



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2022/23

Date created: 01/03/2021

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Version no. 1

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

MA TESOL

Postgraduate Diploma in TESOL\*

Postgraduate Certificate in 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	%
100513 Teaching English As A Foreign Language	75
100970 Applied Linguistics	25

### 2. Awarding body or institution

University of Leicester

### 3. a) Mode of study

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods

The normal period of registration for the MA TESOL is one year.

The maximum period of registration for the MA TESOL is two years.

### 5. Typical entry requirements

A relevant second class honours degree or its equivalent from a non-UK university (GPA 3.0 or above).

Degrees in English language, other languages, linguistics or education preferred.

Some prior engagement with language teaching, e.g. through employment, internship, volunteer teaching or relevant previous training (applicants are normally at or near the beginning of a career as an English language teacher).

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

- Requests for exemptions, on the basis of prior learning, may be made for a maximum of 60 credits.

- Holders of the University of Leicester PG Certificate in Teaching English for Academic Purposes are exempted from 15 credits corresponding to one of our optional 15-credit courses: ED7012 English for Specific/Academic Purposes.
- Holders of the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages) are exempted from 30 credits corresponding to two of our core 15-credit courses: EN7310 Second Language Teaching, EN7311 Second Language Learning.
- 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:

- Provide participants with the opportunity to study the sub-disciplines of TESOL;
- Provide participants with theoretical foundations upon which sound TESOL practice is based;
- Develop participants' ability to reflect critically on practice.
- Develop students' ability to manage, reflect on and enhance their own learning;
- Provide students with opportunities to extend their range of transferable skills including study and research skills and teaching skills.

The general teaching aims of the *MA TESOL* programme are to:

1. Provide participants with the opportunity to study sub-disciplines that apply to TESOL: grammar awareness, phonology, and second language learning and teaching.
2. Provide an opportunity for participants to personalize and enrich their study programme through a choice of options.
3. Provide opportunities for intending teachers to study the practice of English teaching;
4. To provide participants with theoretical foundations upon which sound practice is based.

On successful completion students in *MA in TESOL* should be able to:

1. Display knowledge and understanding of the principles and practices of TESOL drawing on theory and research in TESOL;
2. Display knowledge of the description of English grammar and phonology;
3. Apply their knowledge to practice (e.g. in lesson planning or peer teaching).
4. Apply their knowledge and understanding to teaching and learning in their own educational setting;
5. Apply a range of research methods to the study of English in different contexts and the teaching and learning of English in different contexts;
6. Plan and conduct practitioner research in the field of TESOL or related field.

## 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?
<p>Ability to analyse and discuss the principles and practices of TESOL drawing, where appropriate, on theory and research in Applied Linguistics covering disciplines that apply to TESOL such as discourse, grammar, phonetics and phonology, Second Language learning and teaching.</p>	<p>Lectures Seminars Tutorials Workshops Directed reading Professional Enquiry/Dissertation supervision Induction programme Blackboard (VLE) support site Student discussion boards</p> <p>Development of practical teaching skills through learner diaries, teaching observation and peer, micro-teaching.</p>	<p>Formative and summative assessment, including: Formative assignment essay Graded assignments</p> <p>Professional Enquiry Portfolio or Dissertation</p>
<p>Ability to critically reflect on their own and others' learning and teaching.</p>	<p>Lectures Seminars Tutorials Workshops Directed reading Professional Enquiry/Dissertation supervision Induction programme Blackboard (VLE) support site Student discussion boards</p> <p>Development of practical teaching skills through learner diaries, teaching observation and peer, micro-teaching.</p>	<p>Formative and summative assessment, including: Formative assignment essay Graded assignments</p> <p>Professional Enquiry Portfolio or Dissertation</p>

ii) Concepts

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to describe the formal (i.e. syntactic and phonological) features of English.	Grammar and Phonology categories and processes; related terminology – through lectures, pre-session tasks, and workshops.	Assessment on Grammar and Phonology, including analysis of spoken or written discourse.  Professional Enquiry (PE) or Dissertation.
Ability to analyse observed learning and teaching.	Pedagogical approaches and their underpinning theories, and theories of language acquisition – through lectures, seminars, participant observation (Languages @ Leicester), lesson observation, peer teaching.	Literature based or small-scale research projects on aspects of Second Language Teaching and Second Language Learning  PE/Dissertation.
Analyse and discuss theories of second language teaching and second language acquisition	Pedagogical approaches and their underpinning theories, and theories of language acquisition – through lectures, seminars, participant observation (Languages @ Leicester), lesson observation, peer teaching.	Literature based or small-scale research projects on aspects of Second Language Teaching and Second Language Learning  PE/Dissertation.

