Module Descriptor

Title	Multilingualism in Society		
Session	2025/26	**Status**	
Code	LING09015	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	K Highet		

Summary of Module

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.

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

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	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	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 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 9 Applying knowledge of a social approach to multilingualism to language phenomena in local and global contexts. .
Generic Cognitive skills	SCQF 9 Demonstrating critical reflection on issues of individual, societal and educational multilingualism.
Communication, ICT and Numeracy Skills	SCQF 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 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

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.

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
TOTAL	200

Indicative Resources
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 Students will be provided with further materials via the VLE.
(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 the diversity of the English language, relating this to critical discussions of historical and social issues where appropriate. Equality and diversity are key tenets of the sociolinguistic perspective 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
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	Languages
Moderator	L Holmes
External Examiner	V McDonagh
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (40%)
Assessment 2
Coursework (written assignment) (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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☐		40	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework	☒	☒	☐	☒		60	0

Combined total for all components	100%	hours

Change Control

What	When	Who
Transfer to new Template	Oct 24	K Highet