

BA Applied English Language Studies
For students entering Part 1 in 2004

UCAS code: Q160

Awarding Institution:	The University of Reading
Teaching Institution:	
Relevant QAA subject benchmarking group(s):	Linguistics
Faculty of Arts & Humanities	Programme length: 3 years
Date of specification: Sept 2006	
Programme Directors: Dr Jane Setter and Dr Judith Baxter	
Programme Adviser: Ms Clare Furneaux	
Board of Studies: Linguistics and Applied Language Studies	
Accreditation: Not appropriate	

Summary of programme aims

The programme aims to provide a thorough degree-level education in Applied English Language Studies, with special emphasis upon the use of the English language in its social context, and upon the application of knowledge about language to problem solving in the contemporary world. It is distinctive in situating theories and descriptions developed in linguistics within an interdisciplinary and applied perspective.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology. On completion of the programme, students will have mastered contemporary methodology for the study of language in use which involves the development of computer and IT skills, while techniques of text and language analysis will be relevant to a wide range of professional and personal contexts.

Programme content

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits for each module is shown after its title.

The compulsory modules provide a thorough and staged grounding in (1) theories and descriptions of the phonology, grammar, lexis and discourse of English; (2) the relation of knowledge about language to issues in society and education and (3) semiotics and stylistics. The optional modules build upon this basis with a wide range of topics concerning language use in social and professional contexts. The compulsory dissertation allows students to conduct a more specialised and guided investigation. Students will expand the range, depth and sophistication of their knowledge of language and the potential for its application through the structured progression of the programme through Parts 1, 2 and 3.

Part 1 (a) provides the basic resources for the description of the sounds, grammar and semantics of English, (b) introduces both psycholinguistic and sociolinguistic perspectives on the study of language, and (c) provides a broad overview of the scope of Applied English Language Studies. Part 2 provides further grounding in English phonology and grammar, and adds to this the theory and description of discourse, and training in research methods. The suite of optional modules, including modules from the BA Sociology and BA Typography, allows students to pursue more specialised areas of enquiry from interdisciplinary perspectives.

Part 3 (a) develops understanding of language development in education, and (b) provides grounding in the theories of semiotics and stylistics, drawing upon them to develop skills for the description and analysis of both linguistic and multi-modal communication. There is again a suite of options, including opportunities to select from topics available at Part 2 and study these at a more advanced level, and also additional and more specialised topics. The dissertation provides the opportunity to research, independently though under supervision, a more specialised topic.

Part 1 (three terms) Certificate Level

Credits Level

Students are required to take 120 credits at Part 1, of which 60 must be made up from the modules below. The remaining credits may be made up of any combination of 10- and 20-credit modules offered in the university, subject to the requirement for Part 1 examination.

Compulsory modules

Autumn, Spring and Summer terms:

LS1L1	<i>Sounds, Grammar & Meaning</i>	20	C
LS1IS	<i>Language in the Individual & in Society</i>	20	C
LS1IA	<i>Introduction to Applied English Language Studies</i>	20	C

The examination of these modules will take place in weeks 5-7 of the Summer term, save that assessed coursework will be undertaken in the Christmas and Easter vacation.

Part 2 (three terms) Intermediate Level

Credits Level

Students take 120 credits in Part 2, made up as indicated.

Up to 20 credits from the list of optional modules can be taken from modules available elsewhere in the University.

Not all optional modules will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

Compulsory modules

Autumn, Spring and Summer terms:

LS2ILS	<i>Issues in Language & Society</i>	20	I
LS2AD	<i>Approaches to Discourse</i>	20	I
LS2RM	<i>Research Methods</i>	20	I

Autumn term:

LS2EG	<i>English Grammar</i>	10	I
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Spring term:

LS2EP	<i>English Phonology</i>	10	I
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Optional modules totalling 40 credits:

Autumn or Spring terms:

LS2CL	<i>Child Language Development</i>	10	I
LS2EW	<i>English in the World</i>	10	I
LS2CB	<i>Corpus-based Approaches to Language Description</i>	10	I
SO2CUL	<i>Sociology of Culture</i>	10	I
TY2TT	<i>Theory of Typographic and Graphic Language</i>	20	I
EN2LCT	<i>Literary Criticism and Theory</i>	20	I
PP2LCT	<i>Logic and Critical Thinking</i>	20	I
FT2TVA	<i>TV Drama</i>	20	I

Modules taken in the Schools of Arts & Communication Design and Humanities will be subject in each case to a cap of 5 students from the programme in Applied English Language Studies,

whose programme director will administer the capping process. Modules taken in the School of English and American Literature will be subject to availability of places.