iii) Techniques

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Development of the analytical skills used by linguists to describe language form and, optionally, the ability to analyse the role and use of English in context (social, political, cultural, professional etc.).	Use of phonemic and models of grammatical analysis.  For example, thematic analysis or Discourse Analysis.	Assessed analyses of samples of spoken or written language. (Tests; assignments)

iv) Critical analysis

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to analyse and critique relevant arguments, debates and points of view in areas of Applied Linguistics and TESOL. Explain and discuss developments in TESOL.	Seminars involving critical debate based on pre-class reading.  Group tutorials analysing aspects of Applied Linguistics/TESOL.  Formative feedback on assignments.  Online discussion with personal tutor regarding assignment outlines and tasks. Participation in Blackboard discussions.	Development of a critical argument in essays and final PE/Dissertation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critically evaluate the relationship between Applied Linguistic theory and TESOL practice.	Seminars involving critical debate based on pre-class reading. Group tutorials analysing aspects of Applied Linguistics/TESOL. Formative feedback on assignments. Online discussion with personal tutor regarding assignment outlines and tasks. Participation in Blackboard discussions.	Development of a critical argument in essays and final PE/Dissertation.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Produce articulate, fluent and well-structured assignments.	Study guides and induction to support development of academic literacy. Formative feedback on a referencing task in Semester 1. Formative feedback on all assignments. Assignment seminar at the end of each module. Tailored language support delivered by ELTU.	Good organisation and presentation, including use of tables and graphs, etc., are specific aspects of our formal marking criteria in all assignments.
Show accurate and appropriate handling of references and sources.	Study guides and induction to support development of academic literacy. Formative feedback on a referencing task in Semester 1. Formative feedback on all assignments.	Good organisation and presentation, including use of tables and graphs, etc., are specific aspects of our formal marking criteria in all assignments.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to formulate research questions that are appropriate and properly defined.	Research Methods training is provided throughout the academic year. Some module assignments give opportunities for small-scale data collection and analysis of language use e.g. through sociolinguistic surveys or use of interviewing in preparation for the PE/Dissertation.	Extended essays and PE/Dissertation, at the proposal and outline stages as well as in their final submitted form.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Provide evidence of systematic enquiry.	Research Methods training is provided throughout the academic year.  Some module assignments give opportunities for small-scale data collection and analysis of language use e.g. through sociolinguistic surveys or use of corpora in preparation for the Dissertation.	Extended essays and Dissertation, at the proposal and outline stages as well as in their final submitted form.

## b) Transferable skills

### i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should have a clear idea of the practicalities of carrying out trustworthy research e.g.: <ul style="list-style-type: none"> <li>Developing researchable questions</li> <li>Constructing a realistic and robust research design</li> <li>Planning a timetable for fieldwork and working out the feasibility of an intended study in particular contexts</li> <li>Gaining access to participants</li> <li>Carrying out research ethically</li> </ul>	Research Methods training.  Supervisor guidance for Dissertation.	Assignment essays which make use of small-scale data collection.  PE proposal or Dissertation proposal and final PE/Dissertation.

### ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicative and intercultural competence.	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.	Participation in Reading Groups.  Seminar and workshop participation.
Constructing and managing a spoken argument, as well as communicating effectively and fluently in speech.	Seminar debates and student presentations, e.g. Reading Group seminars.  Analysis of classroom discourse.	Participation in Reading Groups.  Seminar and workshop participation.
Analyse and discuss the dynamics of oral communication.	Seminar debates and student presentations, e.g., Reading Group seminars.  Analysis of classroom discourse.	Participation in Reading Groups.  Seminar and workshop participation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicating effectively and fluently in writing, including use of the appropriate register and style and proper referencing when writing essays, assignments and dissertations.	Introduction to IT tools (e.g., Refworks) for referencing.  Academic writing training provided by ELTU and available to international students.  Student learning centre advice publicised.	Formative assignment focuses on writing skills.  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?
Demonstrate a command of quantitative and qualitative research methods and their uses in areas such as language testing and Second Language Learning.	Research Methods sessions, including sessions on quantitative and qualitative data analysis.  Additional resources via Blackboard (VLE) site.	In PE/Dissertation, as well as in any empirical research for assignments, students may analyse quantitative data through SPSS or Excel or use qualitative techniques for spoken data.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to use linguistics-related software (eg British National Corpus, Wordsmith Tools, Oxford Text Archive).	Their use is demonstrated and practised in e.g. modules covering Phonology & Pronunciation and Corpus Linguistics.  Research Methods training in basic use of linguistic corpora.	Students may submit assignments drawing on electronic tools and corpora, as appropriate, in a range of assignments.
Ability to use effectively bibliographic and other tools for identifying relevant research literature and associated resources	Induction - Education Library Staff  Introduction to IT tools (e.g. Refworks, Turnitin) for referencing and plagiarism detection.	Various assessment modes where relevant which make use of literature search.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to identify and reflect on common learning and teaching problems in ELT.	Second Language Teaching and Second Language Learning address key issues and problems in ELT, and related theories and research. Seminar and assignment tasks give students opportunity to relate these to specific contexts and situations.  Students reflect on their own and others' learning and teaching through participation/diaries (Languages @ Leicester) and teaching observation reports.	Assignments on relevant courses are expected to reflect on and critically discuss problems and issues in ELT and relate them to theory. Most assignments finish with an 'implications' section related to a specific context/group of learners. This also applies to the PE/Dissertation.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to identify and analyse limitations in existing theories and research.	Second Language Teaching and Second Language Learning address key issues and problems in ELT, and related theories and research. Seminar and assignment tasks give students opportunity to relate these to specific contexts and situations.	Assignments on relevant courses are expected to reflect on and critically discuss problems and issues in ELT and relate them to theory. Most assignments finish with an 'implications' section related to a specific context/group of learners. This also applies to the PE/Dissertation.

