

**BA English Language
For students entering Part 1 in 2015/6**

UCAS code: Q310

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Linguistics
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	16/Jun/2016
Programme Director:	Dr Christiana Themistocleous
Programme Advisor:	Prof Jane Setter
Board of Studies:	Applied Linguistics
Accreditation:	

Summary of programme aims

The programme aims to provide a thorough degree-level education in English Language, 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. It also aims to produce graduates who are competent communicators in English, who have a sound critical understanding of English language and English-speaking culture, and who have acquired a range of skills to underpin their life-long development. The programme aims to enable students to achieve well-balanced understanding of the language, culture and society of a foreign country either through study at an overseas university or through a work placement. For this reason, we offer opportunities of a year or semester abroad with the existing partners of the University of Reading (students are invited to apply but should bear in mind that places cannot be guaranteed in their chosen institutions).

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology, and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum. and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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 (3) research methods. 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 yet flexible 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, and (b) provides a broad overview of the scope of English Language and introduces a sociolinguistic perspective to the study of language (c) equips students with various skills necessary for university level work.

Part 2 provides further grounding in English phonology and grammar, and adds to this theory and practice in sociolinguistics, and training in research methods. The suite of optional modules, including modules such as

Child Language Development, Language and Gender, Core Issues in English Language teaching, Language in New Media, Literacy, Analysing Speech, allow students to pursue more specialised areas of enquiry from interdisciplinary perspectives.

Part 3 provides one-to-one tutorials to enable students to prepare and write about a more specialised research topic for their dissertation. There is again a suite of optional modules at a more advanced level, and also additional and more specialised topics such as: Approaches to Discourse, Corpus-based Approaches, English Grammar and Lexis, Saxones to Shakespeare, Language in the Mind, Teaching the Language Skills, English in the World and Issues in Bilingualism.

Part 1 (three terms)

Compulsory modules

LS1SG	Sounds, Grammar & Meaning	20	4
LS1ELS	English Language and Society	20	4
LS1TAL	Techniques and Skills for Applied Linguistics	20	4

Optional modules

Students can choose a maximum of 20 credits of modules from within the department or up to 60 credits from modules available across the University

Optional English Language module

LS1ELU	The English Language in Use	20	4
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Part 2 (three terms)

Compulsory modules

LS2EG	English Grammar	10	5
LS2EP	English Phonology	10	5
LS2SLG	Sociolinguistics	20	5
LS2AEL	Applying English Language Studies	20	5

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

Compulsory modules totalling 60 credits.

In addition, students intending to take up the optional year abroad in a country which is NOT English-speaking, will normally be expected to take the following:

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
	One IWLP module in a relevant language	20	4

This requirement may be waived if a student has an A level in a relevant language.

Students choose two or three 20-credit optional modules from an approved list, dependent on whether they are taking an IWLP module. A complete list of optional modules is available from the Programme Director and is listed in the English Language Part 2 Handbook.

Up to 40 credits may be taken elsewhere in the University, where modules are indicated on the list of options.

Up to 20 credits may be taken from modules available elsewhere in the University which are not indicated in the list of options, subject to the agreement of the Programme Director.

Modules taken in other departments will be subject to availability of places.

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

For students studying at an overseas university:

LS2YSA	Study Abroad	120	5
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For students undertaking a work placement:

LS2YWP	Work Placement	120	5
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There are two pathways for the year abroad.

Pathway 1: Study abroad at an approved university appropriate to the linguistic skills of the student. Students must study and pass modules equivalent to 120 credits offered by the host university.

A list of appropriate partner institutions will be provided by the Department. The host university may offer a local qualification depending on the modules studied at that institution. Credits undertaken in the above countries are deemed to be at Level 5.

Pathway 2: A work placement at an approved overseas company which uses English as its business medium. A list of companies interested in taking students will be available from the Department's Work Placements Coordinator but students can also arrange their own work placements (subject to approval by the University). Credits undertaken during the work placement are deemed to be at Level 5.

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
LS3DI	Dissertation	40	6

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

Compulsory module totalling 40 credits.

Students choose four 20-credit optional modules from an approved list. A complete list of modules is available from the Programme Director and is listed in the English Language Part 3 Handbook. Students may not take optional modules at level 6 which they have already studied at level 5.

Up to 40 credits may be taken elsewhere in the University where modules are indicated on the list of options. Only one external 20-credit module can be taken in any subject area, with the exception of Clinical Language Studies, in which two 20-credit modules can be taken. Modules taken in other departments will be subject to availability of places.

Up to 20 credits may be taken from modules available elsewhere in the University which are not listed, subject to the agreement of the Programme Director. Modules taken in other departments will be subject to availability of places.