The examination of these modules will take place in weeks 5-7 of the Summer term, save that those modules running entirely in the Autumn term will be assessed by assignments to be completed over the Christmas vacation.

Part 3 (three terms) Honours Level

Credits Level

Students take 120 credits in Part 3, made up as indicated.

They may not take optional modules at H level which they have already studied at I level.

Up to 20 credits from the list of optional modules can be taken from modules available elsewhere in the University.

Not all optional modules will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules:

Autumn and Spring terms:

LS3LIT	<i>Literacy: Social, Educational and Cognitive Perspectives</i>	20	H
LS3SS	<i>Semiotics & Stylistics</i>	20	H
LS3DI	<i>Dissertation</i>	40	H

Optional modules totalling 40 credits:

Autumn or Spring term:

LS3ASP	<i>Analysing Speech</i>	10	H
LS3CL	<i>Child Language Development</i>	10	H
LS3CB	<i>Corpus-based Approaches to Language Description</i>	10	H
LS3EW	<i>English in the World</i>	10	H
LS3GL	<i>English Grammar & Lexis</i>	10	H
LS3FL	<i>First Language Acquisition</i>	10	H
LS3FP	<i>Forensic Phonetics</i>	10	H
LS3PL	<i>Psycholinguistics</i>	10	H
LS3SL	<i>Second Language Teaching & Learning</i>	10	H
PL3LPT	<i>Language Pathology</i>	10	H
SO3MED	<i>Sociology of Mass Media</i>	10	H
TY3TL	<i>Typography and Language</i>	10	H
PP3LAN	<i>Philosophy of Language</i>	20	H
LS3RT	<i>Research Topics in English Grammar</i>	10	H

Modules taken in the School of Humanities will be subject in each case to a cap of 5 students from the programme in Applied English Language Studies, whose programme director will administer the capping process.

The examination of these modules will take place in weeks 3-7 of the Summer term, save that those modules running entirely in the Autumn term will be assessed by assignments to be completed over the Christmas vacation.

Progression requirements

To proceed to Part 2, a student must (a) obtain an average of at least 40% across the compulsory modules, and (b) achieve an overall average of at least 40% in 120 credits taken in the examination. To proceed to Part 3, a student must obtain an average of 40% across all Part 2 modules. In each case, the student must have no module mark less than 30%, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

Summary of teaching and assessment

Teaching is delivered in modules that involve lectures, seminars and (in some modules) workshops. Seminars will involve oral presentation by students, and workshops will include training and practice in the description and analysis of texts and transcripts. Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework increasing as the degree progresses. The final-year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and assessed entirely by coursework. The conventions for classification are included in the Programme Handbook but it should be noted that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

The University's honours classification is as follows:

<u>Mark:</u>	<u>Interpretation</u>
70%-100%	First class
60%-69%	Upper Second class
50%-59%	Lower Second class
40%-49%	Third class
35%-39%	Below Honours standard
0%-34%	Fail

Admission requirements

Any combination of 'A' levels (or equivalent) will be considered. However, English Language 'A' level will be considered an advantage. It is also recommended that applicants should have an A level (or equivalent) in one or more of the following: English Language, English Literature, combined English Language and Literature, a language other than English, Sociology.

Entrants to this programme will normally be required to have obtained:

GCSE English:	Grade C
UCAS Tariff:	260 points from 3 A Levels or 280 points from 3 A Levels and 1 AS Level.
International Baccalaureat:	Pass with 30 points
Irish Leaving Certificate:	Four B grades and one C grade
Access:	70% overall
Advanced GVNQ:	B in A level + Distinction in GNVQ (Adv) - 12 modules or Distinction + Pass 4 additional modules
Edexcel/BTEC:	Five Distinctions and the remainder at Merit level
Scottish Highers:	Four B grades
European Baccalaureat:	70% overall
German Abitur:	Pass with average of 2.4
Greek Apolytirion	17/20 + UCAS Tariff as above
Two AS grades are accepted in place of one A-Level	

Mature and international applicants. It will be appreciated from the extensive list of qualification routes above that we welcome applications from candidates with a range of backgrounds, including mature candidates and those from other countries. While the list above is indicative, it is not intended to be exhaustive, and all such candidates can be sure that their applications will be considered individually and by taking account of particular circumstances. International candidates who are not offering one of the listed set of qualifications are advised to contact either the EU or the international admissions tutor first, to discuss the suitability of their qualifications.

