TEACHING MULTILINGUAL LEARNERS

Postgraduate Certificate

This three module course offers you the opportunity to gain the knowledge and skills to make informed decisions both about the multilingual child’s learning and development and best practice pedagogy and policies to support them. It is designed to help you to provide an effective and supportive learning environment for children who are learning in an additional/multilingual language classroom.

The course will be offered on-campus at the Harcourt Hill campus in Oxford and Distance learning on our online Moodle platform through a range of methods, such as: lectures, readings, online discussion forum, tutorials and assignment tasks, and through supervised self-study which may include work-based investigation within your own working context.

Day / Time / Venue
The course can be taken either face-to-face or online. The face-to-face sessions run on Wednesday evenings at our Harcourt Hill campus between 17:00 and 20:00 in semesters one and two. Supervision is by agreement in semester 3.

The distance learners work through the same programme online. In addition, both face–to–face and online learners will have opportunities to interact online.

Course cost for 2019-20
£620 per module, total for three modules = £1860

MODULE STRUCTURE
Language Acquisition: semester 1 (Sept–Dec)
You will deal with theoretical and practical approaches to Language Acquisition and focus on approaches of special relevance to language learning and education. Key themes that will be covered throughout the sessions include learner language development, learners’ individual differences and instructed second language acquisition.

Multilingual Learners: semester 2 (Jan– Apr)
This module focuses on children who are studying in school in a language that is not their first language. It aims to draw on current practice, research, case studies, websites and professional networks, enabling you to:

- Analyse the development of children in second languages settings: case study analysis
- Identify theories of bilingualism, translanguaging and dynamic multilingualism

For further information please contact:
pgeducation@brookes.ac.uk
+44 (0) 1865 488617

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- Appreciate the links between first and second language, identity and self-esteem: the emotional experiences of the multilingual child
- Evaluate teacher, teacher assistant, parent, and whole school responses to the EAL/multilingual child
- Theorise practice and pedagogy: what beliefs, theories and attitudes to language and the language learner underpin teacher choices
- Evaluate and critically compare policies connected with the teaching, learning and integration of the language learner child into the mainstream school
- Evaluate, adapt and create resources and materials for their fit with the needs of the multilingual child

**Independent Study: Investigating Practice**: semester 3 (May–Jul)
This module provides an opportunity for students to engage in independent study/practice investigation of an approved topic related to teaching multilingual learners conducted under supervision and with the prior approval of the Module Leader and Subject Coordinator.

The independent study/practice investigation may be based on primary and/or secondary data, justified and should be supported by detailed reference to relevant theories and concepts from literature.

**WHAT CAN THE COURSE LEAD TO?**
The 60 master's level credits gained is one third of a full master's programme, and can be built into a full master's with the addition of 2 optional modules and the compulsory research methods and dissertation elements.

**HOW TO APPLY**
For more information and to register your interest please contact the Programme Administrator:

T: +44 (0) 1865 488617
E: pgeducation@brookes.ac.uk

If you would like to discuss the course, please contact:

Paul Wickens
E: paulwickens@brookes.ac.uk