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

Progression requirements

To progress from Part 1 to Part 2, a student must:

- i. obtain marks of at least 40% in each of the compulsory modules LS1SG, LS1ELS and LS1TAL; and
- ii. achieve an overall average of at least 40% in 120 credits taken Part 1; and
- iii. achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

NB. The year abroad is pass/fail and does not contribute to final degree classification.

Students are required to pass the professional/placement year in order to progress on the programme which incorporates the placement year. Students who fail the placement year transfer to the non-placement year version of the programme.

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: Mark: Interpretation 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

Summary of Teaching and Assessment

The University's honours classification scheme is:

Mark	interpretation
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

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

Three/four-year programmes

Part 2 one-third

Part 3 two-thirds

Modules are taught by lectures, seminars, small group practical work and (in some instances) workshops. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions. 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.

Admission requirements

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

GCSE English: Grade C

BBB from 3 A level subjects including a grade B in English Literature or English Language & Literature

International Baccalaureat: Pass with 25 points

For other qualifications contact the Admissions Office.

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.

Admissions Tutor: Dr Fraibet Aveledo

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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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 by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

At Part 1, each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Literature and Languages, 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 and in the International Study and Language Centre (ISLC). The library of the University houses an important specialist collection of books, journals, dissertations and theses, reports and conference proceedings on English Language, Applied Linguistics, and the Teaching and Learning of English. The Self Access Centre for Language Learning in the ISLC has several networked PCs that have software for the investigation of many aspects of language and speech. We also have our own research corpora and databases, and these can be accessed from these machines. Also available for students are word-processing and statistics, e-mail, and Internet access.

Career learning

Career prospects

The BA in English Language with a Year/Semester Abroad at Reading offers a firm foundation for further study in the humanities, social sciences or languages and culture, and a set of skills relevant to many careers and life-long learning. Potential careers for graduates will include: business and commerce, speech therapy, publishing, linguistic computing, journalism, the Civil Service, the media (including advertising, marketing and public relations) and information technology (including library work). The programme is also likely to be of interest to students intending to become teachers. 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.

Opportunities for study abroad

Opportunities for a semester or year abroad with the existing partners of the University of Reading. Students are invited to apply but places to specific institutions cannot be guaranteed.

Those not choosing to work abroad may select an optional School-Wide Work Placement module in Part 2.

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Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

- Knowledge and understanding of:
1. the principles of phonological contrast and the organisation of the sound system of English.
 2. principles for the description of English grammar,

Teaching/learning methods and strategies

1-6 are achieved through Part 1 modules Sounds, Grammar and Meaning and English Language & Society, Part 2 modules Sociolinguistics, English Grammar and English Phonology as well as, by

lexis and discourse

3. the main areas of applied linguistic inquiry
4. the role of linguistic knowledge in personal, political and social decision making
5. a wide range of specialist areas in which linguistic principles are applied
6. ways in which the mind acquires, stores and processes language, drawing on theories from linguistics, psychology, speech science and neuroscience.

lectures and small group seminars. Further knowledge and understanding in areas 1-5 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 6 is achieved through the Part 3 module Language and the Mind, which is both lecture based with guided assignments.

Assessment

1-6 are assessed by coursework and written examination. Dissertation and oral presentations also contribute in theoretical and applied areas.

Skills and other attributes

B. Intellectual skills - *able to:*

Able to:

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

C. Practical skills - *able to:*

Able to:

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 reference lists

D. Transferable skills - *able to:*

Able to:

Teaching/learning methods and strategies

1-6 are achieved through demonstration and example in lectures as well as experience in small group seminars, the Part 2 module Applying English Language Studies, and the Dissertation at Part 3. 7 and 8 are achieved mainly through the Part 2 module Applying English Language Studies, and through the Dissertation at Part 3. 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.

Assessment

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 module Applying English Language Studies, and the Dissertation

Teaching/learning methods and strategies

1 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language. 2 is achieved through compulsory modules Sounds, Grammar and Meaning and English Grammar. 3 is achieved through the Part 2 module Sociolinguistics. This is accompanied by further optional modules at Parts 2 and 3. 5-6 are achieved through introductory sessions and assignment in the module Applying English Language Studies.

Assessment

1-6 are assessed by assignment; and 6 additionally by evaluation of the Dissertation.

Teaching/learning methods and strategies

1-6 are achieved through the Part 2 module

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

Applying English Language Studies

- 2, 5 and 6 are additionally achieved through the Dissertation
- 3 is additionally achieved in a number of option modules.
- 5 and 6 are also required for successful execution of assignments throughout the programme
- 7 is achieved through the Part 2 module Applying English Language Studies
- 8 will be addressed throughout the course and further developed in the module Applying English Language Studies.

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 Applying English Language Studies, 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.