LI1002
Foundations of Language 2

Module Handbook 2018/2019
# Table of Contents

Table of Contents .................................................................................................................. 2
Timetable ................................................................................................................................. 4
Tutorials ................................................................................................................................. 5
Lecture Topics ...................................................................................................................... 6
Class Hour ............................................................................................................................. 7
Lecture Format ...................................................................................................................... 7
Location ................................................................................................................................. 7
Module Co-ordinator ............................................................................................................. 7
MMS/Moodle Administrator ................................................................................................. 7
Credits ................................................................................................................................. 7
General Description ............................................................................................................. 7
Module Aims ........................................................................................................................ 7
Handouts .............................................................................................................................. 8
Transferable Skills and Employability .................................................................................. 8
Virtual Learning Environment – Moodle .............................................................................. 8
Assessment of the Module .................................................................................................. 8
Marking Criteria .................................................................................................................. 9
Coursework ......................................................................................................................... 10
Late Submission/Completion of Coursework ...................................................................... 10
Delivery of Coursework Grades - MMS ............................................................................. 10
Coursework Feedback ....................................................................................................... 11
Essay Writing ...................................................................................................................... 11
The Examination ............................................................................................................... 11
Handwriting ....................................................................................................................... 12
Examination Answers .......................................................................................................... 12
Absence from Examinations .............................................................................................. 12
Examination Feedback .................................................................................................... 13
Absence and Self-Certification ......................................................................................... 13
Academic Alerts ............................................................................................................... 13
Good Academic Practice ................................................................................................. 14
Appeals ............................................................................................................................... 14
Complaints .......................................................................................................................... 15
Staff-Student Council

Users of English as an Additional Language and Dictionaries

Erasmus Students

External Examiner

Study Space

Recommended Reading

Module Contract 2018/19
## Timetable

Key: L&M: Language and Mind, L&S: Language and Society; L&T: Language and Teaching

<table>
<thead>
<tr>
<th>WEEK Beginning</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Jan Week 1</td>
<td>Registration</td>
<td>L&amp;M BM</td>
<td>No Lecture</td>
<td>No tutorials</td>
</tr>
<tr>
<td></td>
<td>L&amp;M LT/BM</td>
<td>L&amp;M</td>
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<tr>
<td>4 Feb Week 2</td>
<td>L&amp;M KT</td>
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<td>L&amp;M</td>
<td>BM</td>
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<td>L&amp;M KT</td>
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<td>KT</td>
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<tr>
<td>18 Feb Week 4</td>
<td>L&amp;M BM</td>
<td>L&amp;M</td>
<td>CLASS TEST</td>
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<td>25 Feb Week 5</td>
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<td>JT</td>
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<td>L&amp;T</td>
<td>JT</td>
<td></td>
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<td>11 Mar Week 7</td>
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<td>JT</td>
<td></td>
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<tr>
<td>1 Apr Week 8</td>
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<td>L&amp;S</td>
<td>LT</td>
<td></td>
</tr>
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<td>8 Apr Week 9</td>
<td>L&amp;S LT</td>
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<td></td>
<td>L&amp;S</td>
<td>L&amp;S</td>
<td>JT</td>
<td></td>
</tr>
<tr>
<td>15 Apr Week 10</td>
<td>L&amp;T CLASS TEST</td>
<td>L&amp;S</td>
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<td></td>
<td>L&amp;T</td>
<td>L&amp;S</td>
<td>LT</td>
<td></td>
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<td>22 April Week 11</td>
<td>L&amp;S LT</td>
<td>L&amp;S</td>
<td>CLASS TEST</td>
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<tr>
<td></td>
<td>L&amp;S</td>
<td>L&amp;S</td>
<td></td>
<td>No tutorials</td>
</tr>
</tbody>
</table>

AMS: Alison Malcolm-Smith  amm3@st-andrews.ac.uk  T: 2262
JH: Jonathan Harvey  jh42@st-andrews.ac.uk  T: 2271
BM: Blair Matthews  bm221@st-andrews.ac.uk  T: 2261
KT: Kerry Tavakoli  kt9@st-andrews.ac.uk  T: 2645
JT: Jenny Taylorson  jt52@st-andrews.ac.uk  T: 2262
LT: Lesley Thirkell  lt@st-andrews.ac.uk  T: 2263

Tutorials will be led by Ally Malcolm-Smith, Jonathan Harvey, Jenny Taylorson and Lesley Thirkell, together with other members of ELT staff as required.

