

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Multilingualism in Society			
Code: LING09012 CRN: 24537	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	K Highet		
Summary of Module			
<p>Multilingualism is an everyday aspect of life across the globe, but one that often remains misunderstood, marginalised, or subject to suspicion. This module introduces students to social perspectives of multilingualism taking into account various levels: individual, societal and educational. Through this social approach, students will explore a range of multilingual phenomena, including: language repertoires, multilingual social and educational policies, language ideologies, linguistic landscapes, migration and globalisation. Students will be encouraged to critically evaluate and analyse dominant narratives surrounding multilingualism and migration in Scotland and the UK as well as other global contexts that they are familiar with. They will also explore the inherently multilingual nature of their local and global contexts, in both online and offline settings, using a range of critical tools of analysis associated with sociolinguistic perspectives on multilingualism. In addition, students will be encouraged to critically reflect on their own multilingual practices as well as those of the wider world around them. This enhanced sensibility to multilingualism will further support students in the development of their language skills as well as fostering a nuanced understanding of and appreciation for their own linguistic repertoires.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input 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:
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L1	Understand key principles of a social approach to societal, individual and educational multilingualism from a global perspective
L2	Identify and critically analyse social and political issues related to multilingualism in the surrounding world
L3	Effectively communicate ideas and analysis through oral presentation, in accordance with a rubric
L4	Effectively communicate ideas and analysis through a written task, in accordance with a rubric

Employability Skills and Personal Development Planning (PDP) Skills
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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 9 Developing a critical understanding of social approaches to multilingualism in order to participate in discussion and debate and inform written production on the topic of language in society. Displaying ability to apply key theoretical concepts to explain the multilingual world around them
Practice: Applied Knowledge and Understanding	SCQF Level 9 Applying knowledge of a social approach to multilingualism to language phenomena in local and global contexts.
Generic Cognitive skills	SCQF Level 9 Demonstrating critical reflection on issues of individual, societal and educational multilingualism.

Communication, ICT and Numeracy Skills	SCQF Level 9 Making effective and consistent use of the library resources, electronic media, VLE to inform and organise studying and using IT applications to present documents in an appropriate form. Displaying confident and accurate oral presentation skills in accordance with a rubric.	
Autonomy, Accountability and Working with others	SCQF Level 9 Demonstrating effective study techniques and organisational skills to develop knowledge and complete projects within deadlines. Working cooperatively and accountably with other learners inside and outside class, with an awareness of multilingual and multicultural communication.	
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
	Hours Total 200

The learning hours follow a workshop format comprised of interactive activities, peer discussions, flipped classroom activities and lectures

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

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Holmes, J. & Wilson, N. (2022). *An Introduction to Sociolinguistics*. Sixth Edition. London: Routledge

Horner, K., & Weber, J. (2018). *Introducing Multilingualism: A Social Approach*. Second Edition. London: Routledge

(*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 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

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](#).

This module forms part of the BA English Language degree. The cohort is a diverse, international group with various language repertoires. Students will be encouraged to share and respectfully respond to their various experiences of multilingualism, relating this to critical discussions of social issues where appropriate. Equality and diversity are key tenets of the social approach adopted through the module.

(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	Languages
Moderator	Luke Holmes
External Examiner	V McDonagh – current BA ESL EE (will be confirmed once module approved)
Accreditation Details	None
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).</p> <p>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</p> <p>Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 – Coursework (written assignment) (60%).
Assessment 2 – Oral Presentation (40%).
<p>(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.</p> <p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Coursework (written assignment)	X	X		X	60	

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

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)