vi) Working relationships

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to communicate and work effectively in small groups.	Group work in workshops/seminars and Reading Groups.  Course specific Discussion Forum in Blackboard (CB).	Informal assessment of students' effectiveness in group activities.  Dissertations frequently involve surveying, interviewing and/or observing experienced teaching professionals.
Show willingness to learn from other ELT professionals.	Group work in workshops/seminars and Reading Groups.  Course specific Discussion Forum in Blackboard (CB).	Informal assessment of students' effectiveness in group activities.  Dissertations frequently involve surveying, interviewing and/or observing experienced teaching professionals.

vii) Managing learning

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Show ability to work independently and self-critically, demonstrating initiative, self-organization and time-management.	Tutorial support in time management and planning of assignments.  Induction session on the use of the library and electronic resources.  Blackboard support on the university's website.  Support on handling information (e.g. how to access online journals) through induction and study skills sessions.	Tutor reports on student progress.  Course evaluation forms and staff/student committee meetings enable monitoring how students see their own success in these areas.  Organisation and presentation of information is assessed in all written assignments.



Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to acquire complex linguistic information of diverse kinds, from a variety of sources (libraries, WWW, CD-ROMs, corpora, discussions with peers etc).	Tutorial support in time management and planning of assignments.  Induction session on the use of the library and electronic resources.  Blackboard support on the university's website.  Support on handling information (e.g. how to access online journals) through induction and study skills sessions.	Tutor reports on student progress.  Course evaluation forms and staff/student committee meetings enable monitoring how students see their own success in these areas.  Organisation and presentation of information is assessed in all written assignments.

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.	Students have the opportunity to choose two optional courses (30 credits) in accordance with their own goals and aspirations.  Through the module Continuing Professional Development for English Language Teachers.	Written assignment for CPD for English language Teachers (EN7305).  The Professional Enquiry report and commentary offers a focus on the writer's own professional development needs and plans.

## 10. Special features

The MA TESOL programme is designed around six core modules delivered in semesters 1 and 2 that equip students with substantial knowledge and skills in key areas of TESOL theory and practice. 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 or professional enquiry 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 their own priorities and developing interests. Prior to work on the dissertation or professional enquiry in Semester 2, a series of research methods seminars are organised which aim to develop core research knowledge and skills. For those students who select the professional enquiry route, a mini-conference event is organised in Semester 2. This allows students to gain valuable formative feedback on their research plans.

- The MA TESOL is campus-based. Occasionally it may draw on parallel courses on the distance learning degree.
- The MA combines a theoretical grounding in TESOL with a focus on pedagogical application to English Language Teaching, rather than concentrating solely on one or the other.
- Communicative Language Teaching in Action (EN7308) and Reflections on Language Teaching & Learning (EN7309) enable intending entrants to the English language teaching profession to study at Masters level more theoretical modules while developing practical observation and teaching skills and demonstrating the ability to reflect on and evaluate teaching and learning events.
- The wide range of available option modules enables students to specialise in a chosen area.

- MA TESOL students can choose to submit a *Dissertation* or a *Professional Enquiry Dissertation Project*.
- A student who takes Language Testing and Assessment 1 and 2, and also does their dissertation or professional enquiry on a language testing related topic may be awarded an MA in TESOL with Language Testing.

### **11. Indicators of programme quality**

The external examiner for the campus version of the current MATESOL programme has expressed their satisfaction and complimented the team on a number of points, including the quality of written feedback on students' assignments, the fact that students with potentially very different entry points can all learn from the programmes, and the handling of the challenge of the growing numbers of overseas 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.

