Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL2A12
Subject Title	Confidence in Speaking English
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The subject seeks to help students understand the principles underlying second language learning and acquisition (L2) speaking confidence. This subject is particularly suited to Science and Engineering Discipline students who, because of their interest and focus on science and maths, may struggle to use English in the workplace. The aim of this subject is to strengthen their competency in speaking English. This subject will give students an insight into L2 learning theory and teach practical L2 speaking confidence skills. It goes beyond subjects already in the Department of English Curricula. Lack of confidence in using a second language is usually caused by anxiety and other negative emotions. This course will be based on modern psychological insights into the role of emotion in language learning. The course will be based on the work described by MacIntyre (2016) in his four propositions for leveraging positive emotions in L2 acquisition and use. These are, first, understanding how negative emotions (anxiety about using L2) can interfere with an individual's ability to use LS. Strategies that reduce such anxieties are used in this proposed subject. Second, by examining an individual's character strengths and using these to encourage use of L2, the emphasis moves away from deficits in an individual to a focus on what they can achieve. Third, 'EMPATHICS' involves the lecturer building on the positive emotions that come as students interact and see accomplishments in their L2 use. Finally, but less studied to date, he highlights the importance of achieving complete focus on L2 use and reducing self-consciousness. Thus, this subject aims to use theoretical perspectives in psychology, particularly in modern L2 psychology theory, to explore how L2 learners can develop a sense of confidence in speaking the target language across different contexts (especially professional). The subject applies perspectives from humanistic psychology and the four propositions noted above, to L2 learning and unpacks issues around positive attitudes, social milieu, and the sense of

	current and future self. Importantly, it explicitly explores how L2 learners develop language-specific goals that propel them toward positive language speaking experiences important to L2 speaking confidence. Students will be introduced to a framework that explains the theory behind L2 learning and how it influences confidence in using the L2. Students will experience speaking English in an environment that is positive and safe. Students will learn that active participation in class activities enhances skills and confidence beyond the classroom environment to natural settings. Students will reflect on their learning experiences through writing and speaking assignments. The learnings from this subject are simple but also substantial as the students will take away knowledge that will increase their ability to be positive L2 speakers and pave the way for them to become leaders in their respective fields.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students should be able to: a) Develop awareness of the affective components that influence L2 learning, b) Critically appraise language learning and positive psychology theory that explains aspects of L2 speaking confidence, c) Develop awareness of the motivations and cognitions that influence human behaviour, d) Effectively evaluate workplace and other situations where highly developed communication skills are essential for successful outcomes, e) Articulate the psychological mechanisms that explain how an individual ('self') attempts to make impressions on others and how an individual ('self') forms perceptions of others.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	**Introduction to the Psychology on Language Use** • Towards a Psychology of Well-Being for Language Learners **Theories in Second Language Acquisition (SLA)** • Seeing the World Through Your Eyes: Empathy in Language Learning and Teaching • The Dynamics of Past Selves in Language Learning and Well-Being • Language Learning and Teaching **Link Theory to SLA** • Positive Psychology Exercises Build Social Capital for Language Learners: Preliminary Evidence • Bringing Positive Psychology to the Classroom • Foreign Language Enjoyment and Foreign Language Classroom Anxiety • Accentuate the Positive: Conceptual and Empirical Development of the Positive L2 Self and Its Relationship to L2 Proficiency • Moving Forward in the Workplace Using L2

Teaching/Learning Methodology *(Note 3)*	• Lectures (with required set reading for each week) • Group discussions and role-plays • Discussion forum on blackboard • In-class presentations There will be several different learning stimuli. We will have some lecture content, but the students will have been provided with a required text to guide them through the programme of learning. Some videos will be shown to illustrate communication skills and problems. There will be break-out sessions in class to discuss issues raised.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	a	b	c	d	e
1. Participation in class role-plays	15%	✓		✓	✓	✓
2. In-class group presentations	30%	✓	✓	✓	✓	✓
3. Written assignment	25%	✓	✓	✓	✓	✓
4. Multiple choice	30%	✓	✓	✓		✓
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Participation in role-plays will take place in the one-hour seminar of the three-hour session. The role-plays in class will provide the students with active learning allowing them to gain necessary communication skills. Participation in role-plays is essential. I and the allocated tutor will run separate seminars so that the class will be a manageable size for role-play activity. Role-play will be required every week and each group will be required to demonstrate a particular communication behaviour associated with confidence in speaking. All students must participate in this activity in order to obtain the full 15%. Each student's attempt at a role-play will be marked off on a score-sheet for the 13 weeks. Completion of not less than 10 role-play activities will gain the full 15%.

Students often encounter difficulties with group-work, but this is part of the intended learning outcome as they reflect on how they managed the challenges within the group and successfully presented their topic. The aim is to provide them with a forum to present information covering confidence in speaking and leadership skills as they all relate to L2 use.

Concise and clear articulation of what each student has learnt throughout the subject will be achieved through the written assignment. This will be in an essay form of 2,500 words. It will comprise a) personal reflection with respect to the subject and the learnings achieved and, b) it will also include answering

a question about barriers and facilitators of communication. Students must obtain a D or above on this piece of assessment to pass the subject.

Multiple choice tests the broad range of information provided in the class and again tests that the students have completed the required readings. The questions in the multiple choice represent topics which have not been tested in other forms of assessment. Students can only answer the multiple-choice questions successfully upon completion of a comprehensive reading, of the required text and cannot rely on exposition by the instructors before the assessments.

Student Study Effort Expected	Class contact:	
	• Lectures (13 x 2 hours)	26 Hrs.
	• Seminars/Tutorials (1 x 13 hours)	13 Hrs.
	Other student study effort:	
	• Individual and Group Study	26 Hrs.
	• Written Assignment	26 Hrs.
	• Private Study	26 Hrs.
	Total student study effort	117 Hrs.

Reading List and References	A text of readings was compiled by me into a book form from a subject I previously taught. The readings were taken from the following texts. Students will read these selected chapters plus relevant articles on communication theory and related communication skills articles.

Required Reading
Dörnyei, Z., Ryan, S., & Ebrary, Inc. (2015). *The psychology of the language learner revisited* (Second language acquisition research). New York: Routledge.

Further readings
Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal, 86*, 562-570
MacIntyre P., Gregersen T. (2012) Affect: The Role of Language Anxiety and Other Emotions in Language Learning. In: Mercer S., Ryan S., Williams M. (Eds) Psychology for Language Learning. Palgrave Macmillan, London
MacIntyre, P. D., Gregersen, T., & Mercer, S. (2016). *Positive psychology in SLA*. Bristol, [England]: Bristol, England : Multilingual Matters.
Gabryś, Danuta, & Gałajda, Dagmara. (2016). *Positive psychology perspectives on foreign language learning and teaching* (Second language learning and teaching). Switzerland: Springer.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4:Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.