Please note that some of the staff involved in lecturing or delivering tutorials on this module are also involved in international recruitment and therefore changes to who teaches and when may be made. Students will be informed via the University email system if there are any changes.
Tutorials
Tutorial attendance is compulsory on this module.

Week 2: The Nature of Language
We will watch some video clips of primates at the Yerkes Research Centre at Emory University. You should come prepared to discuss the nature of animal and human communication, and the extent to which we can identify the key characteristics of human language. To prepare for this tutorial, you should do some background reading by finding the relevant sections in Yule, Fromkin & Rodman, and Harley. Pinker and Aitchison also address this topic.

Week 3: First and Second Language Acquisition
In this tutorial, you will do a series of exercises comparing and contrasting the ways in which a first language is learnt by young children, and how a second language is learnt later in life. You should be prepared to discuss the extent to which the two processes are similar. You should read Lightbown and Spada Chapters 1 and 2.

Week 4: Language in the Mind
Pairs of students will be given a topic to present to the group in 5 minutes, and then answer questions. This is a consolidation of the whole strand and will help students prepare for the class test.

Week 5: Teaching Methodologies
In this tutorial we review the three main movements in language teaching. We try out some activities especially associated with the Communicative Approach to language teaching, and reflect on which principles are demonstrated in the activities, and how successful they are. You should bring the notes you have taken to check they are complete.

Week 6: Teaching Receptive Skills
Receptive skills are *listening* and *reading*, and obviously these are skills that language students need to practise in order to improve. In this tutorial, we look at how a teacher can plan an effective lesson around a reading or listening text and the different activities that students can do that can help them to make their listening or reading better.

Week 8: Register Analysis
This tutorial will review and practise the various techniques used to analyse the register of language. This is designed to support your class test. You will be given two texts to read prior to the tutorial.

Week 9: Teaching Vocabulary and Grammar
For students to be able to use the vocabulary and grammar of a second language effectively, they should be given a clear presentation of the items and plenty of opportunities in a classroom to practise. In this tutorial, we examine methods of presentation of vocabulary or grammar, and have a go ourselves. You should prepare to teach 10 items of vocabulary from another language.
**Week 10: Conversation Analysis**

This tutorial will review and practise the various techniques used to analyse conversations. You will be asked to record and transcribe a short authentic conversation and bring the transcript to the tutorial, for analysis.

**Lecture Topics**

This table shows the topics in the order in which they will be delivered. This does not correspond to semester weeks.

