



## Module Description

### ( Theories of Learning and Teaching )

General Information			
Title	Theories of Learning and Teaching	Type	
Code		ECTS Credits	6
Level	MA students	Semester	First
Department	English department	Faculty	College of Baic Education
Module Leader	Dr. Tahsin Hussein Rassul	E-mail	<a href="mailto:tahsin.rassul@su.edu.krd">tahsin.rassul@su.edu.krd</a>
Academic Title	Instructor	Qualification	
Tutor	/	E-mail	
Peer Reviewer	/	E-mail	
Confirmation Date	Sunday, Oct. 13, 2023		

Relation with other Modules	
Pre-requisites	
Co-requisites	

Module Aims, Learning Outcomes and Indicative Contents	
Aims	<p>The main objectives of the course are as the following:</p> <ul style="list-style-type: none"><li>• <b>Understanding (Language) Learning Theories:</b> To provide students with an in-depth understanding of various theories of (language) learning, such as <i>behaviorism, cognitivism, constructivism, and humanism</i> theories. This includes exploring how these theories explain the process of acquiring a new language.</li><li>• <b>Critical Thinking:</b> To encourage students to think critically about the strengths and weaknesses of different language learning theories and teaching methods. This involves helping them evaluate which theories and methods are most suitable for different contexts and learners.</li><li>• <b>Awareness of Diverse Learners:</b> To foster an understanding of the diverse needs and backgrounds of language learners. This includes considering how theories and methods can be adapted to accommodate various learning styles, ages, and cultural contexts.</li><li>• <b>Research Skills:</b> To equip students with research skills that enable them to</li></ul>

	<p>stay updated on current language learning theories and teaching practices. They may also be encouraged to conduct their own research in the field.</p> <ul style="list-style-type: none"> <li>• <b>Reflective Practice:</b> To promote a habit of reflective practice among future language educators. Students may be asked to analyze their teaching methods, assess their effectiveness, and make adjustments based on theory and experience.</li> <li>• <b>Interdisciplinary Learning:</b> To emphasize the interdisciplinary nature of language learning and teaching. This includes exploring how linguistics, psychology, sociology, and other fields contribute to our understanding of language acquisition and education.</li> <li>• <b>Global Perspective:</b> To expose students to international perspectives on language learning and teaching. This is important in an increasingly globalized world, where English and other languages are taught and learned worldwide.</li> <li>• <b>Professional Development:</b> To prepare students for future roles as language educators, curriculum developers, or researchers. This may involve discussions about ethics, classroom management, and the responsibilities of language teachers.</li> <li>•</li> </ul>
Learning Outcomes	<p><b>By the end of studying this course, .....</b></p> <ul style="list-style-type: none"> <li>• Students should be able to explain and demonstrate <i>a clear understanding</i> of various <i>language learning theories</i>, including <i>behaviorism, cognitivism, constructivism, and humanism theories</i>.</li> <li>• They should be able to discuss the <i>historical development</i> and <i>key proponents</i> of these theories.</li> <li>• Students should be capable of critically evaluating the strengths and <i>weaknesses</i> of different language learning theories.</li> <li>• They should be able to make informed decisions about <i>which theories</i> are suitable for <i>specific teaching contexts</i> and <i>learner groups</i>.</li> <li>• Students should understand the diverse <i>needs</i> and <i>backgrounds</i> of language learners, including various <i>age groups</i> and <i>cultural contexts</i>.</li> <li>• Students should be <i>proficient in conducting research</i> related to <i>language learning and teaching</i>.</li> <li>• They should be able to locate, evaluate, and use <i>academic literature</i> to inform their <i>teaching practices</i>.</li> <li>• Students will be able to recognize the interdisciplinary nature of language learning and teaching, understanding how <i>linguistics, psychology, sociology, and other fields</i> contribute to these fields.</li> <li>• Students should demonstrate an understanding of the <i>ethical responsibilities</i> of language teachers.</li> <li>• Students will be able to recognize the global context in which language learning and teaching take place.</li> </ul>

--	--

Indicative Contents	
---------------------	--

## Learning and Teaching Strategies

Lectures, presentations, and class discussions.

Delivery				
Lecture (hr/w)	3 hours			
Lab. (hr/w)		Practical (hr/w)		Tutorial (hr/w)
SSWL (hr/sem)				
USSWL (hr/sem)				
Total workload (hr/sem)				

Evaluation			
Task	Weight (Marks)	Due Week	Relevant Learning Outcome
One Review article (4000-5000 words)	<b>15</b>	By the end of the course	Students are supposed to bring titles for ‘review article’ in relation to the topics provided in this course book (theories of language learning and teaching). Then, each student must consult the instructor about his/ her review article title and content.
Seminar Presentation(s)	<b>10</b>	By the end of th course	
Quiz	<b>5</b>	Unexpected time to take	
Midterm Exam	<b>20</b>	Fixed by the Ministry	
Final Exam	<b>50</b>	Fixed by the Ministry	
Total	<b>100</b>		

Resources		
Materials	Text	How to access? / e-link
Required Texts	1. Brown, H. D. (2010) <i>Principles of Language Learning and Teaching</i> . 4 <sup>th</sup> edition. 2. Cruickshank, D. R, Jenkins, D. B. and Metcalf, K. K. (1999) <i>The Act of Teaching</i> . 4 <sup>th</sup> edition.	Hard copy is available
Recommended Texts	3. Johnson K. (2001) <i>An introduction to Foreign Language Learning and Teaching</i> . 2 <sup>nd</sup> edition. 4. Lightbown, P. & Spada, N. (2013) <i>How Languages are Learned</i> . 4 <sup>th</sup> edition. 5. Emmitt, M., Komesaroff, L. and Pollock, J. (2006) <i>Language and Learning</i> . 4th edition. Oxford: Oxford University Press. 6. Mclaughlin, B. (1987) <i>Theories of Second Language Learning</i> . 7. Mitchell, R., Myles, F. and Marsden, E. (2019) <i>Second Language Learning Theories</i> . 4 <sup>th</sup> edition	Soft copy is available
Websites		

Weeks	Topics	Sources to be utilized	Presenters
1	Introducing the course, assessment scheme, review article, what the course encompasses, etc. A brief overview of the course objectives for acquiring/ learning English language to ultimately know <i>What and How to teach sts</i> .....	The Instructors' Coursebook .....	
2			Dr. Tahsin
3			Dr. Tahsin
3	a. b. c. d. e. f. g.		Sabriya
4			Dr. Tahsin
5			Hadeel
5			Solin

			Dana
6.			Iman
			Roa
7			Dr. Tahsin
			Rozhgar
8			Dr. Tahsin
			Shahen
9			Dr. Tahsin
			Mryam

10			Dr. Tahsin
			Elaf
11			Dr. Tahsin
			Ghashaw
12			Dr. Tahsin
			Maryam
13			Group Discussion
14			

--	--	--	--