Module Descriptor

Title	English as a Global Language		
Session	2025/26	**Status**	
Code	LING11002	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	K Highet		

Summary of Module

This module is designed to extend participants' knowledge while encouraging critical analysis and evaluation of relevant theory and research within the field of English as a Global Language. The course covers a range of substantive topics concerning the development of English as a Global Language in micro and macro linguistic environments within national and international perspectives; the linguistic, political and sociological issues underpinning language growth, as well as disappearance; and the place of minority languages within the development of English. Participants will be encouraged to explore issues specific to their own language background while reflecting upon and critically analysing practices within their own professional environment. Students will, throughout, engage with relevant textual and audiovisual resources and will be encouraged to further, independently, their knowledge with the support of e-learning material. Skills developed will be enhanced in class through presentations, pair and group work exercises, written assignments and other interactive activities whose topical content will be current and culturally situated; in addition, work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills, foster inclusivity and an appreciation of the wellbeing of others in order to enable them to be ready for work in local and global contexts.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery	☐ Ayr	☐ Lanarkshire	☐ Online / Distance Learning

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	☐ Dumfries		☐ London ☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Select and interpret critically main theories and concepts of current research into English as a Global Language
L2	Recognise and interpret, with critical understanding, common issues, challenges and solutions to issues around the rise of English as a Global Language relating these to his/her own professional experience
L3	Analyse and evaluate their own language context and consider how this has been influenced by the development of English as a Global Language
L4	Present reasoned arguments and express ideas in a clear, coherent, and grammatically sound academic style drawing on academic literature relating to the themes explored during the module
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** • Knowledge that covers and integrates areas of English as a global language • A critical understanding of the principal theories, principles and concepts used in English as a global language • A critical understanding of a range of specialised theories, principles and concepts that concern English as a global language • Extensive, detailed and critical knowledge and understanding in subject or discipline, much of which is at or informed by developments at the forefront for English as a global language • Critical awareness of current issues associated with English as a global language
Practice: Applied Knowledge and Understanding	**SCQF 11** • Use a range of specialised skills, techniques, practices which are informed by research in the area of English as a global language • Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry to the study of English as a global language • Demonstrate originality or creativity in the application of knowledge, understanding and practices which relate to English as a global language
Generic Cognitive skills	**SCQF 11** • Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments in the area of English as a global language • Identify, conceptualise and define new and abstract concepts and issues for the support of language users in different contexts • Develop original and creative responses to concepts and issues which relate to English as a global language • Critically review,

	consolidate and extend knowledge, skills practices and thinking in the area of English as a global language
Communication, ICT and Numeracy Skills	**SCQF 11** • Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise • Communicate with a range of audiences (as appropriate) and fellow professionals acting as a source of advice on particular aspects of language diversity in education • Use a range of software to support and enhance work at this level • Contribute to the literature on, and public discussion of English as a global language
Autonomy, Accountability and Working with Others	**SCQF 11** • Exercise substantial autonomy and initiative in professional and equivalent activities • Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate) • Demonstrate leadership and initiative and contribute to change and development • Demonstrate critical reflection on own and others' roles and responsibilities • Demonstrate the management of complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is delivered via practical and communicative classes and via the VLE. Students will be active participants in class and will work in pairs and /or groups to discuss issues and analyse research related to issues around English as a global language. Independent learning is an integral part of this course and students will be given written and oral tasks to be completed outside class in preparation for, and consolidation of, classroom work. Students will develop critical thinking and research skills to enhance their current studies and future careers	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	

TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The module does not follow a specific core text. Students will be directed towards a wide range of reading resources, with essential texts made available online
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatoryframework/

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	CPL
Moderator	M Mullen
External Examiner	H Kuchah
Accreditation Details	UWS

Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation 40%
Assessment 2
Essay 60%
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☐	☐	☐		

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**