Module Descriptor

Session: 202425

Title of Module: Applied Linguistics			
Code: LING11001	**SCQF Level: 11**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	K Highet		

Summary of Module
The module will provide students with an understanding of the concept of Applied Linguistics and some major disciplines within this field, including Intercultural Communication, Discourse Analysis, Language Variation, Multilingualism, Language Contact, Language Policy, Language and Colonialism, Language and the Market, and Language Ideologies. During the module, students will develop an understanding of communication, discourse and text as interrelated aspects of language in use, in various social contexts, and in terms of various types of discourse and text. They will develop an understanding of language variation and language change, in various social contexts, at various levels of language structure, and in terms various types of variation. They will develop an understanding of multilingualism and language contact, in the context of language distributions, in various social domains, at various levels of language structure. They will learn about principles and practices of language policy, in terms of different policy areas and at various levels of policy making. They will develop a critical understanding of the role of ideology, colonialism and capitalism as relates to language and apply this to a range of global contexts. They will learn to apply their understanding of these disciplines to the practice of language teaching, especially with a view to linguistic diversity and intercultural awareness. Students will learn to critically evaluate theories and concepts and understand how they relate to empirical data. In producing assignments, they will learn to search for relevantsources, critically analyse and interpret these materials, and to develop evidence-based and balanced conclusions based on prior analysis. They will also learn to communicate effectively, in academic and in intercultural contexts.

- To develop an understanding of the concept of Applied Linguistics and some major disciplines within this field, namely, Communication, Intercultural Communication, Discourse Analysis, Text Linguistics, LanguageVariation, Multilingualism, Language Contact, and Language Policy.

- To be able to apply the understanding of these disciplines to the practice of language teaching, especiallywith a view to linguistic diversity and intercultural awareness.

- To learn to critically evaluate theories and concepts and understand how they relate to empirical data.

- To learn to search for relevant sources, critically analyse and interpret these materials, and to developevidence-based and balanced conclusions based on prior analysis.

- To learn to communicate effectively, in academic and in intercultural contexts

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid0	Work-Based Learning
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate a critical understanding of theories and concepts of communication, intercultural communication, discourse and text, in various socio-cultural contexts, and in terms of various discourse andtext types
L2	Demonstrate a critical understanding of theories and concepts of language variation and change,multilingualism, and language policy.
L3	Demonstrate an ability to apply their knowledge of theories and concepts in various disciplines to thepractice of language teaching.
L4	Demonstrate an ability to critically examine, analyse and evaluate academic theories and concepts andrelate them to empirical evidence; search for sources, evaluate, analyse, and synthesise various source materials and produce sound, balanced and evidence-based conclusions; reflect critically on their own knowledge, understanding, and skills
L5	Demonstrate an ability to communicate effectively and appropriately, orally and in writing, in appropriateacademic style, and an ability to appreciate diversity in terms of different academic theories, concepts and methodologies

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 Level **11** Knowledge that covers and integrates the major disciplines in question; criticalunderstanding of the principal theories, definitions and concepts; critical understanding of a range of specialised

	theories, concepts and principles; extensive, detailed and critical knowledge and understanding in one or more specialisms; critical awareness of current issues in a subject/discipline/sector.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Applied knowledge and skills in using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector; using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments; applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry; demonstrating originality and/or creativity, including in practices; practising skills in a wide and often unpredictable variety of professional level contexts.
Generic Cognitive skills	SCQF Level **11** Ability to apply critical analysis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector: 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/sector; 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 Level **11** A wide range of routine skills, and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example: communicating, using appropriate methods, to a range of audiences with different levels of knowledge/expertise; communicating with peers, more senior colleagues and specialists; using a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose; undertaking critical evaluations of a wide range of numerical and graphical data.
Autonomy, Accountability and Working with others	SCQF Level **11** Ability to 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching
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 willcomprise 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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Independent Study	164
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..	
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Languages
Moderator	L Holmes
External Examiner	H Kuchah
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 PRESENTATION 40%
Assessment 2 ESSAY 60%
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay	✓	✓	✓	✓		60	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Presentation	✓	✓	✓		✓	40	0.5

Combined Total For All Components	100%	0.5 hours

<u>Change Control:</u>

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)