

PROGRAMME SPECIFICATION BA (Hons) in English Language and Linguistics

<i>School:</i>	Languages and Linguistics
<i>Entry in:</i>	September 2018
<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>	BA (Ord) in English Language and Linguistics Diploma of Higher Education in English Language and Linguistics Certificate of Higher Education in English Language and Linguistics
<i>UCAS Code / GTTR / Other:</i>	BA ELL Q101
<i>Approved Combinations:</i>	Not applicable
<i>QAA Benchmark Group(s):</i>	Linguistics, English, English Language (HEA).
<i>Mode/s of Study:</i>	Full-time over 3 years Part-time over 6 years
<i>Language of Study:</i>	English

Introduction and Special Features

Introduction

Linguistics concerns the study of 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. As well as studying how speakers and writers use language is acquired, processed and used in communicative contexts, linguists also study social attitudes to language, and the way language functions to express identities and cultural values. New forms of communication, such as email, texting and instant messaging, have opened up new and interesting fields for the study of language as a form of social behaviour.

The English Language and Linguistics programme at York St John is distinctive in its focus on real-world applications for language study. Taking a workshop approach, we offer students ways to apply theoretical knowledge to real data, and show how linguistic concepts and issues have vocational relevance in the working world. Graduates of the programme go on to careers in many varied fields where language use is of paramount importance – for example, teaching, speech and language therapy, journalism, marketing and PR, publishing, management and administration – as well as to do postgraduate research. Research, ICT, information and academic literacy skills are embedded in modules throughout the programme, enabling students to acquire, develop and apply skills valuable for future workplace contexts.

Special features

Students on the programme will be able to tailor their module choices to suit their interests and needs, following pathways that are scientific and technical, social and cultural, or creative and media-oriented. Where a student is interested in developing an area of interest outside of the normal programme, it may be possible to offer them the opportunity to take an Independent Learning Unit, depending on staff availability and expertise.

The programme features a fortnightly Colloquium Series during term time, where we invite guest lecturers from other institutions and completing PhD students 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 our students with the opportunity to hear about research issues and methods from specialists whose work they are often reading about in class.

The programme is supported by a dedicated Linguistics Lab, where students can analyse speech using digital software, and by the creative use of web-based teaching and learning spaces, including a programme website where staff and students have built a virtual learning community. There are opportunities to study abroad for up to a year in Europe or in Canada.

The programme aims to provide students with the tools required to apply linguistic theory to real world language in use. This is achieved by the careful scaffolding of student learning through beginning to study carefully selected or constructed examples of language in the first year of study, and increasing exposure to real language in the second and third year. In many cases, students design their own research projects and collect their own data.

Admissions Criteria

In addition to the university's general entry criteria for [undergraduate](#) study, you must have:

- Programme academic requirements – these will be met by the achievement of appropriate grades in Level 6 qualifications and GCSE Level examinations. For full details of the tariff offer, please see <https://www.yorksj.ac.uk/study/undergraduate/courses/languages--linguistics/english-language--linguistics-ba-hons/english-language--linguistics-.html#section-entry-requirements>

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 [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme Aims

1. To develop an understanding of the theories, trends, philosophies and practical applications of the fields of study related to English Language and Linguistics.
2. To enable students to understand how the component topics of their degree subject relate to each other and are underpinned by a set of core linguistic concepts
3. To enable students to place their chosen area of study into the wider context of academic study
4. To provide opportunities for students to relate their field of study to their particular needs, interests, circumstances and present or future employment
5. To foster in the students a lasting interest and enjoyment in the study of English Language and Linguistics
6. To provide progressive opportunities for students to develop as co-operative and independent learners
7. To enable students to develop competence in key transferable skills, such as information-gathering, understanding, analysing and evaluating theories and their practical applications
8. To enable students to develop their skills in communication, team-work, self-management and organisation and problem-solving so that their personal and work-related experiences are significantly enhanced thereby
9. To provide students with recognised qualifications to undertake further academic study and to compete successfully in a diverse employment market

Programme Outcomes

Level 4

1. Within the field of Linguistics demonstrate an appreciation of the nature of a theory and of what constitutes an explanation
2. Specify and illustrate the core analytical concepts relevant to areas of linguistic analysis
3. Demonstrate an understanding of the nature of language variation

