

# University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> English as a Global Language			
<b>Code:</b> LING11002	<b>SCQF Level:</b> 11	<b>Credit Points:</b> 20	<b>ECTS:</b> 10 (European Credit Transfer Scheme)
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	K Highet		
<b>Summary of Module</b>			
<p>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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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	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

### **Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 11</b></p> <ul style="list-style-type: none"> <li>• Knowledge that covers and integrates areas of English as a global language</li> <li>• A critical understanding of the principal theories, principles and concepts used in English as a global language</li> <li>• A critical understanding of a range of specialised theories, principles and concepts that concern English as a global language</li> <li>• 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</li> <li>• Critical awareness of current issues associated with English as a global language</li> </ul>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <ul style="list-style-type: none"> <li>• Use a range of specialised skills, techniques, practices which are informed by research in the area of English as a global language</li> <li>• Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry to the study of English as a global language</li> <li>• Demonstrate originality or creativity in the application of knowledge, understanding and practices which relate to English as a global language</li> </ul>
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>Identify, conceptualise and define new and abstract concepts and issues for the support of language users in different contexts</li> <li>Develop original and creative responses to concepts and issues which relate to English as a global language</li> <li>Critically review, consolidate and extend knowledge, skills practices and thinking in the area of English as a global language</li> </ul>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <ul style="list-style-type: none"> <li>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise</li> <li>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</li> <li>Use a range of software to support and enhance work at this level</li> <li>Contribute to the literature on, and public discussion of English as a global language</li> </ul>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <ul style="list-style-type: none"> <li>Exercise substantial autonomy and initiative in professional and equivalent activities</li> <li>Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate)</li> <li>Demonstrate leadership and initiative and contribute to change and development</li> <li>Demonstrate critical reflection on own and others' roles and responsibilities</li> <li>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</li> </ul>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<p>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.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours</p>

	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)

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Languages
<b>Moderator</b>	M Mullen
<b>External Examiner</b>	H Kuchah
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 PRESENTATION 40%
Assessment 2 ESSAY 60%
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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)**

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (% of Assessment Element)</b>	<b>Timetabled Contact Hours</b>
Presentation	✓	✓			40	0

<b>Component 2</b>							
Essay	✓	✓	✓	✓	60	0.5	
<b>Combined Total For All Components</b>						100%	0.5 hours

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**