

<b>Code</b>	L10
<b>Title</b>	Language and Culture Learning
<b>Tutor</b>	Daniel Paul
<b>School</b>	Moorlands College
<b>Brief description</b>	The module aims to enable students to: be prepared to become effective communicators in a second language and culture; develop confidence so they can learn a new language, whether or not there is a formal language school; organise and manage their own learning and to learn from their experience; gain confidence to be able to recognise, pronounce and transcribe new sounds in another language; develop good interpersonal communication skills and self-awareness as the foundation of effective cross-cultural communication.
<b>Level of study</b>	Level 7
<b>CAT points</b>	15
<b>Approved base location</b>	Validated delivery
<b>Prerequisites</b>	None
<b>Corequisites</b>	None
<b>Restrictions</b>	Not applicable
<b>Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Language and communication processes and practices, language and culture learning strategies, intercultural understanding strategies.</li> <li>• Missiological big picture: God, communication and language; what is a people group; is there such a thing as a 'heart language' and does it matter?</li> <li>• Understanding of individual learning styles, language proficiency scales.</li> <li>• Phonetics – mimicry/production, transcription/dictation, underlying distinctions.</li> <li>• Use of software for language and culture acquisition.</li> <li>• Practical language learning in a group setting</li> </ul>
<b>Learning outcomes</b>	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate current understanding of how language, community and culture interact and the issues involved in acquiring an unfamiliar language and culture;</li> <li>2. reflect critically on their own learning styles, beliefs and motivations relevant to language and culture acquisition;</li> <li>3. make an appropriate plan for language and culture learning, creatively employing relevant current approaches, techniques and digital tools;</li> <li>4. distinguish with a high degree of accuracy the sounds of the International Phonetic Alphabet that occur most frequently in human languages and accurately transcribe and produce them.</li> </ol>
<b>Learning and teaching activities</b>	<p>Total study time: 150 hours  Scheduled learning and teaching activities: 100 hours  Guided independent study: 50 hours</p>
<b>Assessment</b>	<p>A: 15% Unseen, closed book exam.  25 mins</p> <p>B: 15% Oral exam.  25 mins</p>

	C: 70% Portfolio. 3200 words or equivalent
<b>Special assessment requirements</b>	None
<b>Indicative resources</b>	<p>Brislin, Richard W., Tomoko Yoshida, and Kenneth Cushner, eds. 1994. <i>Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Brown, Steven, and Jenifer Larson-Hall. 2012. <i>Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching</i>. London: Sage.</p> <p>Chapman, William H. 1992. <i>Introduction to Practical Phonetics</i>. High Wycombe: Summer Institute of Linguistics.</p> <p>Cotton, Gayle. 2013. <i>Say Anything to Anyone, Anywhere: 5 Keys to Successful Cross Cultural Communication</i>. Hoboken, NJ: John Wiley &amp; Sons, Inc.</p> <p>Crystal, David. 1999. <i>The Penguin Dictionary of Language</i>. 2nd ed. Penguin Reference Books. London: Penguin Books.</p> <p>Fromkin, Victoria, Robert Rodman, and Nina Hyams. 2006. <i>An Introduction to Language</i>. 11th ed., Boston, MA: Cengage Learning.</p> <p>Handouts from: Program Professional's Guide to Maximizing Study Abroad. 2003. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.</p> <p>Jandt, Fred Edmund. 2017. <i>An Introduction to Intercultural Communication: Identities in a Global Community</i>. 9th ed. Thousand Oaks, CA: Sage Publications.</p> <p>Ladefoged, Peter, and Sandra Ferrari Disner. 2012. <i>Vowels and Consonants</i>. 3rd ed. Malden, MA: Wiley-Blackwell.</p> <p>Ladefoged, Peter, and Ian Maddieson. 1996. <i>The Sounds of the World's Languages</i>. Phonological Theory. Oxford: Blackwell Publishers.</p> <p>Lightbown, Patsy, and Nina Margaret Spada. 2013. <i>How Languages Are Learned</i>. 4th ed. Oxford Handbooks for Language Teachers. Oxford: Oxford University Press.</p> <p>Mitchell, Rosamond, and Florence Myles. 2004. <i>Second Language Learning Theories</i>. 2nd ed. London: Arnold.</p> <p>Nunan, David, and Jack C. Richards, eds. 2014. <i>Language Learning beyond the Classroom</i>. ESL &amp; Applied Linguistics Professional Series. New York: Routledge.</p> <p>Paige, R. Michael. 2003. <i>Maximizing Study Abroad</i>. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.</p> <p>Saville-Troike, Muriel, and Karen Barto. 2016. <i>Introducing Second Language Acquisition</i>. 3rd ed. Cambridge: Cambridge University Press.</p> <p>Storti, Craig. 2017. <i>Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference</i>. 2nd ed. Boston, MA: Nicholas Brealey.</p> <p>Storti, Craig. 2011. <i>Figuring Foreigners Out, 20th Anniversary Edition: Understanding The World's Cultures</i>. Boston, MA: Nicholas Brealey.</p> <p>University College London (UCL) Phonetics Interactive Web Tutorials, <a href="http://www.phon.ucl.ac.uk">www.phon.ucl.ac.uk</a>, under "Educational Resources". These provide helpful practice in recognising sounds, face diagrams, spectrograms and terminology.</p>

<b>Date of approval</b>	Validation approval 8/2/19
<b>Revision dates</b>	June 2021
<b>External Examiner</b>	Dr. James P. Davies, Tutor of New Testament, Trinity College, Bristol.