



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2022/23

Date created: Click or tap here to enter text.

Last amended: 24/03/2022

Version no. 1

1. Programme title(s) and code(s)

MA in Applied Linguistics and TESOL

Postgraduate Diploma in Applied Linguistics and TESOL*

Postgraduate Certificate in Applied Linguistics and TESOL*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

[HECOS Code](#)

| HECOS Code | % |
|------------|-----|
| 100970 | 100 |

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Part-time

b) Type of study

Distance learning

4. Registration periods

The normal period of registration for the MA in Applied Linguistics and TESOL is 2.5 years

The maximum period of registration for the MA in Applied Linguistics and TESOL is 4 years

5. Typical entry requirements

Candidates should normally be teachers or others working in the TESOL field who have at least a second class honours degree or its equivalent from a non-UK university (GPA 3.0 or above) plus one year teaching experience. Degrees in English language, linguistics or education preferred. Serving teachers who have equivalent qualifications or qualified teacher status and significant experience can be considered. Candidates who are not native speakers of English need to have a proficiency level equivalent to Candidates who are not native speakers of English need to have a proficiency level equivalent to GCSE O level Grade C; IELTS 6.5 with a minimum of 6.0 in each sub-skill; TOEFL 575 (paper) plus TWE 4.0, 90 (IBT); Cambridge Proficiency Grade C or above.

6. Accreditation of Prior Learning

Holders of the University of Leicester PG Certificate in Teaching English for Academic Purposes are exempted from 30 credits corresponding to two of our optional 15-credit courses: EN7512 English for Specific/Academic Purposes, and EN7509 Course & Syllabus Design.

Holders of the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages), or equivalent qualification, are considered for exemption from 30 credits corresponding to two

of our core 15-credit courses: EN7521 Second Language Teaching, EN7522 Second Language Learning.

Requests for exemptions, on the basis of prior learning, may be made for a maximum of 60 credits. Detailed evidence of the prior learning with copies of programme outlines and transcripts should be submitted with the request.

7. Programme aims

The programme aims to enable you to

- enhance your knowledge of Applied Linguistics and apply this to TESOL practice;
- manage, reflect on and enhance your own learning and teaching;
- assess a range of perspectives on the theory, policy and practice of TESOL in different contexts
- plan and implement a small-scale research project;
- extend your range of transferable skills including study and research skills and teaching skills.

On successful completion of the *MA Applied Linguistics and TESOL* you should be able to:

- Relate knowledge and understanding of the principles and practices of TESOL to theory and research in Applied Linguistics;
- Describe and analyse the formal systems and features of English, i.e. grammar and phonology;
- Analyse English discourse and varieties of English in different contexts;
- Apply their knowledge and understanding to teaching and learning in their own educational setting;
- Apply a range of research methods to the study of English language and the teaching and learning of English in different contexts;
- Plan and conduct a research study in the field of TESOL or Applied Linguistics.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| Demonstrate knowledge and understanding of the principles and practices of TESOL drawing on theory and research in Applied Linguistics, covering disciplines that apply to TESOL: discourse, grammar, phonetics and phonology, Second Language learning and teaching. | Online materials Online tutoring Directed reading Moderated discussion boards Library Distance Learning support services. Module specific blogs etc e-tivities | Formative and summative assessment, including: Formative assignment Module assignments Dissertation |

ii) Concepts

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| Describe the formal (i.e. syntactic and phonological) features of English accurately. Analyse spoken and written discourse effectively. | Describe features of spoken and written English using phonemic analysis and models of grammatical analysis, as well as models of discourse analysis and pragmatic analysis. | Assignment analysing a selected piece of spoken or written discourse. Small-scale research project on an aspect of Second Language Teaching and Learning or sociolinguistic aspects of language use. |
| Display understanding of the dimensions of language variation, change and of theories of second language learning and acquisition. | Recording by students of authentic speech both by first and second language users. | Dissertation. |

iii) Techniques

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| Demonstrate analytical skills used by linguists to describe language form, language use and discourse. | Use of phonemic analysis and models of grammatical analysis, as well as models of discourse and pragmatic analysis. | Assessed analyses of samples of spoken or written language. |

iv) Critical analysis

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| <p>Analyse and critique relevant arguments, debates and points of view in areas of Applied Linguistics and TESOL.</p> <p>Demonstrate understanding of developments in TESOL.</p> <p>Critically evaluate the relationship between Applied Linguistic theory and TESOL practice.</p> | <p>Moderated online group tasks (e-tivities).</p> <p>Online discussion with personal tutor regarding assignment drafts and activities.</p> | <p>Development of a critical argument through an extended essay and final dissertation.</p> |

v) Presentation

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| <p>Produce articulate, fluent and well-structured assignments.</p> <p>Handle references and sources accurately and appropriately</p> <p>Present work clearly and appropriately.</p> | <p>Study guides and induction to support development of academic literacy.</p> <p>Formative feedback on a referencing task in first module.</p> <p>Formative feedback on all assignments.</p> | <p>Good organisation and presentation are specific aspects of our formal marking criteria in all assignments.</p> |

