University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Language Contact and Bilingualism				
Module Code	UPNQ9Q-30-3		Level	3	Version	1
Owning Faculty	Arts		Field	Linguistics		
Contributes towards	BA (Hons) English and English Language BA (Hons) English Language and Linguistics				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UPNQ9T-30-3		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	
CAP Approval Date	26th March 2013				

Part 2: Learning and Teaching	
Learning Outcomes	On completion of the module students are expected to demonstrate: • an understanding of approaches to bilingualism and language contact (component B) • an understanding of borrowing and code-switching (component B) • an understanding of the sociolinguistic aspects of bilingualism (component B) • an understanding of different forms of bilingualism in Bristol (component A) • an understanding of the methods used to study bilingualism and language contact (component A and B) • the skill to carry out a small-scale study and to analyse and evaluate the findings (component B) • the skill to critically evaluate issues of language contact and bilingualism (component A) Learning outcomes of those parts of the module that are taught in TB1 will be assessed in component B, and the remaining learning outcomes will be assessed in an exam at the end of TB2.

Syllabus Outline	**Language contact and bilingualism**
	• Definitions of Bilingualism
	• Definitions of Language contact
	• Bilingualism in relation to cognition, education, first language acquisition and second language acquisition
	• Interference and transfer
	• Borrowing and code-switching
	• Sociolinguistic aspects of language contact and bilingualism: attitudes, domains, proficiency, identity, etc.
	The other languages of Bristol
	• Introduction to the structures of a number of languages spoken in Bristol
	• Contact phenomena in English and the other languages: code-switching & borrowing
	• Types and level of bilingualism of different groups
	• Domains of language use within and between the communities
	• Linguistic identity, language attitudes and integration within and between the communities
	Examples are in English as well as in other languages. Nevertheless, it is not necessary to be proficient in the languages.
Contact Hours	72 contact hours allocated as follows: Lecture time – 24 hours per person Seminar time – 24 hours per person Workshop time – 24 hours group work
Teaching and Learning Methods	This module will be taught through a combination of lectures and seminars. Lectures will provide the overall framework while seminars will provide the forum for discussion of issues touched upon in the lectures. In TB1 the students will each carry out a small-scale study on an aspect of the languages of Bristol. In TB2 the results and evaluations of these studies will be part of the curriculum for all students on the module.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

	Written Exam: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: <table><tr><td>Total assessment of the module:</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Written exam assessment percentage</td><td></td><td>60%</td><td></td></tr><tr><td>Coursework assessment percentage</td><td></td><td>40%</td><td></td></tr><tr><td>Practical exam assessment percentage</td><td></td><td>0%</td><td></td></tr><tr><td></td><td></td><td>100%</td><td></td></tr></table>
Reading Strategy	The module handbook will make clear which readings are essential each week, and a range of further readings will be listed, week by week, against each topic covered, and students will be encouraged to use these to supplement essential readings. A select bibliography will offer guidance on a range of additional materials. Guidelines on how to use and resource readings will be provided in the module handbook, in lectures, seminars, workshops and tutorials. Links to further readings available online (including those available through e-journals), and to research and learning resources will be built in to the UWE Blackboard provision. All listed texts will be held on appropriate loan terms in the library, or will be accessible via the library's e-journal subscriptions. Given the extent of literature in this field, students will be specifically encouraged to research beyond the listings in the module handbook, and will be given the appropriate guidance in lectures, seminars and tutorials. Assessments are specifically designed to enable students to exploit the full potential of the library holdings and to develop their ability to research resources effectively.
Indicative Reading List	Baker, Colin (2000) *The care and education of young bilinguals an introduction for professionals*. Clevedon: Multilingual Matters. Baker, Colin & Sylvia Prys Jones (1998) *Encyclopedia of bilingualism and bilingual education*. Clevedon : Multilingual Matters Bhatia, Tej K. and William C. Ritchie (eds.) *Handbook of Bilingualism*. Oxford: Blackwell. Bialystok, Ellen (2001) *Bilingualism in development*. Cambridge: CUP . Döpke, Susanne (2000) *Cross-linguistic structures in simultaneous bilingualism*. Amsterdam : John Benjamins Groot, Annette & Judith F. Kroll (eds.) (1997) *Tutorials in bilingualism : psycholinguistic perspectives*. Mahwah, N.J. : Lawrence Erlbaum, 1997 Lanza, Elizabeth (1997) *Language mixing in infant bilingualism : a sociolinguistic perspective*. Oxford : Oxford University Press, 1997 Muysken, Pieter (2000) *Bilingual Speech: a typology of code-mixing*. CUP Romaine, Suzanne (1995) *Bilingualism* (2nd edition). Blackwell. Wei, Li (2007) *The bilingualism reader* (2nd edition). Routledge. **Textbook:** Winford, Donald (2003) An introduction to contact linguistics Oxford: Blackwell. **Journals:**

	Bilingualism: Language and Cognition International Journal of Bilingualism

Part 3: Assessment

Assessment Strategy	• In the first teaching block, students prepare a piece of coursework of approx. 3000 words (component B), based on an empirical study • The second teaching block is followed by a 3-hour exam (component A) in three parts, short answer questions (A), analysis of language contact and bilingualism data (B) and practical evaluation of a situation of language contact and bilingualism (C). • There is ample opportunity for formative assessment throughout the year, including feedback on the empirical studies in TB1 and feedback on specific aspects of exam preparation (such as the analysis of data or the practical application of findings) in TB2 • Assessment criteria used for each component and if appropriate each element in assessment strategy. This should be aligned with learning outcomes. • Implications, if any, of assessment vehicle for collaborations or different modes of attendance.

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**60%**	**40%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
A three-hour written examination	100%
Component B **Description of each element**	**Element weighting** (as % of component)
One essay (of approx. 3000 words)	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
A three-hour written examination	100%
Component B **Description of each element**	**Element weighting** (as % of component)
One essay (of approx. 3000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.