<table>
<thead>
<tr>
<th>Language and Society</th>
<th>1</th>
<th>Register Analysis 1: an introduction to the ways in which we adapt language depending on the situation we are in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Register Analysis 2: a further analysis of different tools used to analyse register</td>
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<td>3</td>
<td>Register Analysis 3: an investigation of Halliday’s approach to Register Analysis</td>
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<td>4</td>
<td>Conversation Analysis 1: an introduction to the concept of Conversation Analysis</td>
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<tr>
<td></td>
<td>5</td>
<td>Conversation Analysis 2: an introduction to the tools used in Conversation Analysis</td>
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<td></td>
<td>6</td>
<td>Pragmatics: how we sometimes manage to mean something different to what we say</td>
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<td></td>
<td>7</td>
<td>Politeness: an introduction to how and why people are generally polite!</td>
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<td></td>
<td>8</td>
<td>Language and Gender: differences between male and female language</td>
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<td></td>
<td>9</td>
<td>Class Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language and Teaching</th>
<th>1</th>
<th>Language Teaching: An Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Contexts of Language Teaching</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>A Whistle-stop Tour of Traditional Methods and Approaches Part 1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A Whistle-stop Tour of Traditional Methods and Approaches Part 2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Listening and Speaking</td>
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<tr>
<td></td>
<td>6</td>
<td>Reading and Writing</td>
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<tr>
<td></td>
<td>7</td>
<td>Teaching Vocabulary and Grammar</td>
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<tr>
<td></td>
<td>8</td>
<td>Syllabus Design Part 1</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Syllabus Design Part 2</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Class Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language and the Mind</th>
<th>1</th>
<th>Hockett and Animal Communication</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Animal Communication Experiments</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Theories of First Language Acquisition</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Stages of Development in First Language Acquisition</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Theories of Second Language Acquisition</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Universal Grammar and Interlanguage</td>
</tr>
</tbody>
</table>
Class Hour
Lectures: 14.00 Monday, Tuesday, Thursday
Tutorials: 13:00 or 14:00 Friday

Lecture Format
Please note that the lectures will not be entirely teacher-centred and will include a certain amount of student participation.

Location
Lectures will take place in School 1. Tutorials will take place at ELT, Kinnessburn, Kennedy Gardens.

Module Co-ordinator
Lesley Thirkell (2263/lt)

MMS/Moodle Administrator
Steven Bartholomew (2267/smb12)

Credits
Satisfactory completion of this module yields 20 credits.

General Description
The three components of this course are Language and Society (Lesley Thirkell), Language and the Mind (Blair Matthews/Kerry Tavakoli) and Language and Teaching (Jennifer Taylorson). Language and Society considers the ways in which we adapt language in different situations. Words in the Mind will consider how language is acquired, processed and stored. Language and Teaching looks at language teaching approaches and methods.

Module Aims
The aim of LI1002 is to give you an overview of how language works, with examples drawn mostly, but not entirely, from English. By the end of the module, you will be expected to:

- have an overall understanding of how users adapt their language to make it appropriate to their needs and their environment.
- have an overall understanding of the nature of human language and the ways in which it differs from other forms of communication; of the processes whereby language is acquired, processed and stored, and have considered some of the implications that these may have for language teaching and for social interactions.
• have an understanding of the many different methods of teaching languages and then a more detailed understanding of how the Communicative Approach encourages students to develop their language. This may be a useful introduction to Teaching English as a Foreign Language, or may lead to a greater understanding of Second Language Acquisition or the aims of education in general.

**Handouts**
During this module, several handouts will be used. Most will be available on Moodle in advance of the lectures. You will be expected to download and print your own copy if you would like a hard copy, or to bring a laptop to the lectures and tutorials and work electronically. If a handout is not available electronically, it will be supplied in the lecture or tutorial.

**Transferable Skills and Employability**
It is very important that while you study at University, you learn skills that will benefit not only your future studies but also your future careers. Overall, this module gives you a better insight into how English works. The *Language and Society* strand gives you a better understand of how language is used in social contexts, thus enabling you to use language effectively. Through this, you can use language to your advantage in a range of situations. The *Language and Mind* strand gives an insight into how humans acquire their first and subsequent languages, and how to use them. This knowledge and understanding is essential for effective participation in an increasingly multi-lingual world. The *Language and Teaching* strand introduces how language learning in particular occurs. This is of particular relevance to language learners and those who might consider this field as a potential career. Transferable skills gained through studying this module include:

- oral presentation skills
- discussion skills
- critical thinking skills
- analytical skills
- the ability to apply theory to practical situations
- an awareness of cultures
- an awareness of your own learning strategies and those of others
- evaluation skills
- the ability to consider the needs of others

**Virtual Learning Environment – Moodle**
ELT uses Moodle to deliver course content. You can access the LI1002 module by going to:

[http://moody.st-andrews.ac.uk/moodle/](http://moody.st-andrews.ac.uk/moodle/)

Click on the ‘English Language Teaching’ section to find LI1002.

