policies and language ideologies on linguistic diversity, linguistic rights, and language maintenance and shift. | | | | | | | | |
| Credit Points: | 12 credit points | | | | | | | | |
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|--------------------------------------|---|-----------|----------|---------------------|----------|----------------|----------|---------------|------------------|
| Subject | Teaching English as a Second Language (TESL) | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to prepare students for effective teaching of English as a second language (ESL), providing them with the knowledge, skills, and practical strategies necessary to facilitate language learning and promote communicative competence among English language learners.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with key theories, principles, and approaches in second language acquisition and language teaching. 2. To provide students with practical techniques and strategies for planning, delivering, and assessing ESL instruction in diverse classroom settings. 3. To develop students' awareness of learner needs, motivation, and individual differences in ESL contexts. 4. To foster critical thinking and reflection on language teaching methodologies, materials, and assessment practices. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Demonstrate understanding of key concepts, theories, and principles in second language acquisition and language teaching, including input, interaction, and output theories. 2. Design and implement effective lesson plans for teaching English language skills (listening, speaking, reading, and writing) to ESL learners at various proficiency levels. 3. Select and adapt appropriate teaching materials, resources, and technologies to support ESL instruction and enhance language learning outcomes. 4. Assess ESL learners' language proficiency and progress using a variety of assessment methods, including formative and summative assessment, portfolios, and performance-based assessments. | | | | | | | | |
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|--------------------------------------|--|-----------|----------|---------------------|----------|----------------|----------|---------------|------------------|
| Subject | English in the Global Context | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to explore the role of English as a global language, examining its spread, impact, and implications for communication, culture, education, and identity in diverse linguistic and cultural contexts worldwide.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the historical, social, and political factors influencing the global spread of English as a lingua franca. 2. To analyze the impact of English as a global language on linguistic diversity, multilingualism, and language contact phenomena. 3. To provide students with insights into the cultural, economic, and educational implications of English language dominance in various regions and communities. 4. To foster critical thinking and reflection on issues of language imperialism, linguistic inequality, and linguistic human rights in the global context. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Explain the historical and sociopolitical factors contributing to the global spread of English as a lingua franca, including colonialism, globalization, and technological advancements. 2. Analyze the linguistic features and functions of English as a global language, including varieties of English, World English, and English-based pidgins and creoles. 3. Understand the cultural implications of English language dominance, including the influence of English on cultural identities, expressions, and representations in globalized media, literature, and popular culture. 4. Critically evaluate the impact of English language policies and practices on linguistic diversity, language endangerment, and language revitalization efforts in different regions and communities. 5. Recognize and challenge linguistic inequalities and injustices resulting from the hegemony of English, including issues of linguistic imperialism, discrimination, and marginalization. | | | | | | | | |
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| Subject | Language and Identity | | | | | | | | |
| Aims and Objectives | <p>Aim: This course aims to explore the complex interplay between language and identity, examining how language shapes, reflects, and negotiates individual and collective identities across diverse linguistic and cultural contexts.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and frameworks in the study of language and identity. 2. To analyze the ways in which language is used to construct and express individual and group identities, including ethnicity, nationality, gender, social class, and age. 3. To provide students with insights into the role of language in identity negotiation, performance, and representation in various communicative contexts. 4. To foster critical thinking and reflection on issues of language authenticity, hybridity, and belonging in relation to identity construction and negotiation. | | | | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to language and identity, including identity construction, identity negotiation, and identity performance. 2. Analyze how language is used to express and negotiate individual and group identities, including the role of linguistic markers, registers, and styles in identity representation. 3. Understand the ways in which language intersects with other social categories such as gender, race, ethnicity, nationality, social class, and age to shape identity formation and expression. 4. Critically evaluate representations of identity in language use, media, and popular culture, recognizing the influence of ideologies, stereotypes, and power dynamics. 5. Explore the relationship between language, identity, and social change, including the role of language activism, language revitalization, and language policy in identity empowerment and social justice. | | | | | | | | |
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