



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Language Acquisition				
Module Code	UPNQ4P-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Linguistics		
Contributes towards	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	n/a		Module Entry requirements	n/a	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	26/03/2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge of the key concepts of language acquisition, including first language acquisition, second language acquisition, as well as principles of language teaching and learning (Components A and B);</li> <li>• understanding of how these concepts and techniques can be applied in practical tasks, such as the teaching of languages (Components A and B);</li> <li>• ability to use what has been learnt in practical tasks, involving first and second language learners (Components A and B);</li> <li>• ability to critically evaluate theories of language development (Components A and B);</li> <li>• effective and fluent communication (Component B);</li> <li>• independent working, demonstrating initiative, self-organisation and time management (Component B).</li> </ul> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• understanding of the ethical considerations of collecting data;</li> <li>• ability to work as a member of a group;</li> <li>• understanding of how the skills learnt in this module can lead to future employment.</li> </ul>
Syllabus Outline	<p>Teaching Block 1: First language acquisition</p> <ul style="list-style-type: none"> <li>• Human language and animal communication</li> </ul>

	<ul style="list-style-type: none"> <li>• Theories of first language acquisition</li> <li>• Development of lexicon and grammar in L1 acquisition</li> <li>• Input and interaction in L1 acquisition</li> <li>• Acquisition of sign language</li> <li>• Bilingual first language acquisition</li> <li>• Practical approaches to L1 acquisition ('work with L1 acquisition')</li> </ul> <p>Teaching Block 2: Second language acquisition</p> <ul style="list-style-type: none"> <li>• Approaches to L2 acquisition</li> <li>• The 'critical period' hypothesis</li> <li>• Development of lexicon and grammar in L2 acquisition</li> <li>• Input and interaction in L2 acquisition</li> <li>• Other factors affecting L2 acquisition</li> <li>• Teaching methodologies</li> <li>• Practical approaches to L2 acquisition (language learning)</li> </ul>
Contact Hours	<p>72 contact hours allocated as follows:</p> <p>Weekly lecture, workshop and seminar per week. Workshop and seminar time may involve as appropriate:</p> <ul style="list-style-type: none"> <li>• In-class discussions</li> <li>• Exercises</li> <li>• Group work</li> <li>• Virtual sessions</li> <li>• Question and answer sessions</li> </ul> <p>In addition, students will have the following scheduled activity:</p> <ul style="list-style-type: none"> <li>• Support through the PAL (Peer Assisted Learning Programme) at UWE</li> </ul> <p>and the following unscheduled activity:</p> <ul style="list-style-type: none"> <li>• Field work and work-based learning</li> <li>• Feedforward and feedback through personal tutorials through their subject tutor and Academic Personal Tutor.</li> </ul>
Teaching and Learning Methods	<p><b>Scheduled learning</b></p> <p>Weekly lectures will present information and outline current debates in the field, and may also be used interactively depending on the content being delivered. Seminars will provide an environment for students to broaden their grasp of these areas through interrogation, analysis and both independent and collaborative work. The workshop space will be used flexibly depending on content being covered and perceived student need and may include any of the learning opportunities outlined in the above section.</p> <p><b>Independent learning</b></p> <p>This will include hours engaged with essential reading and exercises in preparation for seminars and assessed work. Independent work will also be oriented towards assignment preparation and completion and where necessary towards material assessed by an unseen exam.</p>
Key Information Sets Information	<p>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.</p>

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				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:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy

**Essential Reading**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module handbooks will also reflect the range of reading to be carried out.

**Further Reading**

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.

**Access and Skills**

Support in accessing library resources is available through the library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Further training in using the library is offered by the library team.

**Careers Resources**

Support is available from the Careers Service on how to use the careers resources. Students will be made aware of these facilities, and encouraged to explore them, at points in the module where it appears relevant.

Indicative Reading List

The following is an indicative reading list for validation purposes. More current advice on reading is provided in the module handbook each year and in other more frequently updated sources.

Clark, E.V. (2009) *First Language Acquisition*. Cambridge: C.U.P.

Gass, S. and A. Mackey (2012) *The Routledge Handbook of Second Language Acquisition*. Abingdon: Routledge.

Harmer, J. (2007) *The Practice of English Language Teaching*. 4<sup>th</sup>. edition.

Larsen-Freeman, D. and M. Anderson (2011) *Techniques and Principles in Language Teaching*. 3<sup>rd</sup>. edition. Oxford: Oxford University Press.  
(Title is self-explanatory) In Bolland library 418.0071 LIN.

Lightbown, P. and N. Spada (2006) *How Languages are Learned*.  
(Good on individual differences in language learning). In Bolland library.

Lindstromberg, S. (ed.) (2004) *Language Activities for Teenagers*. Cambridge: Cambridge University Press.

Peccei, J.S. (1999) *Child Language*. Abingdon: Routledge.

Peccei, J.S. (2006) *Child Language. A Resource Book for Students*. Abingdon: Routledge.

Saville-Troike, M. (2012) *Introducing Second Language Acquisition*. 2<sup>nd</sup>. Edition. Cambridge: Cambridge University Press.

Saxton, M. (2010) *Child Language: Acquisition and Development*. London: Sage.

Smith, C. and S. Teasdale (2003) *Let's sign – early years : BSL building blocks child and carer guide*. Stockton-on-Tees: Co-sign Communications.

Woodward, T. (2001) *Planning lessons and Courses. Designing sequences of work for the language classroom*. Cambridge: Cambridge University Press.

### Part 3: Assessment

Assessment Strategy	<p>In the first teaching block, students first learn about the background of first language acquisition, and are then given a range of practical and academic tasks, from which they choose one to work on. Such tasks could include developing language programmes for a nursery, developing language-related films for children, or studying the first language acquisition of particular children in closer detail. These tasks will be specified clearly in the module handbooks each year. Once students have carried out their task, they write a report of 2000 words, relating their work back to the theories of first language acquisition studied in the module. The report is to be handed in as coursework at the end of TB1.</p> <p>In the second teaching block, students will learn about the theoretical and practical implications of second language acquisition. In the practical part of the module, they will prepare a short report on practical aspects of language learning, for which they will be offered formative feedback. This is in preparation for a similar task in the final exam.</p> <p>A two-hour exam will take place in the examination period at the end of TB2. Questions will include the students' evaluation of the practical task on language learning carried out throughout the term (see above). Furthermore, students will be able to demonstrate their knowledge, understanding and critical analytical skills relating to second language acquisition, and their ability to apply their knowledge to real-world problems.</p>
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Identify final assessment component and element	<b>Component A1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A two-hour exam in controlled conditions (TB2)	100%	

<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. A report of 2000 words based on a practical task (TB1)	100%

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. A two-hour exam in controlled conditions (TB2)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. A report of 2000 words based on a practical task	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.