**Assessment of the Module**
Coursework constitutes 50% of the overall grade for the module and consists of three equally weighted class tests, one for each lecture strand. All three pieces of coursework must be completed in order for a student to be able to proceed to the examination. Please note that students must
achieve a grade of 5.0 in the coursework part of the module in order to proceed to the examination. All coursework must be completed by the end of the taught period of the semester.

- Coursework 50%
- Two-hour Examination 50%

All coursework and the examination must be completed in order for a student to gain credits for the module. All coursework and the examination must be either word processed or written in pen. Pencil is not acceptable.

Students who fail to achieve a grade of 5.0+ in the exam will not be allowed to resit the examination. Students must pass the exam in order to pass the module. For more detailed information about resit permissions, please refer to the ELT Undergraduate Modules Handbook.

- Re-assessment Two-hour Examination 100%

STUDENTS WHO WILL BE ABSENT FROM A CLASS TEST, FOR WHATEVER REASON, MUST NOTIFY ELT BEFORE THE TEST TAKES PLACE. FAILURE TO DO SO MAY WELL RESULT IN THE STUDENT NOT BEING ALLOWED TO TAKE THE EXAMINATION AND NOT GAINING CREDITS FOR THE MODULE.

**Marking Criteria**
The table below shows the broad marking criteria used for both the coursework and the examination.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.0 - 20.0</td>
<td>This is an outstanding performance. It shows a clear and comprehensive understanding of the subject area, evidence of independent reading and of individual thought. The student provides their own sound examples to illustrate the points made.</td>
</tr>
<tr>
<td>14.0 - 16.9</td>
<td>This is a very good performance. The student shows a good understanding of the main points of the topic and has covered the ground in an intelligent and thoughtful way. There are clear examples to illustrate the points made and there is some evidence of independent thought.</td>
</tr>
<tr>
<td>11.0 - 13.9</td>
<td>This is a good performance. The student covers many of the main points and has understood the broad topic area, though in no obvious depth. There is no evidence of reading and little, if any, evidence of independent thought.</td>
</tr>
<tr>
<td>7.0 - 10.9</td>
<td>This is a satisfactory performance. The student covers some of the points discussed in the lecture but has also omitted many others. There is no evidence of reading or of independent thought. There are insufficient examples.</td>
</tr>
<tr>
<td>4.0 - 6.9</td>
<td>This is a fail. The student has demonstrated little understanding of the topic and the answer contains little of relevance to the question and provides almost no examples. Students who achieve a grade in this band do have the right to resit.</td>
</tr>
<tr>
<td>0 - 3.9</td>
<td>This is a fail. The student has not demonstrated any understanding of the topic and the answer contains almost nothing of relevance to the question. Students who achieve a grade in this band do not have the right to resit.</td>
</tr>
</tbody>
</table>
**Coursework**

**Language and Society**
You will be given two texts with a common theme and will be asked to analyse the register of the two texts, using as many of the methods discussed in the lectures and tutorial as possible. One tutorial will provide practice and guidelines for the test. This assessment will be completed in the lecture time.

**Language and Teaching**
You will be required to display an understanding of the first part of the module, which covers the main features of traditional approaches to language teaching, humanistic approaches to language teaching, and communicative approaches to language teaching, which have been in practice over the last 100 years. You do this through writing an essay in the lecture time on a pre-disclosed title.

**Language and the Mind**
The test, in lecture time, will consist of eight statements connected to central themes covered by the lectures. You must respond to four of these statements. Marks will be awarded for a clear understanding of the concepts, critical analysis, and evidence of background reading.

**Late Submission/Completion of Coursework**
Any assignment or piece of coursework which is submitted late without the prior agreement of either the Module Co-ordinator or the member of staff who set the task will be penalised by one grade point per day including Saturdays and Sundays. After 20 days, you will automatically be given a grade of OX.

