

Programme Specification

BA (Hons) English Language, Linguistics and TESOL

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Languages and Linguistics
<i>Entry from academic year:</i>	2022-23
<i>in the month(s) of:</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Certificate of Higher Education English Language and Linguistics Diploma of Higher Education English Language and Linguistics BA (Ord) English Language and Linguistics
<i>UCAS code / GTTR / other:</i>	QX31
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	Linguistics 2015
<i>Mode/s of study:</i>	Undergraduate periods of study ¹ for full-time / part-time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	Yes
<i>Study abroad opportunities:</i>	Yes
<i>Placement year opportunity:</i>	Yes

Introduction and special features

The English Language, Linguistics and Teaching English to Speakers of Other Languages (TESOL) programme offers you a unique opportunity to apply linguistic knowledge and related skills to the practical challenge of teaching English as a world language. You will learn how languages are learned and how to set goals in TESOL teaching, discussing different teaching methods and how to motivate English language learners in a range of TESOL contexts. You will study language from a broad range of perspectives, including the way speech is articulated, how language is structured and related to meaning, and how it relates to speakers' intentions and purposes in social interaction.

The programme features a fortnightly Colloquium Series during term time, to which we invite guest lecturers who are working on research of relevance to modules being offered in the current semester, and ask them to prepare their talks for an audience composed primarily of students. This provides you with the opportunity to hear about research issues and methods from specialists, including members of our own team, whose work you will be reading about in class. Another distinctive feature of this programme is the opportunity to apply to take the Cambridge English Certificate in Teaching English to Speakers of Other Languages (CELTA) at no additional cost. This means that, in addition to knowledge about language, the acquisition of English and the use of English in global and multilingual contexts, successful applicants will

¹ The standard period of study will apply unless otherwise stated

also have the opportunity to acquire valuable practical teaching experience and graduate with an internationally recognised teaching qualification. Places will be awarded subject to a successful application and interview process.

Admissions criteria

You must meet the minimum entry requirements which are published on the programme specific webpage.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

Programme aim(s)

The programme aims to:

1. Enable you to become an independent and ethical applied linguist, able to work for social justice in changing global contexts
2. Enable you to be digitally literate and able to communicate professionally, drawing on sound evidence from linguistic theories and applied linguistics practice
3. Provide progressive opportunities for you to develop as a reflective and versatile learner
4. Foster in you a lasting interest and life-long enjoyment in the study of English Language, Linguistics and TESOL
5. Provide you with the qualifications and skills to undertake further academic study and to compete successfully in the international employment market

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 4

- 4.1 Handle, analyse and present data in an ethical way using appropriate digital tools
- 4.2 Recognise and explain socio-cultural, political, psychological, educational and/or historical contexts of language use
- 4.3 Describe and analyse grammatical structures of language using appropriate terminology
- 4.4 Describe and analyse the sounds of English using appropriate terminology
- 4.5 Source and interpret a range of academic literature to effectively communicate, adopting referencing conventions where appropriate

Level 5

- 5.1 Critically analyse and present naturalistic and/or experimental data in an ethical way
- 5.2 Identify and use appropriate theoretical frameworks
- 5.3 Investigate and interpret sociocultural, political, psychological, educational and/or historical contexts of language use
- 5.4 Communicate professionally, evidencing arguments through correctly referenced sources where appropriate
- 5.5 Demonstrate an awareness of professional values

Level 6

- 6.1 Design and carry out an independent research study, presenting and critically analysing data in an ethical way
- 6.2 Use appropriate terminology and theoretical frameworks to describe and explain second language learning and use
- 6.3 Propose and/or critically evaluate language teaching methods in global multilingual contexts
- 6.4 Appropriately adapt language to communicate professionally with a range of audiences both in writing and orally
- 6.5 Construct a convincing argument, evidenced by critical engagement with appropriate sources
- 6.6 Demonstrate professional and transferable skills

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
LAL4013M	4	1	Introduction to Language and Linguistics	20	C	X
LAL4015M	4	1	Key Concepts for TESOL	20	C	X
LAL4002M	4	1	Semantics and Pragmatics ²	20	C	X
LAL4004M	4	2	Descriptive Grammar of English	20	C	X
LAL4006M	4	2	Multilingualism	20	C	X
LAB4015M	4	2	British Sign Language	20	O	X
LAL4005M	4	2	Phonetics	20	O	X
LAL5023M	5	1	TESOL Theories and Methods	20	C	X
LAL5006M	5	1	Analysing Texts	20	O	X
LAL5002M	5	1	Applied Phonetics and Phonology	20	O	X
LAL5005M	5	1	Language, Gender and Sexuality	20	O	X
LAL5003M	5	1	World Englishes	20	O	X
LAL5007M	5	2	Language at Work	20	C	X
LAL5012M	5	2	Forensic Linguistics	20	O	X
LAL5008M	5	2	Language and Literacy	20	O	X
LAL5009M	5	2	Psycholinguistics	20	O	X
LAL5010M	5	2	Sociolinguistics	20	O	X
LAL6016M	6	1	TESOL Decisions, Dilemmas and Design	20	C	X
LAL6003M	6	1	Attitudes to Language	20	O	X
LAL6007M	6	1	Child Language Acquisition	20	O	X
LAL6002M	6	1	English Accents and Dialects	20	O	X
LAL6004M	6	1	Language, Identities and Cultures	20	O	X
LAL6006M	6	1	Speech and Language Pathology	20	O	X
LAL6008M	6	2	Reflections in Linguistics	20	C	X
LAL6010M	6	2	Dissertation	40	C	NC

Please note that not all options will be available every year as they depend on student demand and staff availability.

