



Module Specification

Languages in the Mind

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Part 1: Information

Module title: Languages in the Mind

Module code: UPNQ9Q-30-3

Level: Level 6

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Creative & Cultural Industries

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Linguistics

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will introduce the students to bilingualism and links it to (a) cognitive organisation and language processing as well as (b) acquisition aspects of language study.

Features: Not applicable

Educational aims: In this module the students will examine:

If/how bilingual speakers' minds differ from monolingual speaker's minds;

How more than one language is learned over an individual's lifetime (childhood vs. adolescence vs. adulthood);

What the typical characteristics are of a bilingual speakers' language;

How speaking a given language or languages affects the way you perceive the world and the way you process linguistic and non-linguistic information. As an example, are speakers of some languages better at remembering details from photos because of the characteristics of the language(s) they speak?

Outline syllabus: The module is likely to include the following topics:

TB1

L1: Intro, Key concepts:

Early/late/sequential bilingual vs. monolingual vs. second language learner

Cognition

Language processing and representations

L2: Languages in contact:

Definitions of language contact in an individual and in society

Languages spoken in the UK and EU

Linguistic identity, language attitudes and integration within and between communities

L3: Reasons for bilingualism and how it is achieved at home:

Parental strategies in bilingual upbringing

L4: Bilingual first language acquisition:

Processes

Representations

Developmental trajectories

L5: Language acquisition after infancy:

Late bilingualism

SLA

Processes, representations and end states

L6: Code switching:

Definition

Examples

Historical viewpoints

Current views

L7: Borrowing and transfer

L8: Workshop on code switching, transfer, borrowing:

As homework, students need to collect instances of two languages being used in one sentence/context. We will analyse those sentences in the session.

We will analyse a relevant video recording

L9: Effects of bilingualism in society a cognitive/processing/sociolinguistic viewpoint:

Contact induced lexical and grammatical changes

At an individual and social level

Sociolinguistic and psycholinguistic reasons

L10: Tutorials for 3000-word essays

L11: Interview of Finnish university students and analysis of interaction by using CHAT and CLAN:

Skype conversation with Laurea University students

L12: True or False - Recap and revision

TB2

L1: Intro to TB2, Languages and the worldview:

Cognitive psychology - conceptualizations

Cognitive linguistics - 'Embodied' language

L2: Linguistic relativity I:

Definition

Historical background

L3: Linguistic relativity II:

Colour

Time

Gender

L4: Linguistic relativity and bilingualism:

Colour

Time

L5: Does individual bilingualism affect a speaker's attitudes and the stereotypes they might have?:

Linguistic stereotypes

Stereotypes attached to different nationalities

Gender stereotypes

L6: Experimental session on Linguistic relativity:

Students will be shown some experimental methods relevant to linguistic relativity

They will then conduct some of their own testing

L7: Cognitive benefits of bilingualism:

Metalinguistic abilities

Ability to inhibit interference (linguistic and otherwise)

Divergent thinking

Effects on the aging brain

L8: Are there any cognitive/linguistic disadvantages in being bilingual?:

Language attrition

Vocabulary size

Lexical processing

L9: Bilingual language representations and language disorders in bilingual speakers:

Language representations in mono and bilingual speakers

What the challenges are

What is the clinical intervention

Case studies

L10: Bilingual education:

Attitudes

Punishment vs. support

Interview of educators/parents

L11: Revision for the exam

L12: Q and A, revision

In the seminars the students are likely to:

TB1:

Learn how to use CLAN and CHAT software for transcription and ease of lexical and grammatical data analysis, that might be useful for the 3000-word essay

Engage in reading-group style discussions about relevant and important journal articles on the topics covered

Get instructions and help with their 3000-word essay plan and execution

TB2:

Engage in exercises, discussions, data analyses, experimental tests and

demonstrations

Take part in topic related quizzes

Engage in reading-group style discussions about relevant and important journal articles on the topics covered

Get instruction and help as to how to tackle the exam questions

Part 3: Teaching and learning methods

Teaching and learning methods: During lectorials and seminars the methods of teaching and learning include (but are not restricted to):

Group discussions

Data analyses

Experimental tests demonstrations and practice

Quizzes

Student-led hypothesis about potential situations, outcomes or effects

Tutor-led activities

Module Learning outcomes:

MO1 An understanding of approaches to bilingualism and cognitive processes underlying language in mono and bilingual speakers

MO2 An understanding of code-switching, transfer and borrowing

MO3 An understanding of linguistic relativity and related topics in mono and bilingual speakers

MO4 An understanding of different forms of bilingualism

MO5 An understanding of the methods used to study bilingualism

MO6 The skill to critically evaluate issues of bilingualism and cognition

MO7 Ability to use CHAT and CLAN for transcription and data analyses

MO8 The skill to carry out a small-scale study and to analyse and evaluate the findings

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/upnq9g-30-3.html) via the following link <https://uwe.rl.talis.com/modules/upnq9g-30-3.html>

Part 4: Assessment

Assessment strategy: Clearly setting out how the assessment will enable the student to achieve the learning outcomes of the module:

The module consists of two types of assessment (a) to reflect the learning outcomes of the module fully and (b) to acknowledge that students can be different types of learners/test takers.

Component A (face-to-face oral viva) was selected to give the students an opportunity not only to demonstrate their knowledge in the topics covered in the module but also to defend and explain their responses during the assessment. In doing this, the students can focus on the application of their knowledge and reflect on different viewpoints, rather than focusing on a single correct answer (which is rare in the module topics).

Component B enables the students to apply their learned knowledge by collecting

their own data or using existing data online, analysing it, linking their data to the literature in the field and present their project in a written form. In order to successfully complete their project essay, the students need to acquire knowledge of several topics within the module and in most cases have the ability to use CLAN/CHAT analysis software. This assessment thus tests a wider understanding of the knowledge acquired in the module.

How plagiarism will be designed out:

Component A is tested in controlled conditions (face-to-face oral viva).

Component B is a 3000-word essay based on the students' individual projects, often using CLAN/CHAT for their analyses. Given that the essays consists of each student collecting their own data and/or analysing a different sent of data available on line, plagiarism is unlikely.

Learning outcomes of those parts of the module that are taught in TB1 will be assessed in component B (3000-word essay); the learning outcomes of the whole module will be assessed in component A (oral exam) at the end of TB2.

Assessment components:

Presentation - Component A (First Sit)

Description: A 30 minute oral examination

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Written Assignment - Component B (First Sit)

Description: One essay (of approx. 3000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5, MO6, MO7, MO8

Presentation - Component A (Resit)

Description: A 30 minute oral examination

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Written Assignment - Component B (Resit)

Description: One essay (approx. 3000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5, MO6, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study:

English Language and Linguistics [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20

English Language and Literature [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20

English Language and Literature {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)
2018-19

English Language and Linguistics [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19

English Language and Linguistics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)
2018-19

English and English Language [Sep][SW][Frenchay][4yrs] - Not Running BA (Hons)
2018-19

English Language and Literature [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19

English and English Language {Foundation} [Sep][FT][Frenchay][4yrs] - Not Running
BA (Hons) 2018-19