Similarly, if you do not take a test which is part of the compulsory coursework on the given date without prior agreement as above, you will lose one grade point per day until you do take the test, though not including weekends, up to a maximum of 20 days. After 20 days, you will automatically be given a grade of OX.

All coursework must be completed by the end of the teaching period, the end of Week 11. This means that if a submission date or class test date is less than 20 days from the end of the taught phase, a student who has not completed all parts of the coursework by the end of Week 11 will automatically be given a grade of OX. Please note that you must achieve a grade of 5+ in the coursework part of the module in order to proceed to the examination.

**Delivery of Coursework Grades - MMS**
Coursework grades will be delivered via the University's Module Management System (MMS). You can access MMS by following the link on the student homepage or by going to:

https://www.st-andrews.ac.uk/mms/

Your tutor will inform you when the grades will be available, either in class or by email. If you have not used MMS before, we are happy to provide assistance. However, you should read the student user guide available on the MMS login page before approaching a member of staff for help. None of the assessments on this module will be submitted through MMS.
Coursework Feedback
Suggested answers for the Language and Society class test will be put on Moodle. If you have any questions after reading this, please feel free to email Lesley Thirkell to arrange an appointment. Once you have received your paper back for the Words in the Mind and Language and Teaching assessments, feel free to contact the relevant lecturer to arrange an appointment to discuss any questions you might have. Please refer to the ELT Undergraduate Modules Handbook for detailed information about assessment feedback. Under normal circumstances, ELT intends to return coursework within 15 working days of the submission date. Please note this does not include the two weeks of the mid-semester break.

Essay Writing
As a general rule, Linguistics essays are much like any other. They should have an introduction, a main body and a conclusion. When writing a full-length essay, it is generally a good idea to start off by giving the reader some idea of where the essay is heading. If you don’t know the answer to the question ‘where am I heading?’ when you start writing, you should probably stop and think a bit longer!

Introductions should define any terms, i.e. explain what you understand the question to mean; explain how the essay is organised and, if appropriate, say to what extent you are going to agree or disagree with the main proposition.

The main body of the essay will be a discussion of the key points - whatever they are - paragraph by paragraph, with each of your opinions or assertions supported by quotations or examples. This is important, because you need to provide some kind of evidence for what you are writing. Each paragraph should address a specific topic, with your main idea fully explained, and then supported.

The conclusion will often end with a suggestion for areas where further research is required.

The Examination
In the two-hour examination, you must answer questions from all three sections of the module. The sections are equally weighted and therefore we suggest an equal amount of time is spent on each part. Past papers can be viewed online on MySaint at:

https://mysaint.st-andrews.ac.uk/uPortal/f/welcome/normal/render.uP

1. Log in using your University username and password.
2. Click on the ‘Library and IT’ tab.
3. Locate the ‘Past papers’ link.

We are happy to provide further past papers on request.

Language and Society
There will be two essay questions, taken from the various areas studied in this strand. You will answer one question, in the form of a short essay.
**Language and Teaching**
You are required to write two short essays from a choice of three displaying your knowledge and understanding of the module content, and your ability to apply it, where appropriate, to teaching situations.

**Language and the Mind**
The final examination will overview the entire module. There will be two essay questions. You will answer one question, in the form of a short essay.

**Handwriting**
If your handwriting is deemed indecipherable, you will be required to come to ELT and dictate the script to a member of staff, who will transcribe it. You will be charged for this service, a minimum of £25. The cost may be higher, depending on how long the process takes. If you have already returned home, you will also be liable for the cost of returning to St Andrews. Any changes made to the script while dictating will constitute Academic Misconduct.

