

University of the West of Scotland

Module Descriptor

Session: 24-25

Title of Module: Second Language Acquisition			
Code: LING11006	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Holmes		
Summary of Module			
<p>This module focuses on second language acquisition (SLA) from sociocultural and cognitive perspectives. It is designed to extend knowledge in relevant research, and theories relating to language learning, methodology which underpins good classroom practice, and pedagogy.</p> <p>The course covers a range of substantive topics such as language description and analysis, as well as theories and methods in language teaching, bilingualism (micro to macro contexts) the role of linguistic environment, motivation, age and stage, language attrition, errors and corrections, the English language as lingua franca and minority languages.</p> <p>The course will address national and international perspectives. Participants will engage with relevant textual and audiovisual resources. Participants are given opportunities to explore issues specific to second language acquisition while reflecting upon and critically analyse practices in their own professional environment.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input 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	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.

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 <ul style="list-style-type: none"> • 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”

	<ul style="list-style-type: none"> • Critical awareness of current issues associated with second language acquisition.
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 11</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 11</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 11</p> <ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> • 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. 	
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	
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.	
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
	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:

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.

Johnstone, R. (2002). *Immersion in a Second or Additional Language at School: A Review of International Research*. [online] Available via SCILT [last accessed 05/03/2013]

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

Marinova-Todd, S.H., Bradford Marshall, D., Snow, C. E. (2000) Three Misconceptions about Age and L2 Learning, *TESOL Quarterly* vol.34, No 1..

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.

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	CPL
Moderator	M Mullen
External Examiner	H Kuchah
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Essay (60%)

Assessment 2 – Presentation (40%)

(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)

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

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

Combined Total for All Components	100%	0.5 hours
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Change Control:

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)