1. **Title of the module**

LING5440 (LL544) – First Language Acquisition

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate their understanding of core concepts in linguistic theory, the fundamentals of empirical enquiry and be able to distinguish key theories that have approached the logical problem of language acquisition;

8.2 Recognise the milestones that characterise typical patterns of language acquisition and be able to link these to standard measures of linguistic stages;

8.3 Evaluate the role of environmental, cognitive and linguistic factors in language acquisition, and the relations between them;

8.4 Develop lines of argument and make informed judgements, which support/contest theories, on the basis of empirical evidence that they will have considered throughout the course;

8.5 Demonstrate an understanding of how to assess the extent to which a child’s language is age- and stage- appropriate.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate written and spoken fluency developed through essays and group discussions;

9.2 Demonstrate communicative development furthered by pair work (where each student might need to defend a particular theory of language acquisition) presentations and general contributions in lectures and seminars;

9.2 Demonstrate time management skills honed through weekly preparatory reading and informal data analyses during the term;

9.3 Demonstrate a refined capacity for critical thought and the ability to express these thoughts accurately to others.

1. **A synopsis of the curriculum**

This course will start by examining the topic of language acquisition, demarcating the domains for linguistic inquiry. It will challenge everyday assumptions about the way in which children acquire language and introduce key theoretical issues, always assessing the validity of each theory on the basis of empirical evidence. The course will examine the biological basis of language and its localisation and lateralisation, using evidence from both typical and atypical populations. It will evaluate the role of input in language acquisition and the extent to which this facilitates linguistic development. All these issues will be set against an understanding of the normal stages of language acquisition, essentially mapping out the linguistic milestones reached by typically developing children to the age of four. An understanding of the interaction between the components involved (phonology, morphology, semantics, rudimentary structure, pragmatics) will provide the empirical backdrop to assess the efficacy of theoretical models introduced. The course will end, having laid the foundations for students to undertake a higher level of research in this area.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aitchison, J (2011). *The Articulate Mammal*. Unwin Hyman

Boysson-Bardies (2000). *How Language Comes to Children*. Bradford Books

Cattell, Ray (2007). *Children’s Language: Consensus and Controversy*. London: Cassell.

Foster-Cohen, S (1999). *An Introduction to Child Language Development*. London, New York: Addison Wesley Longman

Fromkin, V and Rodman, R. (1993). *An Introduction to Language*. Harcourt Brace Jovanovich College Publishers.

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

Pinker, S. (1994). *The Language Instinct*. Penguin.

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* In-Course Test (45 minutes) – 20%
* Presentation (15 minutes) – 20%
* Essay (1,500 words) – 60%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |  |  |  |  |
| Workshop |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| In-Course Test | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Cross-linguistic differences will be emphasised throughout the course so that students can see that language challenges are not language-specific.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/01/17 | Major | September 2017 | 4, 12-14 | No |
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| Revised FSO Jan 2018 |