**Examination Answers**
If you are writing an essay to answer an exam question, you should aim to produce a modified version of the above. In other words, please do not waste time writing a lengthy introduction and explaining the structure of your answer in great detail. Your time is limited, and one or two sentences will be enough. On the other hand, do not become so minimalist that your answer is just a bullet-pointed list—you should only do this if you have seriously run out of time and need to get a couple more points down before the papers are taken in and we would certainly give a student some credit for points made in note form at the end of an essay in these circumstances. However, if the whole essay seems to be just a list of points, rather than an attempt to organise and structure the information, it would not be looked on so favourably. Likewise, in an examination, we would not expect you to quote so comprehensively, but you should still be able to produce key, short quotes to support your answer.

Please remember to read the questions and follow instructions. It is disappointing that every year students lose marks because, for example, they don’t answer the required number of questions.

**Absence from Examinations**
If you miss the examination through short term illness or weather-related travel issues, you will be offered another opportunity to take the examination on the final day of the examination diet. Students who choose not to take this opportunity because they are not planning to be in St Andrews will be given 0X by the ELT Examination Board. Students with long-term illnesses will be reassessed at a later date. Please note that University regulations require you to be in St Andrews for the whole of the examination diet.

If you tell us you are ill after taking an examination, the information about the illness will be discounted. We must be informed about any illness or special circumstance before the assessment takes place. Please consult the ELT Undergraduate Modules Handbook for detailed procedures on reporting absence from an examination.
Examination Feedback
If you have any questions regarding the examination, please feel free to contact us after the results are published in June and we will be happy to go over your paper with you. You may have a copy of your paper but you will be charged £10 for the photocopy.

Absence and Self-Certification
If you are absent from a compulsory part of a module, you must complete and submit a self-certification form. The form can be found in the individual MySaint account. In the case of LI1002, all tutorials are compulsory so if you miss one, you must submit a self-certification. Completion of a self-certificate of absence does NOT exempt you from fulfilling compulsory elements of a module, i.e. missing a compulsory element of a module can lead to an Academic Alert being issued regardless of whether the absence has been self-certified, explained or resolved.

Academic Alerts
Academic Alerts aim to help and support students who are having trouble coping with their studies; whether that is not handing in work on time, missing compulsory tutorials, or struggling with referencing or numeracy skills. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Alerts will never appear on a student’s permanent transcript.

Academic Alerts will be issued by email from either the LI1002 Module Co-ordinator or MMS Administrator and will tell students what is wrong (e.g. late submission of coursework) and what they are required to do (e.g. attend classes in future). There are different levels of alerts. They will tell students what support the University can offer. If students do not take the required action, this will be noted and eventually the student may be given a grade of zero and so will fail the module.

An Academic Alert: Engagement may be issued by ELT when we are concerned that a student is not participating actively and fully in tutorials.

We may also send an Academic Alert: Absence after a student has missed TWO compulsory tutorials if no self-certification has been provided. Lectures on LI modules are not compulsory and therefore students are not required to submit self-certifications for lectures but of course may do so if they wish. A further Academic Alert: Absence will be issued if a student has missed THREE compulsory tutorials.

An Academic Alert: Submission will be issued if a student has missed the submission date for a piece of coursework, and an Academic Alert: Assessment will be sent to a student who has failed to complete a class test on the required day. In both cases, the student will be informed that they are losing one grade point for each day they do not either submit the piece of coursework or take the test.

An Academic Alert: Final will be issued to any student who has:

- missed FOUR tutorials, regardless of their reason for missing the tutorials.
- not submitted a piece of coursework after 20 days
- not taken a class test after 20 days.
This means a student has missed too much of the module to be awarded credits and they will be awarded 0X by the module Exam Board. This would mean the student would not be given credits for the module.

ELT understands that students do sometimes suffer from a range of illnesses or personal circumstances which prevent them from attending classes or tutorials. We are supportive and understanding of such cases and would strongly encourage students to discuss their situation with Student Services or with the relevant Module Co-ordinator.

