

This module aims to provide practitioners with an understanding of the processes by which learners acquire/ learn language, from a TESOL pedagogical perspective. With reference to the body of research expounded by the CEFR students will explore the student s language learning journey across key language skill areas, analyse learner differences and address the relationship of language learning to language teaching.

<div style="text-align:center;"><p>Curricular information is subject to change</p></div>

What will I learn?

Learning Outcomes:
<p>By the end of this module, students will:
be able to explain some of the current theories regarding second language learning and acquisition from the perspective of TESOL
understand the action orientated approach to language learning as presented in the CEFR and Learner Autonomy perspectives
describe acquisition of the four skills and pronunciation from a pedagogical perspective
demonstrate a critical analysis of individual learner differences as well as an ability to analyse learner language for the purposes of understanding language development and selecting appropriate language for learners
</p>

How will I learn?

Student Effort Hours:

Student Effort Type	Hours
Lectures	24
Specified Learning Activities	110
Autonomous Student Learning	66
Total	200

Am I eligible to take this module?

<div class="subHeadCB">Requirements, Exclusions and Recommendations</div>

<p>Not applicable to this module.</p>

<div class="subHeadCB">Module Requisites and Incompatibles</div>

Not applicable to this module.

How will I be assessed?

Assessment Strategy

Description	Timing	Open Book Exam	Component Scale	Must Pass Component	% of Final Grade
Continuous Assessment: < Description >	Unspecified	n/a	Graded	No	20
Essay: < Description >	Unspecified	n/a	Graded	No	50
Presentation: < Description >	Unspecified	n/a	Graded	No	30

<div class="row">

<div class="col-sm-6">Carry forward of passed components

Yes</div>

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What happens if I fail?

Resit In	Terminal Exam
Summer	No

Assessment feedback

<div class="subHeadCB">Feedback Strategy/Strategies</div>

<p>* Feedback individually to students, on an activity or draft prior to summative assessment

* Feedback individually to students, post-assessment

* Group/class feedback, post-assessment

* Peer review activities

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<div class="subHeadCB">How will my Feedback be Delivered?</div>

<p>Feedback is provided individually, post midterm assessment and post final assignment submission. Draft papers may be submitted for global feedback prior to the final written assignment.</p>

Reading List

<div class="pageBreak"><nav class="white-box no-left-arrow zero-top-margin">

<h1 class="printOnly"> UCD Course Search

SLA + TESOL pedagogy (LANG40630) </h1><h3 class="printOnly">Academic Year 2019/2020</h3><p class="printOnly">The information contained in this document is, to the best of our knowledge, true and accurate at the time of publication, and is solely for informational purposes. University College Dublin accepts no liability for any loss or damage howsoever arising as a result of use or reliance on this information.</p>

<h4 class="noPrint">SLA + TESOL pedagogy (LANG40630)</h4>

<dl>

<dt>Subject:</dt>

<dd>Global Languages</dd>

<dt>College:</dt>

<dd>VP for Global Engagement</dd>

<dt>School:</dt>

<dd>Centre English&Global Language</dd>

<dt>Level:</dt>

<dd>4 (Masters)</dd>

<dt>Credits:</dt>

<dd>10.0</dd>

<dt>Trimester:</dt>

<dd>Spring</dd>

<dt>Module Coordinator:</dt>

<dd>Dr Anna Nunan</dd>

<dt>Mode of Delivery:</dt>

<dd>Face-to-Face</dd>

<dt>Internship Module:</dt><dd>No</dd>

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<dt>How will I be graded?</dt>
<dd>Letter grades </dd>

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Page</button>
<span style="font-size:0.8em"><em>(<a href="https://www.google.com/chrome/" target="_blank">Google Chrome</a> is recommended when printing
this page)</em></span></div>

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