Module Descriptor

Title	Language Analysis		
Session	2025/26	**Status**	
Code	LING11008	**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 is designed to assist students in understanding, and in developing the associated skills related to, the key theories of language required within the field of Teaching English for Speakers of Other Languages (TESOL). It will serve as a core module for the MEd in TESOL, and is designed for any student interested in studying for a postgraduate teaching qualification, whether it be a Certificate, Diploma or Masters, in TESOL.

The module will introduce students to a range of knowledge and skills required by a TESOL practitioner, specifically with regard to descriptions of language and language analysis. The module will cover the teaching of language systems (discourse and syntax, morphology, lexis and phonology, grammatic and language frameworks as well as semantics). Students will develop an awareness of the English language with a focus on phonology and grammar through an introduction to theories of language analysis and description, and their relevance to the teacher's role in second language teaching. Students will study the varieties of grammar (prescriptive, descriptive, reference, pedagogic and theoretical) as well as develop an ability to analyse and explain pronunciation, lexis, syntax and discourse in context.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ 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

			☒ Paisley			
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 a critical understanding of English grammar, lexis, semantics or phonology and its use in the TESOL context.
L2	Critically analyse language to enhance TESOL practice.
L3	Using different types of language analysis, critically analyse both spoken and written texts for the TESOL context.
L4	Demonstrate an ability to communicate effectively and appropriately, orally and in writing, in interpersonal and in academic style
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 most, if not all, of the main areas of a subject discipline – including their features, boundaries, terminology and conventions. • A critical understanding of the principal theories, principles and concepts. • A critical understanding of a range of specialised theories, principles and concepts. • Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront. • A critical awareness of current issues in a subject/discipline and one or more specialisms
Practice: Applied Knowledge and Understanding	**SCQF 11** SCQF Level 11 • Use a significant range of the principal skills, techniques, practices and/or materials which are associated with a subject/discipline. • Use a range of specialised skills, techniques, practices and/or materials which are at the forefront of, or informed by, forefront developments. • Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry. • Plan and execute a significant project of research, investigation or development.

	• Demonstrate originality or creativity in the application of knowledge, understanding and/or practices. • Practise in a wide and often unpredictable variety of professional level contexts.
Generic Cognitive skills	**SCQF 11** • Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments at the forefront of a subject/discipline. • Identify, conceptualise and define new and abstract problems and issues. • Develop original and creative responses to problems and issues. Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline. • Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information
Communication, ICT and Numeracy Skills	**SCQF 11** A range of advanced and specialised skills as appropriate to a subject/discipline, for example: • Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. • Communicate with peers, more senior colleagues and specialists. • Use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness. • Undertake critical evaluations of a wide range of numerical and graphical data
Autonomy, Accountability and Working with Others	**SCQF 11** • Exercise substantial autonomy and initiative in professional and equivalent activities • Take responsibility for own work and for the work of others; • Practise in ways which draw on critical reflection on own and others' roles and responsibilities • Deal with 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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Brown and Yule (1984) Teaching the Spoken Language, Cambridge: CUP

Crystal, D. (2003), English as a Global Language (2nd Ed.), Cambridge: CUP

de Swaan, A. (2002) Words of the World: The Global Language System. New York: Wylie Holmes, J. (2013) An Introduction to Sociolinguistics (4th Ed.) Abingdon: Routledge

Parrot, M. (2010) Grammar for English language Teachers, Cambridge: CUP Swan, M. and Walter, C. (1997) How English Works, Oxford: OUP

Van Dijk, T.A. (Ed.) (2011) Discourse Studies. A Multidisciplinary Introduction. 2nd Ed. London: Sage Cutting, J. (2015). Language and context in TESOL. Edinburgh: Edinburgh University Press

Coupland, N. (2016). Sociolinguistics: Theoretical Debates. Cambridge: Cambridge University Press. Yule, G. (2010). The study of language (4th ed.). Cambridge: Cambridge University Press

(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 50%
Assessment 2
Class Test 50%
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	☒	☒	☐	☒	☐	50	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class Test	☐	☒	☒	☒	☐	50	2

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**