

Westwood Dynamic Limited

Course Syllabus/Content

WD-UK Level 7 (UK Qualifications Framework – English Language)

(Credits 120)

Revised Modules	Contact hours (Full-Time)	Contact hours (Part-Time)	Assessment	Teaching Methods	Passing Mark
Advanced Research in English Language	50	50	Assignment Based	Classroom Lectures & Online	50%
Critical Discourse Analysis	50	50	Assignment Based	Classroom Lectures & Online	50%
Advanced Sociolinguistics	50	50	Assignment Based	Classroom Lectures & Online	50%
Language Testing and Assessment	50	50	Assignment Based	Classroom Lectures & Online	50%
Multilingualism and Language Policy	50	50	Assignment Based	Classroom Lectures & Online	50%

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1 Brin Williams House, 2a Xaerau Crescent, Newport, NP20 4HG, UK

info@wdynamic.co.uk

Pragmatics and Discourse Pragmatics	50	50	Assignment Based	Classroom Lectures & Online	50%
Language and Technology	50	50	Assignment Based	Classroom Lectures & Online	50%
World Englishes	50	50	Assignment Based	Classroom Lectures & Online	50%
English Language Teaching Management	50	50	Assignment Based	Classroom Lectures & Online	50%
Professional Development in English Language Teaching	50	50	Assignment Based	Classroom Lectures & Online	50%