ELT, like all other University Schools, is not obliged to accept a self-certification. Illnesses such as flu do not just last for one day or indeed one hour. If a student has a serious illness, they will also be submitting self-certificates for other modules so if someone maintains they have, for example, a migraine but only for one hour or regularly only during ELT modules, we are unlikely to accept the self-certification. Equally food poisoning every Monday or Friday is unlikely to be accepted. Having 'a cold' is also unlikely to be an acceptable reason for absence. Other unacceptable reasons might include having to wait at home for the Sky engineer or landlord, other appointments which should be made in non-teaching time, going on holiday with your family and so on.

If a student is unsure about any of these issues, they should feel free to speak to the Module Co-ordinator.

**Good Academic Practice**
All assessed work, both written and spoken, submitted at university is expected to represent good academic practice and the University has an obligation to promote good academic practice (GAP). All students must be judged on their own performance and no student is allowed to gain an unfair advantage over others through any kind of academic misconduct. For further details of the University's Good Academic Practice policy and for information about penalties for academic misconduct, please see:


**Appeals**
If you would like to query a grade given for either a piece of coursework or the examination, or any other academic-related issue, the first step is to make an appointment with the Module Co-ordinator or the relevant member of staff, who will be happy to meet with you and explain why, for example, a particular grade was given. In most cases, this explanation will be sufficient to clarify the matter. However, if you still feel the grade is inappropriate, a request can be made to have the piece of work remarked and again we would hope this would resolve the matter. If, however, you remain dissatisfied, you may use the University's Appeals Procedure. Please note this policy is only used for academic issues. Details of the policy can be found at:

[http://www.st-andrews.ac.uk/students/rules/appeals/policy/](http://www.st-andrews.ac.uk/students/rules/appeals/policy/)

You should be aware that in any appeal procedure, a grade may go down as well as up. For further details, please refer to the **ELT Undergraduate Modules Handbook**.
Complaints
We very much hope that you will enjoy your time studying in ELT but if you have any complaints, please come and discuss the issue with either the module co-ordinator or the relevant member of staff. We hope that we will be able to resolve the issue quickly and easily. However, if you remain dissatisfied, you may use the University's Complaints procedure. Details of the policy can be found at:

http://www.st-andrews.ac.uk/administration/complaints/

For further details, please refer to the ELT Undergraduate Modules Handbook.

Staff-Student Council
Two students will be chosen to represent all the LI1002 students at the Staff-Student Council meeting. If there are any issues you would like to raise about the course, please either contact Lesley Thirkell directly or speak with the group representatives. The Staff Student Council will be held on Wednesday 10 April 2019 at 2pm in ELT.

Users of English as an Additional Language and Dictionaries
ELT is happy for students who are users of English as an Additional Language to use paper (not electronic) English-English dictionaries during assessment. However, you must email or write making the request to the Module Co-ordinator, Lesley Thirkell, in the first instance. A member of staff will look through the dictionary at the beginning of the assessment.

Erasmus Students
Please note we are unable to provide language proficiency certificates for this module.

External Examiner
The External Examiner for LI1002 is Louis Harrison from the University of Nottingham. His email is louis.harrison@nottingham.ac.uk

Study Space
ELT is a very busy building and we do not have any specific space for students to study in. However, if you would like to use a room occasionally, for example to discuss a group project, please speak to the ELT Receptionist before you try to use a room. She will be able to tell you when a room is available. Students who use classrooms in ELT are requested to leave them clean and tidy as the rooms are heavily used.

We have a large social space called ‘XL’ which is located at the back of the building. XL is equipped with Apple Mac computers for internet browsing and a kitchen for preparing refreshments. You are very welcome to use the space before or after your classes. Tea and coffee sachets can be purchased in XL.

Recommended Reading
All the main books will be put on Short Loan. If you have problems finding any of these books, please let us know.
**Language and Society**

The main books for this section are:


References given in **bold** are the main ones, the others are supplementary. Lesley Thirkell has a copy of the asterisked (*) papers, which can be borrowed on request.

