**Module Specification**

# Emerging Languages and Identities

Version: 2023-24, v3.0, 19 Apr 2023

**Contents**

# Part 1: Information

**Module title:** Emerging Languages and Identities

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

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

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

**Delivery locations:** Not in use for Modules

**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:** Not applicable

**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.

# 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.

**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

Total = 300

**Reading list:** The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

## Part 4: Assessment

**Assessment strategy:** 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.

In the group presentations students will normally be allocated a group mark. Where evidence of differential understanding is apparent separate marks within the same group may be allocated.

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.

**Assessment components:**

**Presentation** (First Sit)

Description: Presentation (usually in groups of 2-3)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

**Written Assignment** (First Sit)

Description: Essay

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Presentation** (Resit)

Description: Presentation (usually in groups of 2-3)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Written Assignment** (Resit)

Description: Essay

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood {EYTS} [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Early Childhood [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Early Childhood [Sep][FT][Villa][3yrs] BA (Hons) 2021-22

Studies in Education [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Early Childhood {Foundation}[Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21