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Subject	Advanced Research in English Language								
Aims and Objectives	<p>Aim: This course aims to equip students with advanced research skills and methodologies in the field of English language studies, enabling them to conduct independent research projects and contribute to the advancement of knowledge in the discipline.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with advanced research methods, techniques, and tools used in English language studies. 2. To provide students with opportunities to explore current trends, debates, and gaps in the literature on specific topics within English language studies. 3. To develop students' ability to formulate research questions, design research methodologies, and collect and analyze data effectively. 4. To foster critical thinking and reflection on ethical considerations, theoretical frameworks, and methodological challenges in English language research. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate advanced knowledge of research methods, techniques, and tools used in English language studies, including qualitative, quantitative, and mixed-methods approaches. 2. Critically evaluate scholarly literature in English language studies, including identifying gaps, inconsistencies, and emerging trends in the field. 3. Formulate research questions and hypotheses that contribute to theoretical debates and empirical knowledge in specific areas of English language research. 4. Design and implement research methodologies appropriate for investigating research questions in English language studies, including data collection instruments, sampling strategies, and data analysis procedures. 5. Collect and analyze data using appropriate techniques and software tools, including qualitative data analysis software, statistical packages, and corpus analysis tools. 								
Credit Points:	12 credit points								
Assessment	<ul style="list-style-type: none"> ▪ Assignment based 								
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Subject	Critical Discourse Analysis								
Aims and Objectives	<p>Aim: This course aims to introduce students to the principles, methods, and applications of critical discourse analysis (CDA), providing them with the analytical tools and theoretical frameworks necessary to examine language use in relation to power, ideology, and social relations.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with key concepts, theories, and approaches in critical discourse analysis. 2. To develop students' ability to analyze discourse critically, including identifying discursive strategies, ideologies, and power relations. 3. To provide students with insights into the ways in which language constructs and reflects social identities, inequalities, and hegemonic discourses. 4. To foster critical thinking and reflection on the role of discourse in shaping social practices, institutions, and ideologies. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to critical discourse analysis, including discourse, power, ideology, hegemony, and interdiscursivity. 2. Analyze discourse critically using theoretical frameworks and analytical tools from critical discourse analysis, including Fairclough's three-dimensional model and van Dijk's socio-cognitive approach. 3. Identify discursive strategies, such as framing, positioning, and legitimization, used to construct social meanings, identities, and power relations in discourse. 4. Understand the relationship between language, discourse, and social structures, including how discourses shape and are shaped by social practices, institutions, and ideologies. 								
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Subject	Advanced Sociolinguistics								
Aims and Objectives	<p>Aim: This course aims to delve into advanced concepts, theories, and methodologies in sociolinguistics, equipping students with the necessary analytical tools to investigate the complex interplay between language and society in diverse cultural contexts.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to advanced sociolinguistic theories and frameworks, including variationist sociolinguistics, ethnography of communication, and critical sociolinguistics. 2. To deepen students' understanding of sociolinguistic variation and change, including linguistic features, social factors, and interactional patterns. 3. To provide students with insights into the role of language in constructing social identities, communities, and power relations, with a focus on issues such as language ideology and language policy. 4. To foster critical thinking and reflection on sociolinguistic research ethics, epistemologies, and theoretical debates. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate advanced knowledge of key sociolinguistic theories, including theories of language variation, language change, and language and identity. 2. Analyze sociolinguistic variation and change using both quantitative and qualitative research methodologies, including variationist analysis, discourse analysis, and ethnographic methods. 3. Understand the social factors influencing language variation, including social class, ethnicity, gender, age, and social networks, and their implications for language use and attitudes. 4. Critically evaluate the role of language in constructing and negotiating social identities, including how language is used to express and shape individual and group identities. 5. Interpret sociolinguistic data accurately and critically, including discussing patterns of linguistic variation and change in relation to social contexts, linguistic norms, and cultural practices. 								
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Subject	Language Testing and Assessment								
Aims and Objectives	<p>Aim: This course aims to provide students with a comprehensive understanding of the principles, methods, and practices of language testing and assessment, enabling them to design, administer, and evaluate language tests effectively in various educational and professional contexts.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and principles in language testing and assessment. 2. To develop students' ability to design valid, reliable, and fair language tests and assessment instruments. 3. To provide students with insights into the role of language testing and assessment in language teaching, learning, and evaluation. 4. To foster critical thinking and reflection on ethical considerations, validity issues, and cultural biases in language testing and assessment. 5. To empower students to apply language testing and assessment principles and practices in real-world educational and professional settings. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to language testing and assessment, including reliability, validity, authenticity, and washback. 2. Identify and describe different types of language tests and assessment instruments, including proficiency tests, achievement tests, diagnostic tests, and formative assessments. 3. Design and develop language tests and assessment tasks that are valid, reliable, fair, and aligned with learning objectives and language proficiency standards. 4. Evaluate existing language tests and assessment instruments for their validity, reliability, authenticity, and appropriateness for specific contexts and purposes. 5. Understand the principles and practices of test administration, including test preparation, administration procedures, and scoring and interpretation of test results. 								
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Subject	Multilingualism and Language Policy								
Aims and Objectives	<p>Aim: This course aims to explore the complex dynamics of multilingualism and language policy, examining the sociolinguistic, political, and educational dimensions of language diversity and language planning in diverse linguistic communities and societies.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and frameworks in the study of multilingualism and language policy. 2. To analyze the socio-political factors influencing language diversity, language maintenance, and language shift in multilingual contexts. 3. To provide students with insights into the role of language policy and planning in addressing linguistic inequalities, promoting language rights, and fostering linguistic diversity. 4. To foster critical thinking and reflection on the implications of language policies for language education, identity formation, and social cohesion. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to multilingualism and language policy, including language planning, language rights, and language endangerment. 2. Analyze the sociolinguistic factors influencing language diversity, including migration, globalization, and language contact phenomena. 3. Understand the principles and approaches of language policy and planning, including top-down and bottom-up strategies, language revitalization efforts, and bilingual/multilingual education. 4. Evaluate the impact of language policies on linguistic diversity, linguistic rights, and language practices in various societal domains, including education, government, and media. 5. Critically examine language policy debates and controversies, including issues of linguistic imperialism, linguistic hegemony, and language endangerment. 								