**Register Analysis**


**Conversational Analysis**


Goffman, E, 1976, Replies and Responses, *Language in Society*, 257-313*
Tsui, A, 1989, Beyond the Adjacency Pair, *Language in Society*, 18, 545-564*

**Pragmatics**

Levinson, S, as above, Chapter 3 P99.4P72L4
Merrison, A et al, as above, Chapter 3 P107.M4
Yule, G, as above, Chapter 5 P99.4P72Y8


**Politeness**

Merrison, A et al, *Introducing Language in Use*, London: Routledge, Chapter 4.4
Yule, G, 1996, as above, Chapter 7 P99.4P72Y8

Fasold, R, as above, Chapter 6 P40.F2;2
Language and Gender
Holmes, J, as above, Chapter 7  P40.H7G08
Wardhaugh, R, as above, Chapter 13  P40.W2G02

Language and Teaching
The main books for this section are:

Harmer, J, How to Teach, London: Longman  Main Lib Short Loan PE1128.A2H2H7
Main Lib Short Loan P51.N8
Main Lib Short Loan P51.R535G01  Main Lib P51.R535G01

In addition, lecture-specific material will be provided throughout the course of the module.

Language and the Mind
The main books for this section are:

Main Lib Short Loan BF455.A5F98
Main Lib P326.A5F94
Classics Lib Ref P29.C8F97 (Reference only)
Main Lib P106.F8I6
Main Lib BF455.H286P8G01  St Mary’s College Lib Short Loan BF455.H286P8G01
Main Lib Short Loan P118.P5G00 Main Lib P118.P5G00
Main Lib Short Loan P118.L54 Main Lib P118.L54

Main Lib Short Loan P106.Y8 Main Lib P106.Y8
LI1002 Foundations of Language 2
Module Contract 2018/19

100% COMPLETION OF THE CONTINUOUS ASSESSMENT BY THE END OF THE TAUGHT PHASE AND COMPLETION OF THE EXAMS IS NECESSARY TO GAIN THE CREDITS FOR THE MODULE.

Module requirements
You must meet the following requirements in order to progress to the examination and gain credits:

1. attendance at weekly tutorials.
2. completion of the three pieces of coursework by the end of the taught phase.

The University requires students to fulfil module requirements for each module in order to gain the corresponding credits. If you fail to fulfil the requirements, you are not allowed to sit examinations and you cannot complete the module or gain the corresponding credits.

YOU MUST ACHIEVE A GRADE OF 7.0 OR MORE IN THE COURSEWORK PART OF THE MODULE IN ORDER TO PROCEED TO THE EXAMINATION. YOU MUST PASS THE EXAMINATION (7.0) IN ORDER TO PASS THE MODULE.

Attendance
A register will be kept at all tutorials. If students are ill or have some other unavoidable reason for absence from a tutorial, they must complete a Self-Certificate of Absence form, which can be found in MySaint online. If students miss four tutorials without appropriate reasons, they are likely to be awarded a grade of 0X by the Module Examination Board. This means they cannot gain a grade or credits for the module.

Assessed Tasks
The three assessed tasks are completed during class time between 14.00 and 15.00. They are as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Society Register Analysis Test</td>
<td>Tuesday 23 April</td>
</tr>
<tr>
<td>Language and Teaching Pre-disclosed essay</td>
<td>Monday 15 April</td>
</tr>
<tr>
<td>Language and the Mind Class test</td>
<td>Thursday 21 February</td>
</tr>
</tbody>
</table>

Each piece of coursework represents one third of the 50% coursework element of LI1002.

Examinations
The examination takes place between 11 and 24 May 2019 inclusive. The exam timetable is produced by the University Examinations Officer in mid-March.

I have read and understood the module requirements for LI1002 and I undertake to fulfil them.

Name ...........................................................................................................

Signed ...........................................................................................................

Date .........................................................