The Admissions Secretary is Mrs Barbara Barnes, who will pass on any enquiries to the Admissions Tutor, and can be contacted by:

Telephone – (0118) 931 8141 (+44 118 prefix for callers from outside the UK)

Fax – (0118) 975 6506

Email – b.w.barnes@rdg.ac.uk

or by post.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their Personal Tutors regularly to review their progress, and through the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

At Part 1, students receive an induction course in Academic Writing. Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Linguistics and Applied Language Studies, and a range of useful information including advice on note-taking in lectures, preparation of written work especially the dissertation, and dates of terms and examinations, and the University's procedure for assessment. Each Part of the programme has a Course Tutor to advise students on selection of modules, learning and assessment. Learning on core modules is supported by small group seminars. Learning is also supported by dedicated facilities in the School. The library of the School of Linguistics and Applied Language Studies (SLALS) houses an important specialist collection of books, [journals](#), [dissertations](#) and [theses](#), reports and conference proceedings on Applied Linguistics and the Teaching and Learning of English. The Corpus Facility has 6 networked PCs that are intended in the first instance for students researching corpora and databases, such as the British National Corpus and CoBUILD. We also have our own research corpora and databases, and these can be accessed from these machines. The facility uses the very latest software in language and speech analysis. Also available for students are word-processing and statistics, e-mail, and Internet access. Further PCs are located in the student common room for student use. The Speech Research Laboratory is well equipped with a wide range of instrumentation for the investigation of many aspects of speech, and the technical staff and phonetics lecturers are available to advise and help with its setting up and use. The Communication Disorders Centre includes a speech and language therapy clinic in the local NHS Trust, and provides students with opportunities for learning and research. There is also a Language Acquisition Laboratory, which provides an essential testing ground for linguistic theories in this area.

Career prospects

The BA in Applied English Language Studies at Reading offers a firm foundation for further study in the humanities or social sciences, and a set of skills relevant to many careers and life-long learning. Potential careers for graduates will include: teaching English abroad, speech therapy, publishing, linguistic computing, journalism, the Civil Service, the media (including advertising, marketing and public relations) and information technology (including library work). The proposed programme is also likely to be of interest to students intending to become teachers (although policy on admitting graduates in subjects not named in the National Curriculum is changeable). The Teacher Training Agency and representatives of providers of Initial Teacher Training have been consulted, and have indicated that, provided graduates meet the specific requirements for entry to teacher training in force at the time, this programme is likely to constitute an appropriate first degree, particularly for entrants to the primary phase. The interdisciplinary nature of the degree, and the emphasis on transferable skills such as analysis of language data, including the use of IT, problem-solving, oral presentations and team-working, will produce graduates prepared for a wide range of professions, including those listed above.

Educational aims of the programme

The main focus of the programme is the use of language in social contexts. A thorough grounding is provided in theories and descriptions of the phonology, grammar, and lexicon of English, the larger discursive structures of extended stretches of language in use, the interaction of language and other semiotic systems (such as the visual, the musical and the typographic), and relations between linguistic, educational, sociological and political analyses.

Although the language description aspects of the degree will mainly focus upon English, much of the content of the degree will be relevant to the study of other languages, and the degree will include modules focusing upon the changing relation between English and other languages in the contemporary world. In addition to the obligatory modules on core aspects of applied language studies, the new degree will offer optional modules focussing upon the role of language in information design, information technology, international communication, the media, and multicultural societies, and social exclusion and inclusion. The interdisciplinary and problem-oriented focus of the degree means that it can provide an unusually broad range of transferable skills, to develop students' confidence in their ability to work and learn effectively, both independently, and in cooperation with others; to provide students with the knowledge and experience necessary for further academic and professional study; to produce graduates with experiences and skills which will prepare them for effective participation in society.

