Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Child Language Acquisition
2	Module Code:	LING21207
3	Credit Points:	20
4	Duration:	Half-year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	February 2018

8   Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or

modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9   Courses containing the module

Level	Core/Option	Mode	Code	Course Title
5	Option	FT		BA Joint Honours Humanities
5	Option	PT		BA Joint Honours Humanities
5	Option	SW		BA Joint Honours Modern Languages
5	Option	PT		BA Joint Honours Modern Languages
		FT	EURX003	European Exchange (Full year)
		FT	EURX002	European Exchange (Second half year)
		FT	INTX003	International Exchange (Full year)
		FT	INTX002	International Exchange (Second half year)

10   Overview and aims

This module will allow students to investigate the course of language acquisition from birth to the age of four, paying particular attention to the development of phonetics, lexis and grammar. As well as looking at linguistic progression, there will also be the opportunity to focus on fields such as social and pragmatic development and the chance to compare 'normal' development with groups of special populations where children may come across particular problems with language learning.
Some of the topics which will be covered are those of phonological, lexical and morphological development, special populations (such as Down Syndrome and

Autism and 'Wild' children), development of sociolinguistic, pragmatic and discourse abilities and other forms of development such as bilingualism.

Much of child language development is taken for granted and this module will examine how children learn to speak and use language and will consider the controversial debate of 'nature' versus 'nature'.

The aims of this module are:

- To increase students' knowledge of language in terms of: its nature and structure, its use and effects and the social and cultural contexts in which it operates;

- To provide students with theoretical context for issues in linguistic description and analysis;

- To develop in students a critical and informed stance on language-related issues in relation to contemporary debates in language acquisition.

11	**Module content**

A typical syllabus might include elements of the following:

Biology and language development; phonological development; lexical development; acquisition of syntax and morphology; development of sociolinguistics, pragmatics, and discourse; special populations; bilingualism.

12	**Indicative reading**

Hoff, Erika (2005) *Language Development*, 3rd edition. Belmont, CA: Wadsworth.

Fletcher, Paul & MacWhinney, Brian (eds) (1996) *The Handbook of Child Language*. Oxford: Blackwell.

Clark, Eve (2002) *First Language Acquisition*. Cambridge: Cambridge University Press.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Demonstrate understanding of biological/ developmental and linguistic aspects of child language acquisition

- Compare and evaluate linguistic data of child language acquisition

- Demonstrate problem solving in relation to data and theories of child language acquisition

- Demonstrate awareness of theoretical approaches

- Apply your knowledge to new situations

	Skills, qualities and attributes. After studying this module you should be able to:
	- Ability to manage your time effectively
	- Independent learning
	- Ability to assemble relevant information under time pressure
	- An understanding of how understanding child language acquisition influences our knowledge of many other issues related to learning and the brain

14	**Teaching and learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures
	Student-led presentations
	Screenings
	Total contact hours: 35
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	directed reading, research, group work, independent learning
	Total non-contact hours: 165

15	**Assessment methods**
	This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	100%	Exam	2 hours – short answer questions + essay

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Formative feedback is provided during seminar work, workshop tasks, following group and individual presentations, and after the mock exam.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Exam will consist of two sections: a short answer section covering each of the topics in the syllabus; a section giving a choice of essays which allow the students to show independent reading and research on top of the taught elements.

Document management

16	Module Title:	Child Language Acquisition	
17	Module Code:	Ling21207	
18	Subject (JACS) Code:	Q100	
19	Cost Centre:	138	
20	School:	AAH	
21	Academic Team:	EMC	
22	Campus:	Clifton	
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	January 2017	