Module Descriptor

Title	Second Language Acquisition		
Session	2025/26	**Status**	
Code	LING11006	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Holmes		

Summary of Module

This module focuses on second language acquisition (SLA) from sociocultural, psychological, and cognitive perspectives. It is designed to extend knowledge in relevant research, in theories relating to language acquisition, learning, and teaching, and in methodologies which underpin good classroom practice, and pedagogy.

The course covers a range of substantive topics, theories, and methods in language teaching, bilingualism (micro to macro contexts), the role of sociolinguistic environment, motivation, age and stage, the cognitive avantage, affect and emotion, and ESOL in the multilingual classroom.

The course will address national and international perspectives. Participants will engage with relevant textual and audiovisual resources. Participants will be given opportunities to explore issues specific to second language acquisition while reflecting upon and critically analysing practices in their own professional environment.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[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

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	Demonstrate knowledge and critical understanding that covers main theories, concepts and principles underpinning second language learning.
L2	Demonstrate critical understanding of common issues, challenges and solutions in second language learning using an evidence base.
L3	Critically evaluate educational responses to second language learning in context and consider how these approaches can be enhanced in light of language learning theories and research findings.
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 and relating these to his/her own professional experiences.
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 second language acquisition in education. • A critical understanding of the principal theories, principles and concepts used in "Language learning for additional languages". • A critical understanding of a range of specialised theories, principles and concepts that concern language learning and age. • Extensive, detailed and critical knowledge and understanding in subject or discipline, much of which is at or informed by developments at the forefront for "Language learning for additional languages" • Critical awareness of current issues associated with second language acquisition.
Practice: Applied Knowledge and Understanding	**SCQF 11** • Use a range of specialised skills, techniques, practices which are informed by research in the area of second language acquisition in education. • Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry to the study of language acquisition. • Demonstrate originality or creativity in the application of knowledge, understanding and practices which relate to language acquisition in education.

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 language acquisition in education. • 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 language acquisition in education. • Critically review, consolidate and extend knowledge, skills practices and thinking in the area of language acquisition in education.
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 language acquisition in education.
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). • 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. Core information will be presented in form of lectures. This will be supported and extended through reading assignments based on the VLE. In tutorial sessions, students will be able to

reflect critically on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios, and develop their interpersonal and intercultural communication skills. Throughout the module, students will develop their ability to appreciate diversity in terms of academic theories and methodologies. Module assessment will comprise a presentation and an essay. In producing their assignments, students will be able to specialise on some specific areas within the scope of the module, and they will be able to demonstrate their ability to integrate theoretical knowledge and empirical information, search for, evaluate, analyse and interpret source materials, and develop balanced and evidence-based conclusions, in appropriate spoken and written academic style

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:

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Baker, C. (2006). Key Issues in Bilingualism and Bilingual Education. (4th ed.) Clevedon: Multilingual Matters.

Baker, C. & Prys-Jones, S. (1998). Encyclopaedia of Bilingualism and Bilingual Education. Clevedon: Multilingual Matters

Cook, V. (2003) (Eds) Effects of the Second Language on the First. Multilingual Matters Limited.

Ellis, R. (2009) The study of second language acquisition, Oxford.

Gibson, F. (2006) Language planning and Education, Edinburgh University Press.

Klapper, J. (2003). Taking communication to task? A critical review of recent trends in language teaching. The Language Learning Journal. 27(1): 33-42.

Ortega, L., (2013), Understanding second language acquisition, Routledge, New York. Singleton D., Ryan L., (2004) Language acquisition: The age factor, SLA.

Yule, G. (2010) The Study of Language. (4th ed.), Cambridge: CUP

In-house learning materials to be made available on VLE and in class*

(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	1

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	☐	☒	☒	☐	☐	40	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay 60%	☒	☒	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0.5 hours

Change Control

What	**When**	**Who**
New template, no change 25/26	mar 25	M Mullen