By the end of the programme, successful students will have attained the following objectives: a detailed knowledge and understanding of the theory and practice of applied linguistics; ability to describe instances of language in use and to relate them to their contexts; the capacity to undertake and successfully complete independent research.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. the principles of phonological contrast and the organisation of the sound system of English.2. principles for the description of English grammar, lexis and discourse3. the main areas of applied linguistic inquiry4. the role of linguistic knowledge in personal, political and social decision making5. issues relating to language education6. a wide range of specialist areas in which linguistic principles are applied7. the main theories of semiotics and their application to the description of a variety of text types in different media	<p>Teaching/learning methods and strategies</p> <p>1-6 are achieved through Part 1 modules <i>Sounds, Grammar and Meaning</i> and <i>Language in the Individual & Society</i>, Part 2 modules <i>Issues in Language & Society</i> and <i>Approaches to Discourse</i>, and the Part 3 module <i>Oracy and Literacy in Education</i>, by lectures and small group seminars. Further knowledge and understanding in areas 1-6 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 7 is achieved through the Part 3 module <i>Semiotics and Stylistics</i>, by lectures and small group seminars, and through further Part 2 and 3 option modules, by lectures and guided assignments.</p> <p>Assessment</p> <p>1-7 are assessed by coursework and written examination. Dissertation and oral presentations also contribute in theoretical and applied areas.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none"> 1. analyse and solve problems 2. generalise knowledge and methods from one area of study to others, where appropriate 3. critically assess theories of language and society and their application in a variety of social contexts 4. evaluate contrasting academic arguments and claims 5. negotiate both primary and secondary applied linguistic sources and demonstrate how they interrelate 6. develop a critical and nuanced appreciation of issues, and challenge received conclusions 7. develop creative intelligence in independent research and interpretation 8. plan, carry out and present an extended independent investigation of a research topic 	<p>Teaching/learning methods and strategies</p> <p>1-6 are achieved through demonstration and example in lectures as well as experience in small group seminars, the Part 2 module <i>Research Methods</i>, and the <i>Dissertation</i> at Part 3.</p> <p>7 and 8 are achieved mainly through the Part 2 module <i>Research Methods</i>, and through the <i>Dissertation</i> at Part 3.</p> <p>3-6 are achieved through the progression of concepts particularly in the compulsory modules across Parts 1, 2 and 3. Further opportunities are offered through option modules, especially those in theoretical and applied areas at Parts 2 and 3.</p> <p><i>Assessment</i></p> <p>1-6 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 7 and 8 are assessed through small-scale and subsequent larger project work, respectively, in the modules <i>Research Methods</i>, and the <i>Dissertation</i></p>
<p>C. Practical skills – able to:</p> <ol style="list-style-type: none"> 1. produce a phonological transcript of English speech 2. analyse English sentences 3. transcribe extended stretches of discourse using appropriate conventions 4. conduct a discourse analysis of both written and spoken communication including multi-modal texts. 5. assemble and assess the information contained in modern electronic linguistic corpora 6. prepare bibliographies and references 	<p>Teaching/learning methods and strategies</p> <p>1 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.</p> <p>2 is achieved through compulsory modules <i>Sounds, Grammar and Meaning</i> and <i>English Grammar</i>.</p> <p>3-5 are achieved through the compulsory modules <i>Approaches to Discourse</i> and <i>Semiotics and Stylistics</i>.</p> <p>5-6 are achieved through introductory sessions and assignment in the module <i>Research Methods</i>, and through the option module <i>Corpus-Based Approaches to Language Description</i>.</p> <p><i>Assessment</i></p> <p>1-6 are assessed by assignment; and 6 additionally by evaluation of the <i>Dissertation</i>.</p>

D. Transferable skills – able to:

1. use IT (including word-processing, internet search and communication and database analysis)
2. define a research topic and mount a principled investigation by methods appropriate to the topic
3. assess the effectiveness of given instances of spoken, written and multi-modal texts
4. work as part of a team
5. use library resources
6. manage time
7. formulate and implement career plans
8. deploy critical awareness of language and society in effective communication in a range of career contexts

Teaching/learning methods and strategies

1-6 are achieved through the Part 2 module *Research Methods*
2, 5 and 6 are additionally achieved through the *Dissertation*
3 is additionally achieved in a number of option modules and in the compulsory module *Semiotics and Stylistics*.
5 and 6 are also required for successful execution of assignments throughout the programme
7 is achieved through the 5-credit Part 2 distributed module *Career Management Skills*
8 will be addressed throughout the course and further developed in the *Career Management Skills Module*.

Assessment

1 is assessed by coursework and is also assessable in the *Dissertation*
2 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module *Research Methods*, and in the *Dissertation*
3 is assessed by coursework and examination on relevant modules
4-6 are not specifically assessed but contribute to success in forms of assessment generally
7 is assessed by three equally weighted assignments

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.