MODULE SPECIFICATION

Part 1: Information			
Module Title	The Sociolinguistics of Language Contact		
Module Code	UPNQ9Q-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	Linguistics
Department	ACI		
Contributes towards	BA (Hons) English Language and Linguistics (Optional) BA (Hons) English Language and English (Optional)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	If offered as CPD or stand alone		

Part 2: Description
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. 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? 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 The module is likely to include the following topics

TB1
L1: Intro, Key concepts
- o Early/late/sequential bilingual vs. monolingual vs. second language learner
- o Cognition
- o Language processing and representations

L2: Languages in contact
- o Definitions of language contact in an individual and in society
- o Languages spoken in the UK and EU
- o Linguistic identity, language attitudes and integration within and between communities

L3: Reasons for bilingualism and how it is achieved at home
- o Parental strategies in bilingual upbringing

L4: Bilingual first language acquisition
- o Processes
- o Representations
- o Developmental trajectories

L5: Language acquisition after infancy
- o Late bilingualism
- o SLA
- o Processes, representations and end states

L6: Code switching
- o Definition
- o Examples
- o Historical viewpoints
- o Current views

L7: Borrowing and transfer
L8: Workshop on code switching, transfer, borrowing
- o As homework, students need to collect instances of two languages being used in one sentence/context. We will analyse those sentences in the session.
- o We will analyse a relevant video recording

L9: Effects of bilingualism in society a cognitive/processing/sociolinguistic viewpoint
- o contact induced lexical and grammatical changes
- o at an individual and social level
- o sociolinguistic and psycholinguistic reasons

L10: Tutorials for 3000-word essays
L11: Interview of Finnish university students & 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
- o Cognitive psychology - conceptualizations
- o Cognitive linguistics - 'Embodied' language

L2: Linguistic relativity I
- o Definition
- o Historical background

L3: Linguistic relativity II
- o Colour
- o Time
- o Gender

L4: Linguistic relativity and bilingualism
- o Colour
- o Time

L5: Does individual bilingualism affect a speaker's attitudes and the stereotypes they might have?
- o Linguistic stereotypes
- o Stereotypes attached to different nationalities
- o Gender stereotypes

L6: Experimental session on Linguistic relativity
- o Students will be shown some experimental methods relevant to linguistic relativity
- o They will then conduct some of their own testing

L7: Cognitive benefits of bilingualism

- o   Metalinguistic abilities
- o   Ability to inhibit interference (linguistic and otherwise)
- o   Divergent thinking
- o   Effects on the aging brain

L8: Are there any cognitive/linguistic disadvantages in being bilingual?
- o   Language attrition
- o   Vocabulary size
- o   Lexical processing

L9: Bilingual language representations and language disorders in bilingual speakers
- o   Language representations in mono and bilingual speakers
- o   What the challenges are
- o   What is the clinical intervention
- o   Case studies

L10: Bilingual education
- o   Attitudes
- o   Punishment vs. support
- o   Interview of educators/parents

L11: Revision for the exam
L12: Q & 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
- engage in reading-group style discussions about relevant and important journal articles on the topics covered
- get instructions and help with their 3000-word project 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: Assessment: Strategy and Details

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

- The module consists of three different 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 element 1 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 A element 2 was selected to correspond to the practical element of TB1 seminars. This assessment tests the students' ability to use a computer program and thus, to avoid collaboration, it is necessary to test their knowledge in a controlled condition.
- Component B enables the students to apply their learned knowledge by collecting their own data, 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 projects have the ability to use CLAN/CHAT. This assessment thus tests a wider understanding of the knowledge acquired in the module.

How plagiarism will be designed out
- Two of the assessment components (A element 1 and 2) are tested in controlled conditions.

- Component B is a 3000-word essay based on the students' individual projects. Given that the project consists of each student collecting their own data and analysing it, plagiarism is unlikely.

Identify final timetabled piece of assessment (component and element)	Component A1	
	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)
1. A 30-minute oral examination	80%
2. A 1-hour unseen CLAN/CHAT practical exam	20%
Component B **Description of each element**	**Element weighting** (as % of component)
1. One essay (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)
1. A 3-hour written examination	**100%**
Component B **Description of each element**	**Element weighting** (as % of component)
1. One essay (approx. 3000 words)	**100%**

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On completion of the module students are expected to demonstrate: o an understanding of approaches to bilingualism and cognitive processes underlying language in mono and bilingual speakers (component A and B) o an understanding of code-switching, transfer and borrowing (component A and B) o an understanding of linguistic relativity and related topics in mono and bilingual speakers (component A) o an understanding of different forms of bilingualism (component A) o an understanding of the methods used to study bilingualism (component A and B) o the skill to critically evaluate issues of bilingualism and cognition (component A and B) o Ability to use CHAT and CLAN for transcription and data analyses (component A and B) o the skill to carry out a small-scale study and to analyse and evaluate the findings (component B)

	Learning outcomes of those parts of the module that are taught in TB1 will be assessed in component B (a 3000-word essay) and component A element 2 (a 1-hour CLAN/CHAT practical exam) and the learning outcomes of the whole module will be assessed in component A element 1 (an oral exam) at the end of TB2.
Key Information Sets Information (KIS)	**Key Information Set - Module data** *Number of credits for this module* 30

<table>
<tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr>
<tr><td>0</td><td>72</td><td>228</td><td>0</td><td>**300**</td></tr>
</table>

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a; **Oral Exam**: Seen oral exam **Coursework**: 3000-word project essay **Practical Exam**: CLAN/CHAT test Total assessment of the module:

Oral exam assessment percentage	48%
Coursework assessment percentage	40%
Practical exam assessment percentage	12%
	100%

Total Assessment	
Reading List	Indicative reading list: https://uwe.rl.talis.com/lti/launch

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First CAP Approval Date	26th March 2013			
Revision ASQC Approval Date		Version	*3*	*Link to RIA 12588*