Programme Specification

BA (Hons) Educational Linguistics

School:	Education, Language and Psychology
Subject area:	Language and Linguistics
Entry from academic year:	2020-21
in the month(s) of:	September
Awarding institution:	York St John University
Teaching institution:	York St John University
Delivery location:	York St John University
Programme/s accredited by:	Not applicable
Exit awards:	Certificate of Higher Education English Language and Linguistics Diploma of Higher Education English Language and Linguistics BA (Ord) English Language and Linguistics
UCAS code / GTTR / other:	QX30
Joint Honours combinations:	Not applicable
QAA subject benchmark statement(s):	Linguistics 2015
Mode/s of study:	Undergraduate periods of study[1] for full-time / part-time
Language of study:	English
Paired with foundation year	Yes
Study abroad opportunities:	Yes
Placement year opportunity:	Yes

Introduction and special features

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 and how it 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. The Educational Linguistics programme at York St John is distinctive in its focus on linguistics in educational settings. The programme aims to develop your core skills in linguistics and apply these to educational contexts, for example, considering the applications of linguistics to the multilingual classroom, to first and second language acquisition, to the acquisition of written language, and the role of language in educational discourse. The programme also includes modules which consider language impairments, their diagnosis and management. This programme will be attractive to students considering careers in education, for example as teachers, SEN workers or Speech and Language Therapists. Research, ICT, information and academic literacy skills are embedded in modules throughout the programme, enabling you to acquire, develop and apply skills valuable for future workplace contexts.

Special features

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

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[1] The standard period of study will apply unless otherwise stated

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. The programme is supported by a specialist Linguistics Lab, where you can analyse speech using digital software, and by the creative use of web-based teaching and learning spaces, including a dedicated programme website. The programme aims to provide you with the tools required to apply linguistic theory to real world language in use in educational contexts. This is achieved by the careful scaffolding of your 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.

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 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 University's general entry criteria for undergraduate study. In addition, you must have:

- 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 aim(s)

The programme aims to:

1. Provide you with the opportunity become an independent and ethical educational linguist, able to work for social justice in changing global contexts
2. Enable you to become 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 reflective and versatile learners
4. Foster in you a lasting interest and life-long enjoyment in the study of Educational Linguistics
5. Provide you with the qualifications and skills to undertake further academic study and to compete successfully in a diverse 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 historical contexts of language use in schools and classrooms

4.3 Describe and analyse grammatical structures of language using appropriate terminology

4.4 Describe and analyse the sounds of language 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 from educational contexts in an ethical way

5.2 Identify and use appropriate theoretical frameworks

5.3 Investigate and interpret socio-cultural, political, psychological, educational and/ or historical contexts of language use in schools and classrooms

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 in Educational Linguistics, presenting and critically analysing data in an ethical way

6.2 Select and apply appropriate theoretical frameworks

6.3 Investigate and critically evaluate socio-cultural, political, psychological, educational and/ or historical contexts of language use in schools and classrooms

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	compulsory or optional to take **C or O**	non-compensatable or compensatable **NC or X**
LAL4001M	4	1	English Language and Linguistics	20	C	NC
LAL4007M	4	1	Key Concepts for Language Learning and Teaching	20	C	X
LAL4003M	4	1	Language and Society	20	C	X
LAL4004M	4	2	Descriptive Grammar of English	20	C	NC
LAL4005M	4	2	Phonetics	20	C	X
LAL4006M	4	2	Multilingualism	20	C	X
LAL5001M	5	1	Linguistic Diversity in the Classroom	20	C	X
LAL5002M	5	1	Applied Phonetics and Phonology	20	C	X
LAL5005M	5	1	Language, Gender and Sexuality	20	C	X
LAL5007M	5	2	Language at Work	20	C	X
LAL5016M	5	2	Language at Work (Distance)	20	O[1]	X
LAL5008M	5	2	Language and Literacy	20	C	X
LAL5009M	5	2	Psycholinguistics	20	C	X
LAL6003M	6	1	Attitudes to Language	20	C	X
LAL6006M	6	1	Speech and Language Pathology	20	C	X
LAL6007M	6	1	Child Language Acquisition	20	C	X
LAL6009M	6	2	Reflections in Educational Linguistics	20	C	NC
LAL6010M	6	2	Dissertation	40	C	NC

[1] This module is optional for students who study abroad in semester 2

Exemptions for Study Abroad modules

If insufficient linguistics/TESOL or related modules are available in the host institution, the distance module LAL5019M World Englishes (Distance) (semester 1) or LAL5018M Sociolinguistics (Distance) (semester 2) can be taken instead.

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, and in Academic Tutorials. The delivery of these skills sessions is supported by the programme team, Study Development and our Academic Liaison Librarian. These key colleagues contribute to a range of our modules, including the compulsory for award module 1LL300. You are also assigned an Academic Tutor, who will meet with you at least once each semester.

Assessment is varied, including a class test and online tests as well as oral presentations, essays and data analysis tasks. Group oral presentations take place in both 1LL300and 1LL303, as a way of ensuring that all students are exposed to this crucial employability skill in a supported way from the start of their programme. In the first instance this is a formative presentation, with the opportunity for you to receive feedback on and reflect upon your performance. There is an examination at the end of level 4, for 1LL303.

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 students are introduced at the outset to its functionality. Peer and self-assessment both feature in level 4 modules.

Level 5
Work at level 5 is characterised by more contexts where you determine the direction of their 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 work is expected to be more professional, and oral presentations more accomplished.

There are opportunities to study abroad for one semester in Europe and beyond (normally semester two). Where you elect to study abroad in semester 2, you may take the distance version of our work experience module.

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.

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 'Reflections in Educational Linguistics', you will also carry out the independent reflective essay, 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.

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 Educational 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
- LAL5016M Language at Work (Distance)

Internal and external reference points

This programme specification was formulated with reference to:
- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-2020](#) [see pages 8-9]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

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