vi) Appraisal of evidence

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| <p>Formulate research questions that are appropriate and properly defined..</p> <p>Provide evidence of systematic enquiry.</p> <p>Discuss and justify research methods used.</p> <p>Present and analyse data clearly and accurately.</p> <p>Show awareness of possible limitations to the study and of alternative interpretations.</p> | <p>Research methods training is introduced gradually throughout modules (e.g. sociolinguistics field methods).</p> <p>Research Methods training is provided in the Dissertation module materials.</p> <p>Some module assignments give opportunities for small-scale data collection and analysis.</p> | <p>Assignments and dissertation.</p> <p>Formal dissertation plan is approved by tutor.</p> |

b) Transferable skills

i) Research skills

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| <p>Demonstrate an understanding of quantitative research methods and their uses in areas such as language testing and data collection.</p> <p>Demonstrate communicative and intercultural competence.</p> <p>Apply the skills and knowledge gained to their own teaching contexts.</p> | <p>Research Methods training.</p> <p>Opportunities to develop critical analytical skills in discussion with peers from a range of backgrounds, from different parts of the world and with different first languages.</p> <p>Supervisor guidance for Dissertation.</p> | <p>In some modules, students may analyse data through SPSS or Excel (e.g. 'Language Testing and Assessment').</p> <p>Assignment essays.</p> <p>Participation in online group tasks.</p> <p>Dissertation proposal and Dissertation.</p> <p>Students' reflections on their own personal and professional development.</p> |

ii) Communication skills

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| Construct and manage a spoken argument. | Online module topic-based discussions. | Participation in group online tasks using voiceboard. |
| Communicate effectively and fluently in speech. | Analysis of classroom discourse. | Text analysis assignment. |
| Understand the dynamics of oral communication. | | |
| Communicate effectively and fluently in writing. | Induction materials on academic writing. | Formative assignment focuses on writing skills. |
| Use the appropriate register and style and proper referencing when writing essays, assignments and dissertations. | Formative assignment in first module. Online support for academic writing | Tutorial advice offered on outlines of assignments. Written assignments required in each module. |

iii) Data presentation

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| Apply an understanding of quantitative research methods and their uses in areas such as language testing and data collection. | Online tutorial in SPSS available through Blackboard. Research Methods materials. | In Dissertation, as well as in any empirical research for assignments, students may analyse data through SPSS or Excel. |

iv) Information technology

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Ability to use phonetic font software and some other linguistics-related software (eg British National Corpus, Wordsmith Tools, Oxford Text Archive). | Their use is demonstrated and practised in e.g. Phonology & Pronunciation. Research Methods training in basic use of linguistic corpora. | In Phonology & Pronunciation module, students are expected to make use of the IPA fonts in their assignments. Students may submit assignments/dissertation drawing on electronic tools and corpora. |

v) Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| <p>Ability to identify and reflect on common learning and teaching problems in TESOL.</p> <p>Ability to identify and analyse limitations in existing theories and research.</p> <p>Ability to identify and reflect on cultural problems in TESOL.</p> | <p>Second Language Teaching and Second Language Learning address key issues and problems in ELT, and related theories and research. Online tasks give students opportunity to relate these to specific contexts and situations.</p> <p>The option modules include opportunities for problem solving in relation to teacher education, course/syllabus design, testing and evaluation, materials design and development and Intercultural Communication.</p> | <p>Assignments on relevant modules include reflection and critical discussion of problems and issues in ELT.</p> <p>Most assignments finish with an 'implications' section related to a specific context/group of learners. This also applies to the Dissertation.</p> |

vi) Working relationships

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| <p>Ability to communicate and work effectively in small groups.</p> <p>Show willingness to learn from other TESOL professionals</p> | <p>Group –based online tasks.</p> <p>Moderated module-based discussion forums.</p> | <p>Informal assessment of students' effectiveness in group activities.</p> |

vii) Managing learning

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| <p>Ability to work independently, demonstrating initiative, self-organisation and time-management.</p> <p>Show ability to manage their own learning self-critically.</p> <p>Ability to acquire complex linguistic information of diverse kinds, from a variety of sources (libraries, WWW, CD-ROMs, corpora, discussions with peers etc).</p> | <p>Advice on study skills, e.g. time management given in the Planning Units of our DL materials and Handbook.</p> <p>Tutorial support in time management and planning of assignments.</p> <p>Induction materials on the use of the library and electronic resources centre.</p> <p>Support on handling information (e.g. how to access online journals) through the university's dedicated Distance Learning Resources.</p> | <p>Tutor reports on student progress.</p> <p>Online module and programme evaluation questionnaires enable us to monitor how students see their own success in these areas.</p> <p>We assess organisation and presentation of information in all written assignments.</p> |

viii) Career management

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Develop an awareness of teacher identities, changes in career path, and reflective practitioner skills. | <p>Online group tasks provide opportunities for professionally relevant discussion</p> <p>Students have the opportunity to choose two optional courses (30 credits) in accordance with their own goals and preferences.</p> | <p>Supervisor support at Dissertation stage.</p> <p>Participation in online discussion with other course participants and moderator.</p> <p>Guest lectures delivered by TESOL professionals recorded for online delivery to DL students.</p> |