4. Recognise the ethical issues involved in the collection of data from informants in the field or from subjects in the experimental laboratory
5. Demonstrate an understanding of the issues involved in the basic techniques of data analysis
6. Demonstrate understanding of argumentation
7. Cite evidence appropriately
8. Communicate effectively using a range of basic skills appropriate to the audience and purpose
9. Demonstrate a range of basic key skills and literacies including numeracy, ICT, digital literacy and information literacy appropriate to both lifelong learning and employment in communication related contexts
10. Reflect upon past and present experiences and learn from them, with a view to lifelong learning

Level 5

1. Demonstrate an understanding of alternative analyses of a given data set
2. Demonstrate an understanding of issues and problems and the type of data that are relevant to their solution
3. Identify the technical issues involved in the collection of reliable data
4. Demonstrate an understanding of the ethical issues involved in data collection
5. Present and interpret different forms of information, evidence and data appropriately for academic purposes
6. Communicate effectively using a range of basic skills appropriate for academic audiences and purposes
7. Demonstrate an understanding of professionalism and employability
8. Demonstrate a range of basic key skills and literacies including numeracy, ICT, digital literacy and information literacy appropriate to both lifelong learning and employment in communication related contexts

Level 6

Level 6 (Ordinary degree)

1. Demonstrate the ability to acquire and make flexible use of the basic concepts, information, practical competencies and techniques which are standard features of Linguistics
2. Proficiently use basic generic and subject specific intellectual qualities i.e. be able to:
 - communicate the results of their work;
 - present a structured and coherent argument;
 - access and evaluate qualitative and quantitative data.
3. Demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with the discipline
4. Work autonomously within a structured environment
5. Demonstrate a critical awareness of interdisciplinary connections
6. Students will have had the opportunity to acquire as defined in the modules specified for the programme:
 - qualities and transferable skills necessary for employment related to Linguistics;
 - skills necessary for the communication of information;
 - skills necessary for the exercising of personal responsibility and decision-making.

In addition for Level 6 (Honours Degree)

7. Describe and critically evaluate the central components of formal models in relation to areas of Linguistics
8. Apply under guidance appropriate techniques in data elicitation
9. Demonstrate an understanding of data and analyses and be able to use them under supervision
10. Critically assess the relationship between data and theory
11. Critically assess the potential of different theoretical areas for offering explanations of language in use

Programme Structure

Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1LL210	4	1	Introduction to English Language and Linguistics	20	CP
1LL201	4	1 or 2	Semantics and Pragmatics	20	C
1LL202	4	1 or 2	Introduction to Language and Society	20	C
1LL207	4	2	Language Structure: Grammar	20	CP
1LL205	4	1 or 2	Multilingualism	20	O
1LL206	4	2	Language Structure: Phonetics	20	C
1XXXX	4	2	Language module	20	O
2LBS09	5	1	Sociolinguistics of British Sign Language	20	O
2LL200	5	1 or 2	Language Acquisition	20	O
2LL201	5	1 or 2	Language and Literacy	20	O
2LL202	5	1 or 2	World Englishes	20	O
2LL204	5	1	Language, Gender and Sexuality.	20	O
2LL205	5	1 or 2	Analysing Media Texts	20	O
2LL206	5	2	Language at Work	20	C
2LL208	5	1 or 2	Psycholinguistics	20	O
2LL209	5	1 or 2	Sociolinguistics	20	O
2LL210	5	1 or 2	Phonetics and Phonology	20	O
2LL211	5	1 or 2	e-communication	20	O
2LL216	5	1 or 2	Forensic Linguistics	20	O
2XXXX	5	2	Languages Options	20	E
2LL212	5	1 or 2	Study Abroad 60-CR	60	O
2LL213	5	1 or 2	Study Abroad 40-CR	40	O
2LL215	5	1 or 2	Study Abroad 20-CR	20	O
3LL200	6	1	Theories and Methodologies in TESOL	20	O
3LL201	6	1	English Accents and Dialects	20	O
3LL202	6	1	Attitudes to Language	20	O
3LL213	6	1	Language, Identities and Cultures	20	O
3LL206	6	1	Speech and Language Pathology	20	O
3LL207	6	2	Reflections and Connections in Linguistics	20	C
3LL210	6	2	Dissertation	40	C

***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

Teaching, Learning and Assessment Strategy

Our over-arching strategy on the programmes is the embedding of a range of skills within all modules. There is no separation of key skills or research skills in the programme, as we have found that students are more engaged when they have the opportunity to apply new skills in context from the outset.