² If you have transferred into this programme from a language programme, you may be advised to take the validated ILU LAL4014U Semantics and Pragmatics to replace your BSL/Japanese/Korean resit. This option is only offered if you are not in a position to pass your language module on resit. The validated ILU is capped at 40.

Learning, teaching and assessment

Level 4

At level 4, you are introduced to a wide range of learning situations, including formal lectures, workshops, seminars, and tutorial support. You are also introduced to a range of assessment types, which are outlined below.

From your first weeks at university, you are engaged with information literacy, which is embedded in all level 4 modules. The delivery of these skills sessions is supported by the programme team, the Study Skills team and our Academic Liaison Librarian. These key colleagues contribute to a range of our modules, including the module LAL4001M. You are also assigned an Academic Tutor, who will meet with you at least once each semester.

At level 4, we make use of 'small stakes' assessments, which are designed to engage you throughout the semester. For example, in LAL4004M, you will complete a weekly online quiz which requires you to engage with the set reading. Assessment is varied, including a class test, online tests and postings, as well as oral presentations, essays, and data analysis tasks. Group oral presentations take place in two compulsory modules, as a way of ensuring that you are exposed to this crucial employability skill in a supported way from the start of your programme. In the first instance, this is a formative presentation, with the opportunity for you to receive feedback on and reflect upon your performance. In LAL4007M, students submit their assessment as an e-portfolio, and there is an examination at the end of level 4, for LAL4004M.

You are encouraged to use your fellow students as a resource, as well as benefitting from the expertise of staff. The programme website supports the culture of a learning community, and you are introduced, at the outset, to its functionality. Peer and self-assessment both feature in level 4 modules.

Choices at Level 4 are limited because of the need to provide a basic 'toolkit' for applied linguistic study, which will underpin study at level 5. We value language learning extremely highly, and recognise its potential for enabling you to apply your new linguistic skills to a language other than English. For TESOL students learning a language presents an opportunity to be in the position of learner rather than teacher, helping you to reflect on the language learning process yourself. However, it is known that students are likely to come with different ideas and experiences of previous language learning. For this reason, there is some choice in Semester 2, with the opportunity to study British Sign Language or to take the Linguistics module, Phonetics, LAL4005M.

Level 5

At level 5, a range of learning situations is available to you across a number of modules. Some modules are entirely workshop based, while others continue the lecture/seminar approach. At this level, you will complete the compulsory module LAL5007M where you will be encouraged to consider the skills you have and how these could apply in the workplace, and the compulsory module LAL5023M where you will draw on TESOL and second language acquisition theory and consider how to put these into practice in the TESOL classroom. There may be some circumstances where an exemption is appropriate from the work experience module, for example, where a student is retired and is no longer in need of careers orientation. In this situation an alternative module may be chosen from the optional modules above, at the discretion of the University. Beyond the compulsory module, you can exercise choice across level 5, opting for those areas in which you see interest value and a fruitful knowledge base for your future development.

Work at level 5 is characterised by more contexts where you determine the direction of your work. This may be, for example, where tutors ask you to find your own data to analyse, or set up your own research direction within materials provided. Research skills are embedded within modules; for example, work on ethics, project design and argumentation skills as well as training in the use of specialist software in some modules. The presentation of your work is expected to be more professional, and your oral presentations more accomplished.

At level 5, you may choose to study abroad for one semester. Although study abroad is not compulsory, it is expected to be very popular, given the opportunities for English language teaching assistantships and tutoring.

Level 6

Skills and subject knowledge introduced at level 4 and enhanced at level 5 are consolidated at level 6. You are expected to be maximally self-reliant and to learn how to use your tutors as one resource among many. In terms of subject knowledge, you are expected to be able to see some of the limitations of theoretical approaches, while also using knowledge gained over the previous two years to problem-solve and critically evaluate different linguistic phenomena. Research skills are increasingly present in modules, corresponding to project work concerning both written and spoken data undertaken at level 6, for example in LAL6002M and LAL6003M.

You will be supported in your dissertation by your supervisor, including in research skills where appropriate. You will also present your dissertation research to an audience as part of the assessment for this module. In LAL6008M, you will also carry out the independent reflective portfolio, drawing on tutorial support to enable you to make connections between aspects of your undergraduate programme. You will receive tutorial support in developing research skills for dissertations and project work.

Level 6 offers you more career orientation through modules that have a direct application to a number of working contexts, for example, LAL6016M and LAL6003M. There are additional opportunities for career development outside credit bearing modules. Digital and communication skills, as key graduate attributes, are focused on in the assessment strategies for Reflections in Linguistics. You are encouraged to write academically strong pieces of work in an accessible way, as well as to reflect on your experience across the programme, drawing out for yourself the transferrable skills that you have developed.

Progression and graduation requirements

The University's [general regulations](#) for undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Late result modules

Indicate any module codes where the result of the first attempt is not known in time for the June School Assessment Panels (or equivalent level progression point for non-standard entry points).

- LAL5007M Language at Work

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

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PASP approved amendment 5.3.21