

- **Summary:**

Please note this is an indicative outline only and sessions may be subject to rearrangement or change

Week 20: Bilingual development

Week 21: Bilingual development continued

Week 22: Second language acquisition; English as an additional language

Week 23: Bi/multilingualism development in sign languages (Kate Rowley)

Week 24: Developmental language disorder DLD (SLI) and bilingualism; Multilingual development

Week 26: Bilingualism in Autism Spectrum Disorders (ASD) and Attention Deficit/Hyperactivity Disorders (ADHD)

Week 27: Code-Switching: How does Bilingual Language Mixing Happen?

Week 28: Language Activation in Bilingualism: Selectivity vs. Non-Selectivity

Week 29: Bilingualism, Theory of Mind, and Executive Function

Week 30: Executive Function: Further Evidence

- **Information for students on other programmes and Affiliate/intercollegiate students:**

If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to pals.lingteachingoffice@ucl.ac.uk.

2. Teaching

- **Teaching methods and tutorial/lab arrangements:**

In-person lectures are presented each week, lasting two hours. They will be recorded via the UCL Lecturecast system and made available on the PLIN0044 Moodle page. Please note that recordings can fail for a number of reasons, but slides will be made available as an absolute minimum.

Weekly tutorial sessions will take place in smaller groups (10-15 people) to give you an opportunity to explore topics in a little more depth and to work together to present and discuss relevant literature.

- **Communication:**

For most queries regarding the content and administration of the module, the best place to get in touch is via the Moodle discussion forum. This will allow others to benefit from the response and ensures that teaching staff can communicate more efficiently with students. For anything more specific or personal to you, contact James Algie by email (j.algie@ucl.ac.uk).

- **Core Texts:**

There is no sole core text, but the following textbooks will help you navigate the course content. For a more detailed list of resources, including relevant journal articles, please refer to the PLIN0044 Moodle page.

- De Houwer, A., & Ortega, L. (Eds.). (2018). *The Cambridge Handbook of Bilingualism*. Cambridge: Cambridge University Press. [Chapters 1, 2, and 10 are particularly relevant to Week 1 and 2, while Chapter 21 is relevant for Week 3]
- Gass, Susan M., Selinker, L., & Plonsky, L. (2013). *Second Language Acquisition : An Introductory Course*. Abingdon: Taylor & Francis Group. [Chapters 7 and 12 may be particularly helpful]
- Saville-Troike, M., & Barto, K. (2016). *Introducing Second Language Acquisition* (3rd ed.). Cambridge: Cambridge University Press. [Particularly relevant to Week 3.]
- Paradis, J., Genesee, F. & Crago, M. B. (2011). *Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning* 2nd Ed. Baltimore: Brookes Publishing. [Chapters 1, 3, 4 and 6 will be particularly relevant in the first half of the course, with chapters 5 and 10 more relevant in the second half]

- **Libraries and other resources:**

Please see the PLIN0044 Moodle for a more detailed reading list.

3. Assessment

- **Level: 6/7 UG/PG**

Mode of Assessment	Weight	Format
Coursework 1	40%	Written assessment, 1500 words.
Coursework 2	60%	Written assessment, 2000 words.

Table 1. Assessment Formats and Weightings

- **Other assessment information:** Submission is via Moodle only.

4. Types of Feedback

Types of feedback students on this module can expect to receive.

4.1 Generic Tutor Feedback

Type of Feedback	Provided
Oral feedback is given to the whole class (e.g. this may be about coursework, an in-class or online task).	Yes
Electronic feedback to the whole group (e.g. see oral feedback above).	Yes
Printed feedback to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	No
Coverage of topics in class which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class).	Yes
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group).	Yes

Table 2. Generic Tutor Feedback

4.2 Automated Feedback

Type of Feedback	Provided
Tests / quizzes within Virtual Learning Environment (VLE). These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	No
Personal Response Systems used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	No

Table 3. Automated Feedback

4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes).	Yes
Oral responses outside class (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	No

Electronic responses to queries from individual students are provided (as above)	Yes
Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	Yes
On-script comments in the body of individual summative coursework	Yes
Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report).	Yes
Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms)	No
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project.	No
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	Yes

Table 4. Specific Targeted Tutor Feedback

4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	No
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	No
Feedback from seminar tutors: Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. poster, Research Project presentations etc)	No
Other feedback from those not teaching module (please give details or delete table row)	Yes

Table 5. Feedback from People other than Module Staff

4.5 Feedback related to examinations

Type of Feedback	Provided
A mock examination is given to help students prepare for the final exam.	No
Marks for the previous year provided online , with a breakdown of marks for individual questions	No

Samples of real student work , such as coursework, exam essays, and projects from previous students on the module.	No
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Table 6. Feedback related to examinations

5. Specific Transferable Skills

Transferable skills students on this module can expect to develop, categorised into skill areas.

5.1 Academic

Type of transferable skill	Provided
Learning Actively – Able to approach learning as an active agent, taking responsibility for the process and outcomes.	Yes
Analysing Data – Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate.	Yes
Thinking Critically – Able to consider claims made against the evidence available and to develop one’s own view systematically	Yes
Using Sources – Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	Yes
Solving Problems – Able to use systematic approaches to overcome difficulties in producing a desired outcome	No
Managing Projects – Able to plan a coordinated set of tasks and enact over time to produce a substantial result	No

Table 7. Academic transferable skills

5.2 Self-Management

Type of transferable skill	Provided
Reflecting on Learning – Able to review dispassionately one’s approaches to learning and the outcomes and progressively improve the process	Yes
Managing Time – Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	Yes
Being Creative/Innovative – Able to generate and apply original approaches to tasks and problems and produce improved outcomes	No
Assessing Oneself – Able to identify one’s own strengths, weaknesses, progress made and action needed to improve effectiveness	Yes

Being Independent – Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	Yes
Managing Resources – Able to allocate and conserve funds and other resources on a day to day basis and to support projects	No

Table 8. Self-management transferable skills

5.3 Communication

Type of transferable skill	Provided
Writing – Able to communicate in textual forms (essay, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	Yes
Listening – Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	Yes
Using Information Technology – Able to use digital technology for managing information and to mediate communication for learning and other purposes	Yes
Presenting – Able to speak to an audience, using visual aids as appropriate and respond to questions	Yes
Communication globally – Able to understand and manage factors affecting communication across cultures, including means of monitoring progress	No
Planning and making decisions – Able to identify steps needed to work towards global and communicate them, including means of monitoring progress	No

Table 9. Communication transferable skills

5.4 Working with others

Type of transferable skill	Provided
Working in teams – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	Yes
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	Yes
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	Yes
Understanding others – Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	Yes
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	Yes
Managing change – Able to adapt to changing circumstance and maintain focus on the group's declared goals	No

Table 10. Working with others transferable skills