Level 4

From their first weeks at university, students are engaged with information literacy, supported by the programme team and our Academic Liaison Librarian, who contributes to a range of our modules, including the compulsory module 1LL210. The programme team support digital literacy, for example, training students in the use of wikis, blogs and cloud-based document sharing services for academic collaboration. The programme team are very experienced in the use of web-based resources for teaching and learning; all modules are supported by well populated and creative sites hosted on the University VLE.

At level 4, 1LL210 introduces the University's VLE alongside a wide range of other learning situations, including formal lectures, workshops and seminars, and tutorial support. Particular effort is made to acquaint students with the range of different ways that learning will take place on their degree. Assessment is also varied, including class tests, online tests and postings as well as oral presentations, essays and data analysis tasks. There is an examination at the end of level 4, for 1LL207.

Research skills are embedded in modules as students are introduced to library skills, academic writing, data analysis and using web tools for analysis.

Students are encouraged to use each other as a resource, as well as using the expertise of staff. The programme website supports the culture of a learning community, and students 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 linguistic study, which will underpin study at level 5. We value language learning extremely highly, and recognise its potential for enabling students to apply their new linguistic skills to a language other than English. 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 a new language at beginners' level, continue to study an existing language at a higher level, or to take our Languages Carousel module, 1LA010. This module involves students learning three new languages in 12 weeks.

Students will have timetabled group tutorials with their academic tutors once in each semester; at level 4, focus is typically on academic writing and referencing.

A pass in 1LL210 and 1LL207 is compulsory for progression.

Level 5

At level 5, there may be some particular circumstances where an exemption is appropriate for the compulsory module 'Language at Work', for example, where a student is retired and is no longer in need of careers orientation. In such circumstances it may be possible to take an alternative module. This decision is at the discretion of the programme team, and, in particular, the Head of Programme.

Students may go on international exchange at level 5, either for one semester or two. Where students do elect to study abroad, 2LL205 is not compulsory. A similar module may not be on offer at the host institution, but we feel that the experience of studying at another institution in another country outweighs the drawbacks of not taking this module. In some cases, students are still able to take up opportunities for work experience for academic credit, such as through the completion of the SMILE programme (teaching English in schools) available at one of our partner institutions in Spain. Students will also have the opportunity to engage with issues of professionalism and employability in other areas of the programme, such as academic group tutorials. The Study Abroad module is intended to support students visiting institutions that cannot provide enough appropriate modules, or to support students where the host institution does not teach in English. This module enables students to complete a range of assessed work. Portfolio content is flexible and designed to suit the needs of the individual student and their programme according to the resources available.

Beyond the compulsory modules, students can exercise choice across level 5, opting for those areas in which they see interest value and a fruitful knowledge base for their future development. Students may also choose a language in their second year at a level higher than Breakthrough.

Work at level 5 is characterised by more contexts where students determine the direction of their work. This may be, for example, where tutors ask them to find their own data to explore, or set up their own research direction within material. Research skills are embedded within modules, for example, work on ethics, project design and argumentation skills. The presentation of work is expected to be more professional; and oral presentations more accomplished.

Level 6

Skills and subject knowledge introduced at level 4 and enhanced at level 5 are consolidated at level 6. Students are expected to be maximally self-reliant and to learn how to use their tutors as one resource among many. In terms of subject knowledge, they 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 3LL201, English Accents and Dialects, 3LL204 Language in InterAction, and 3LL200 Theories and Methodologies in TESOL. Students are supported in their dissertations by their supervisors, including in research skills where appropriate. They also carry out the independent reflective essay, drawing on tutorial support to enable them to make connections between aspects of their undergraduate programme. Group academic tutorials support research skills for dissertations and project work. Level 6 offers more career orientation through modules that have a direct application to a number of working contexts, for example, Theories and Methodologies in TESOL and Attitudes to Language.

In line with University regulations, failure of the dissertation prevents students from achieving an Honours award, but they may be eligible for an Ordinary degree if they have the required number of credits.

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.

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](#)
- English Language HEA Benchmark statement
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Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

Date written / revised: June 2013 (revalidation)

QSC PASP (20.5.14) amendments to level one wef 2014/15 (JR)

QSC PASP (28.11.13) 3LL208 added as an alternative dissertation from 2014 entry – removed in 2017

QSC PASP (21.11.14) added option mods for 2LL204 and 2LBS09 from 2015/16

QSC PASP (15.1.19) replaced 3LL203 with 3LL213 wef 19/20