



Module Specification

Language Acquisition

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Part 1: Information

Module title: Language Acquisition

Module code: UPNQ4P-30-2

Level: Level 5

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: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

In addition to the Learning Outcomes, the educational experience may explore,

develop, and practise but not formally discretely assess the following:

An understanding of the ethical considerations of collecting data

The ability to work as a member of a group

An understanding of how the skills learnt in this module can lead to future employment

Outline syllabus: Teaching Block 1: First language acquisition

Human language and animal communication

Theories of first language acquisition

Development of lexicon and grammar in L1 acquisition

Input and interaction in L1 acquisition

Acquisition of sign language

Bilingual first language acquisition

Practical approaches to L1 acquisition ('work with L1 acquisition')

Teaching Block 2: Second language acquisition

Approaches to L2 acquisition

The 'critical period' hypothesis

Development of lexicon and grammar in L2 acquisition

Input and interaction in L2 acquisition

Other factors affecting L2 acquisition

Teaching methodologies

Practical approaches to L2 acquisition (language learning)

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning

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.

Independent learning 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.

72 contact hours allocated as follows:

Weekly lecture, workshop and seminar per week. Workshop and seminar time may involve as appropriate:

In-class discussions

Exercises

Group work

Virtual sessions

Question and answer sessions

8 additional scheduled teaching hours including:

Field work and work-based learning

Feedforward and feedback through personal tutorial times

Support through the PAL (Peer Assisted Learning Programme) at UWE

Module Learning outcomes:

MO1 Demonstrate knowledge of the key concepts of language acquisition, including first language acquisition, second language acquisition, as well as principles of language teaching and learning

MO2 Demonstrate an understanding of how these concepts and techniques can be applied in practical tasks, such as the teaching of languages

MO3 Ability to use what has been learnt in practical tasks, involving first and second language learners

MO4 Ability to critically evaluate theories of language development

MO5 Communicate effectively and fluently

MO6 Work independently, demonstrating initiative, self-organisation and time management

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 220 hours

Face-to-face learning = 80 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/upnq4p-30-2.html) via the following link <https://uwe.rl.talis.com/modules/upnq4p-30-2.html>

Part 4: Assessment

Assessment strategy: 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 an essay 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.

In the second teaching block, students will learn about the theoretical and practical implications of second language acquisition. This will be guided by teaching and assessed through the iterative creation of a portfolio of tasks throughout the

semester, in which students will be encouraged to identify and analyse aspects, such as the psychological systems in place for learning a second language and difficulties that would be expected to be encountered. This gives students the chance 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.

Assessment components:**Portfolio - Component A (First Sit)**

Description: A portfolio of tasks to be completed during (TB2)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment - Component B (First Sit)

Description: Essay of 2000 words based on a practical or theoretical task (TB1)

Weighting: 50 %

Final assessment: No

Group work: No

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

Portfolio - Component A (Resit)

Description: A portfolio of tasks to be completed during TB2

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Written Assignment - Component B (Resit)

Description: Essay of 2000 words based on a practical or theoretical task (TB1)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

English Language and Linguistics [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

English Language and Linguistics [Sep][FT][Frenchay][3yrs] BA (Hons) 2020-21

English Language and Linguistics {Foundation} [Sep][SW][Frenchay][5yrs] BA
(Hons) 2019-20

English Language and Linguistics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)
2019-20

English Language and Linguistics [Sep][PT][Frenchay][6yrs] BA (Hons) 2018-19