Students can only resubmit in 60 credits of the course. All resubmissions in the taught modules must be completed before progression to the Professional Enquiry/ Dissertation.

### **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](mailto:exampapers@Leicester) [log-in required]

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

There is only one entry point, at the beginning of the academic year.

## Programme Specification (Postgraduate) **FOR ENTRY YEAR:** Choose an item.

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### 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 TESOL (Campus Based)

##### Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	Choose an item.	45 credits	45 credits	Choose an item.
Optional	Choose an item.	15 credits	15 credits	Choose an item.
Dissertation/project	60 credits	Choose an item.	Choose an item.	Choose an item.

180 credits in total

**Level 7/Year 1      2021/22**

## Core modules

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Semester 1	EN7312	Grammar Awareness	15 credits
Semester 2	EN7313	Phonology and Pronunciation	15 credits
Semester 1	EN7310	Second Language Teaching	15 credits
Semester 2	EN7311	Second Language Learning	15 credits
Semester 1	EN7308	Communicative Language Teaching in Action	15 credits
Semester 2	EN7309	Reflections on Language Learning and Teaching	15 credits
Term 3	EN7300 or EN7307	Dissertation  Professional Enquiry Dissertation	60 credits

**Notes**

Either EN7300 Dissertation or EN7307 Professional Enquiry Dissertation compulsory only for the degree of MA.

## Option modules

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Semester 1	EN7316	Psychological Issues in Language Learning	15 credits
Semester 2	EN7306	Corpus Linguistics and Language Learning/Teaching	15 credits
Semester 1	EN7301	Language Testing and Assessment I	15 credits
Semester 2	EN7008	Language Testing and Assessment II	15 credits
Semester 2	EN7315	Discourse Analysis	15 credits
Semester 2	EN7002	Materials Design and Development	15 credits

Delivery period	Code	Title	Credits
Semester 1	EN7314	Language in Society	15 credits
Semester 1	EN7303	Technology Enhanced Language Learning	15 credits
Semester 2	EN7308	Continuing Professional Development for English Language Teachers	15 credits

### 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.*
- *Individual option modules may run in an alternative semester to the one listed above, depending on staff availability.*
- *Students who choose to follow the **language testing specialism** must take two option modules in Language Testing and Assessment (EN7301 and ED7008) as well as completing a Dissertation in language testing. If successful, they will be awarded an 'MA in TESOL with Language Testing'.*

### Entry Requirements:

- A relevant 1<sup>st</sup> degree at a good class 2.2. (UK equivalent) or above
- GPA 3 (US equivalent) or above
- Students whose first language is not English or who have not lived in a country where it is the first language for at least three years prior to starting the programme must possess an appropriate English Language qualification

Acceptable evidence includes: GCSE/O-Level English at grade C or above; an overall score of 6.5 in the IELTS test (with a minimum score of 6.0 obtained in each component); a TOEFL 600 (paper) or 90 (IBT)

Applicants should have demonstrable evidence of engagement with language teaching, e.g., through employment, internship or volunteer teaching.

**Module Code**

**Module Title**

**Credits**

Compulsory	EN7310	Second Language Teaching (Semester One)	15
	EN7311	Second Language Learning (Semester Two)	15
	EN7312	Grammar Awareness (Semester One)	15
	EN7313	Phonology and Pronunciation (Semester Two)	15
	EN7308	Communicative Language Teaching in Action (Semester One)	15
	EN7309	Reflections on Language Learning and Teaching (Semester Two)	15
	EN7300*	Dissertation (Year Long)	60
	EN7307*	Professional Enquiry Dissertation (Year Long)	60
	Optional (semester may change; not all options are offered every year)	EN7316	Psychological Issues in Language Learning (Semester One)
EN7301**		Language Testing and Assessment I (Semester One)	15
EN7008**		Language Testing and Assessment II (Semester Two)	15
EN7314		Language in Society (Semester One)	15
EN7303		Technology Enhanced Language Learning (TELL) (Semester One)	15
EN7302		Materials Design and Development (Semester Two)	15
EN7305		Continuing Professional Development for English Language Teachers (Semester Two)	15

EN7315	Discourse Analysis (Semester Two)	15
EN7306	Corpus Linguistics and Language Learning/Teaching (Semester Two)	15

\* Either EN7300 or EN7307 compulsory only for the degree of M.A.

\*\* Students who choose to follow the **language testing specialism** must take two option modules in Language Testing and Assessment (EN7301 and EN7008) as well as completing a Dissertation in language testing. If successful, they will be awarded an 'MA in TESOL with Language Testing'.

**Updates to the programme**

Academic year affected	Module Code(s)	Update

**Appendix 2: Module specifications**

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