



## **Module Specification**

### **Emerging Languages and Identities**

Version: 2025-26, v4.0, Approved

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## Part 1: Information

**Module title:** Emerging Languages and Identities

**Module code:** UTTGUH-30-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** School for Higher and Professional Education

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**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 students to theoretical perspectives and research studies examining the development of communication, languages and identities from pre-conception onwards. This includes the dynamic processes by which children's identities develop through close relationships with others including peers, siblings, and adult carers.

Students will cover aspects of languages and identities as reflected in theories, policies and practices in a range of contexts both global and local.

**Features:** Not applicable

**Educational aims:** This module will introduce students to theoretical perspectives and research studies examining the development of communication, languages and identities from pre-conception onwards. This includes the dynamic processes by which children's identities develop through close relationships with others including peers, siblings, and adult carers.

**Outline syllabus:** Students will cover aspects of languages and identities as reflected in theories, policies and practices in a range of contexts both global and local.

Content will include a range of sociological, psychological learning theory sociocultural contexts and affordances identity development research with children and babies attachment and attunement multilingualism a consideration of Early Years practice.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Teaching and learning methods have been devised to help students to meet the learning outcomes.

The Early Childhood programme views teaching and learning as an active and collaborative process and highly values the student voice as central to this. Teaching sessions will include a range of activities such as lectures, group discussions, small group projects, reading analysis and design and production. Students who attend regularly and engage in the required reading and activities, both in the sessions and independently, will develop a deeper understanding of the module topics and debates.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically engage with a range of theories of languages and identity development.

**MO2** Demonstrate critical understanding of the social processes and contextual factors affecting the development of identities.

**MO3** Demonstrate awareness of processes of language development in multilingual environments and implications for practice.

**MO4** Evaluate the significance of relationships for the development of languages and identities with reference to relevant theories such as attunement, attachment, intersubjectivity, socio-cultural theory.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

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

## **Part 4: Assessment**

**Assessment strategy:** Group Presentation (5 mins per person + 2 mins for questions)

Essay (3750 words)

In both assessment tasks students are asked to define an issue or question of relevance to young children's developing languages and identities which can be explored using theories and ideas encountered in the module. Students are also encouraged to reflect on their own practice.

Presentation is an important professional skill and a group presentation provides opportunities for collaboration and joint reflection and builds on skills developed in previous modules.

Student work in assessment task 1 can be used as part of the development of their work in assessment task 2. Verbal and written feedback on the presentation constitutes formative assessment. Discussions in seminars and tutorials also provide ongoing formative assessment on students' developing ideas.

The written task is based around a case study to ensure students are making clear links between theory and practice and developing skills for future employability.

**Assessment tasks:****Presentation (First Sit)**

Description: Presentation (usually in groups of 2-3). Can choose from a range of titles about children's identity, or negotiate their own (Identity focus)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO4

**Written Assignment (First Sit)**

Description: An essay (3750 words) in relation to language development linked to a case study

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

**Presentation (Resit)**

Description: Presentation (usually in groups of 2-3). Can choose from a range of titles about children's identity, or negotiate their own (Identity focus)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Written Assignment (Resit)**

Description: An essay (3750 words) in relation to language development linked to a case study

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Early Childhood [Frenchay] BA (Hons) 2023-24

Early Childhood {EYTS} [Frenchay] - Withdrawn BA (Hons) 2023-24

Early Childhood [SHAPE] BA (Hons) 2025-26

Early Years Education {Top Up} [Frenchay] BA (Hons) 2025-26

Early Childhood {Foundation}[Frenchay] BA (Hons) 2022-23

Early Childhood [Villa] - Withdrawn BA (Hons) 2023-24