10. Special features

The MA in Applied Linguistics and TESOL DL programme is designed around six core modules and a choice of two option modules that equip students with substantial knowledge and skills in key areas of Applied Linguistics and TESOL theory and practice. The taught modules run in 30-credit blocks, each containing two modules and lasting five months. Prior to the first written assessment, students complete a formative writing task. This allows for the practice of academic writing skills and opportunities to gain valuable feedback from a personal tutor. The programme also allows students to specialise through the selection of two optional modules and a dissertation on a topic area of choice. This level of choice means that students have opportunities to progress through the programme in a manner that reflects your own priorities and developing interests. Prior to the dissertation, students work on study materials aimed at developing core research knowledge and skills.

- MA Applied Linguistics students pursuing their degree by DL can switch to the campus based mode, or vice versa, only by agreement with the programme leaders. Each case will be treated on its own merits.
- The MA combines a theoretical grounding in Applied Linguistics with pedagogical application to English Language Teaching, rather than concentrating solely on one or the other.
- The wide range of option modules enables students with two years of teaching experience to specialise in a chosen area.

11. Indicators of programme quality

The external examiners for both distance and campus versions of the current MA Applied Linguistics and TESOL programme have expressed their satisfaction and complimented the team on a number of points, including:

- quality of written feedback on students assignments
- the development of online activities for the DL students
- quality of dissertation projects undertaken by students

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

13. Progression points

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2022/23

Date created: [Click or tap here to enter text.](#)

Last amended: 24/03/2022

Version no. 1

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Updates to the programme

| Academic year affected | Module Code(s) | Update |
|------------------------|----------------|--------|
| | | |

[MA Applied Linguistics and TESOL (distance)]

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 | Other delivery period |
|----------------------|------------|-----------------|-----------------|-----------------------|
| Core taught | 90 credits | Choose an item. | Choose an item. | Choose an item. |
| Optional | 30 credits | Choose an item. | Choose an item. | Choose an item. |
| Dissertation/project | 60 credits | Choose an item. | Choose an item. | Choose an item. |

The 180 credits are taught over 2.5 years.

180 credits in total

Level 7/

2022/23

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--------------------------------------|------------|
| Choose an item. | ED7521 | Second Language Teaching | 15 credits |
| Choose an item. | ED7522 | Second Language Learning | 15 credits |
| Choose an item. | ED7523 | Grammar Awareness | 15 credits |
| Choose an item. | ED7524 | Phonology and Pronunciation Teaching | 15 credits |
| Choose an item. | ED7525 | Language in Society | 15 credits |
| | ED7526 | Discourse Analysis | 15 credits |
| | ED7501 | Dissertation | 60 credits |

Notes

All the core and option modules, and dissertation are delivered in Semester 1 and Semester 2 depending on the student's start date.

Option modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---------------------------------------|------------|
| Choose an item. | ED7505 | Teacher Education | 15 credits |
| Choose an item. | ED7507 | Language Testing and Assessment | 15 credits |
| | ED7509 | Course and Syllabus Design | 15 credits |
| | ED7510 | Materials Design and Development | 15 credits |
| | ED7512 | English for Specific Purposes | 15 credits |
| | ED7516 | Technology Enhanced Language Learning | 15 credits |
| | ED7520 | Intercultural Communication | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| | ED7700 | Corpus Linguistics and Language Learning | 15 credits |

MA Applied Linguistics & TESOL by DL

Programme Structure

The tables on the Programme Specification document, and the way they are organized, does not accommodate our programme. This is the structure:

Year One:

| September Intake March Intake | September – March | March – September |
|----------------------------------|-------------------|-------------------|
| Core taught | 30 | 30 30 |
| Optional | | |
| Dissertation | | |

Year Two:

| | September - March | March - September |
|--------------|-------------------|-------------------|
| Core taught | 30 30 | 30 |
| Optional | | 30 |
| Dissertation | | |

Year Three:

| September Intake: March Intake: | March - September | September - March |
|------------------------------------|-------------------|-------------------|
| Core taught | | |
| Optional | 30 | |
| Dissertation | 60 | |

| | | |
|--|--|----|
| | | 60 |
|--|--|----|

TOTAL: 180 credits

All modules are 15 credits, plus Dissertation 60 credits.

The table shows two intakes of students completing in 2.5 years. There will of course be other cohorts before and after. **This means that in any semester we are offering 30 credits Core taught, 30 credits Optional, and 60 credits Dissertation.**

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See taught postgraduate [module specification database](#) (Note - modules are organized by year of delivery).