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 through a range of methods, such as: lectures, readings, online discussion forum, tutorials and assignment tasks, including work-based investigation within your own working context.

Day / Time / Venue
The course runs over eight weeks and can be taken either face-to-face or online. The face-to-face sessions run on a weekday (to be confirmed) at our Harcourt Hill campus between 5pm and 8pm.

The distance learners are expected to work each week through the same programme online. In addition, both face-to-face and online learners will have opportunities to interact online.

Course cost for 2018-19
£610 per module, total for three modules = £1830

MODULE STRUCTURE

Language Acquisition
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
You will focus on children learning in mainstream, complementary and International schools. The module aims to draw on current debates, policies, practice and research on multilingual learners, enabling you to:

- Evaluate and critically compare policies connected with the teaching and learning of the EAL/multilingual child.
- Identify theories of bilingualism, translanguaging and dynamic language.
- Appreciate the links between the learning and the use of different languages, identity and self-esteem: the emotional experiences of the EAL/multilingual child.

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Evaluate teacher, teacher assistant, parent, and whole school responses to the EAL/multilingual child, including the use of technology.

Theorise practice and pedagogy: explore the beliefs, theories and attitudes to language and the EAL/multilingual learner which underpin teacher choices.

**Investigating Practice**
You will have the opportunity to apply knowledge and skills from the core modules to a specific work-based setting involving multilingual children, and to reflect on how these work in practice to enhance the child's learning experience.

**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:

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

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