

**Department of Language and Linguistic Science  
2022/23 Module Evaluation**

**Summary of open comments with tutor response**

**Module Code and Name:** LAN00010C Introduction to Sociolinguistics

**Module Convenor:** Dr Rhys Sandow (Autumn) and Dr Claire Childs (Spring/Summer)

31 out of 115 students completed the online module evaluation.

12 students left comments.

Overall satisfaction score for the module was: 4.2

**Summary of comments:**

Positive comments	Number
Enjoyed the module / interesting content	4
Lecturers were good at explaining things	1
Good that the lecturers are active and well versed in the field	1
Grateful to staff for help in preparation for the summative	1
Module was well taught	1

Constructive criticisms	Number
Did not find seminars helpful / engaging	6
Would have liked another formative assignment / more practice for writing exam answers	5
Reading is too much / not useful	1
Module was more challenging as it progressed	1
Lots of studies are presented and it is not easy to remember them	1
Would have liked more time between the lecture and seminar	1

**Tutor response:**

I am pleased to hear that the module was well received overall. There were particularly high ratings for students being able to contact staff when they needed to (4.7), having opportunities to explore ideas/concepts in depth (4.6), apply what they had learnt (4.5), marking criteria being made clear in advance (4.5), fairness of marking/assessment (4.5), module organisation (4.5) and changes being communicated effectively (4.5). The positive comments show that students generally found the module content interesting and enjoyable and they found the lecturers to be knowledgeable and good at explaining things.

The main constructive criticisms relate to the seminars, with some comments raising issues relating to one GTA and how the material was delivered. I would encourage students to raise such issues with the module convenor during the course of the module so that they can be addressed. The next most common constructive criticism is that students would have liked another formative assignment. The module has three formative assignments – a VLE test, a formative writing assignment, and a longer VLE quiz – plus opportunities to practice exam answer writing in seminars. However, this is the last year that the module is running in this format (next year, sociolinguistics is part of English Past & Present); in the new module, we will be able to reconsider what kinds of tasks might be most appropriate for formatives vs. in-class exercises.

There is more reading on this module than some other modules because it is appropriate for the content and the assessments, e.g. the essay. I also encourage students to read widely around the topic to stand them in good stead for subsequent years of study where the essay assignments become much longer (e.g. 4,000-5,000 words) and require much more engagement with academic literature. The suggestion that the module was more challenging as it progressed seems to be a natural and ideal development of a module. We start with the fundamentals in the autumn and delve into more complex issues as the module goes on. I sympathise with the suggestion that there should be more time between the lecture and seminar. Timetabling is done centrally and it is not always possible to have all of the seminars on one particular day, unfortunately, but we do try.

Dr Claire Childs

Thank you for your feedback.