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Subject	Pragmatics and Discourse Pragmatics								
Aims and Objectives	<p>Aim: This course aims to provide students with a comprehensive understanding of pragmatics and discourse pragmatics, examining how language is used in context to convey meaning, achieve communicative goals, and negotiate social interaction.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and methodologies in pragmatics and discourse pragmatics. 2. To develop students' ability to analyze language use in context, including speech acts, implicature, politeness strategies, and discourse markers. 3. To provide students with insights into the role of pragmatics in shaping interpersonal communication, cultural norms, and social identities. 4. To foster critical thinking and reflection on the ways in which language reflects and constructs social reality and power relations. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to pragmatics, including speech acts, implicature, presupposition, and politeness. 2. Analyze language use in context, including identifying illocutionary acts, perlocutionary effects, and implicatures in spoken and written discourse. 3. Understand the cultural and contextual factors influencing communicative norms and conventions, including differences in politeness strategies and speech act realization across cultures. 4. Critically evaluate theories of pragmatics and discourse pragmatics, including Grice's cooperative principle, Brown and Levinson's politeness theory, and Sperber and Wilson's relevance theory. 5. Apply discourse analysis techniques, including conversation analysis and critical discourse analysis, to examine patterns of language use and interactional dynamics in authentic communicative contexts. 								
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Subject	Language and Technology								
Aims and Objectives	<p>Aim: This course aims to explore the intersection of language and technology, examining the impact of technological advancements on language use, communication practices, and linguistic landscapes in contemporary society.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, theories, and methodologies in the study of language and technology. 2. To explore the role of technology in shaping language evolution, including language change, language variation, and new forms of communication. 3. To provide students with insights into the implications of technology-mediated communication for language learning, teaching, and proficiency assessment. 4. To foster critical thinking and reflection on ethical considerations, privacy issues, and linguistic biases in technology-driven language practices. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to language and technology, including computer-mediated communication, digital literacy, and computational linguistics. 2. Analyze the impact of technology on language use and communication practices, including changes in writing conventions, discourse patterns, and communicative norms. 3. Understand the role of technology in facilitating language learning and teaching, including the use of digital tools, applications, and platforms for language education and assessment. 4. Critically evaluate the benefits and limitations of technology-mediated communication, including issues of accessibility, inclusivity, and digital divide. 5. Explore emerging trends and developments in language and technology, including natural language processing, machine translation, and language technology for social good. 								
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Subject	World Englishes								
Aims and Objectives	<p>Aim: This course aims to explore the global spread and diversity of English as a lingua franca, examining the sociolinguistic, cultural, and educational dimensions of World Englishes in 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 World Englishes. 2. To explore the historical, sociopolitical, and linguistic factors influencing the development and spread of World Englishes. 3. To provide students with insights into the linguistic features, varieties, and functions of English as a global language. 4. To foster critical thinking and reflection on issues of language ownership, identity, and power in the context of World Englishes. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to World Englishes, including varieties of English, language contact, and language standardization. 2. Analyze the historical and sociopolitical factors contributing to the spread and development of World Englishes, including colonialism, globalization, and language policies. 3. Understand the linguistic features and varieties of English used in different regions and communities, including inner-circle, outer-circle, and expanding-circle varieties. 4. Critically evaluate representations of World Englishes in media, literature, and popular culture, including issues of linguistic stereotyping, prejudice, and linguistic imperialism. 5. Explore the relationship between language, identity, and power in the context of World Englishes, including the negotiation of linguistic and cultural identities in multilingual settings. 								
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Subject	English Language Teaching Management								
Aims and Objectives	<p>Aim: This course aims to provide students with the knowledge, skills, and competencies necessary for effective English language teaching management in educational institutions and language learning centers.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key concepts, principles, and practices in English language teaching management. 2. To develop students' understanding of the roles and responsibilities of English language teaching managers in planning, organizing, and evaluating language programs. 3. To provide students with insights into effective leadership, communication, and interpersonal skills necessary for successful English language teaching management. 4. To foster critical thinking and reflection on issues of educational policy, curriculum development, and teacher training in English language teaching management. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain key concepts and terminology related to English language teaching management, including educational leadership, program evaluation, and staff development. 2. Analyze the roles and responsibilities of English language teaching managers, including program planning, budgeting, staffing, and quality assurance. 3. Understand the principles and practices of curriculum development and implementation in English language teaching, including alignment with standards and learner needs. 4. Critically evaluate teaching methodologies, materials, and assessment practices in English language programs, including promoting innovation and best practices. 5. Develop effective communication and interpersonal skills for leading and managing teams of language teachers and support staff. 								
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Subject	Professional Development in English Language Teaching								
Aims and Objectives	<p>Aim: This course aims to provide English language teachers with opportunities for continuous professional growth and development, equipping them with the knowledge, skills, and strategies necessary to excel in their teaching practice and contribute to the field of English language education.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce teachers to current trends, theories, and best practices in English language teaching (ELT) professional development. 2. To enhance teachers' pedagogical knowledge and skills through reflective practice, peer collaboration, and engagement with research-based methodologies. 3. To provide teachers with opportunities to explore innovative approaches, technologies, and resources for effective language teaching and learning. 4. To foster a supportive learning community where teachers can share experiences, exchange ideas, and receive feedback on their teaching practice. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate a deep understanding of current trends, theories, and best practices in English language teaching professional development. 2. Reflect critically on their own teaching practice, identifying strengths, areas for improvement, and opportunities for growth. 3. Implement research-based teaching methodologies and strategies effectively in their language classrooms, including task-based learning, communicative approaches, and learner-centered instruction. 4. Integrate technology tools and resources into their teaching practice to enhance student engagement, interaction, and language acquisition. 5. Collaborate with colleagues in a supportive learning community, sharing resources, ideas, and experiences to enrich their professional practice. 								
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